

# Outputs and performance measures

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This section reports on achievement against the outputs and performance measures listed in the 2005–06 Budget Papers (Budget Paper no. 3, chapter 3). Outputs and performance measures are listed under the categories of compulsory years, post-compulsory years, services to students and portfolio management.

The education and training outputs are the primary mechanism through which the Government will achieve its key outcome of high quality education and training for lifelong learning.

These outputs will also make a significant contribution to the following key Government outcomes:

- growing and linking all of Victoria
- a fairer society that reduces disadvantage and respects diversity
- more quality jobs and thriving, innovative industries across Victoria
- sound financial management.

All targets and results refer to the 2005 calendar year unless otherwise stated.

## Compulsory years

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These outputs involve the provision of education and associated services designed to improve the quality of student learning of those in P–Year 9 in government and non-government schools. This comprises two outputs.

The early years is concerned with developing the essential skills necessary for ongoing progress in education and providing learning experiences to engage young minds. Literacy and numeracy are foremost among the skills learnt during these foundation years.

The middle years of schooling is a fundamental stage of learning where students growing from childhood to adolescence consolidate competency in literacy and numeracy, and their physical, social, emotional and intellectual development of early adolescence. It is also a stage when they attain a greater breadth of knowledge and learning, including extending their capacity for creative and critical thinking.

These outputs include development and management of education programs and curriculum.

## Early years

This output involves provision of education and other associated services designed to improve the quality of student learning of those in P–4 in government and non-government schools.

Performance measure	Unit of measure	2005–06 Target	2005–06 Result	Comments
<b>Quantity</b>				
Average P–2 class size	number	21	20.8	
Average Years 3–6 class size	number	24.8	24	
Eligible students in regular schools receiving ESL support: primary	per cent	91	91.1	
Koorie Educators employed	number	15	15	
Koorie Home School Liaison Officers employed	number	6	6	
New arrival students receiving intensive or targeted support: primary	number	1,150	1,313	
Non-government students receiving supplementary funding as percentage of all non-government school students	per cent	79	n/a	This measure can no longer be calculated as a new funding model for non-government schools has been introduced.
Number of principals participating in statewide, centrally funded leadership development programs	number	240	310	
Percentage of schools with an early years numeracy coordinator	per cent	100	100	
Primary school Welfare Officers employed <sup>(a)</sup>	number	256	255	
Schools with a 1:5 or better computer to student ratio: primary	per cent	95	89.7	This result is an improvement over the previous year. Statewide, the average computer to student ratio is approximately 1: 3.75. Strategies to improve performance include additional funding to provide computers for students. The impact of additional funds on the performance measure cannot be accurately determined as schools may choose to replace existing computers rather than purchase additional computers.
Teachers and principals with a notebook computer: primary	per cent	95	94.6	
Teacher–student ratio: primary	ratio	1:16.3	1:16.1	
Year 1 cohort accessing one-to-one literacy intervention programs such as Reading Recovery	per cent	20	20	
<b>Quality</b>				
Parent satisfaction with primary schooling on a 100-point scale	per cent	86	87	
Percentage of Year 3 Indigenous students reaching national benchmarks in numeracy	per cent	79	n/a	2005 national benchmark results have not been released yet.
Percentage of Year 3 Indigenous students reaching national benchmarks in reading	per cent	70	n/a	2005 national benchmark results have not been released yet.
Percentage of Year 3 students reaching national benchmarks in numeracy	per cent	95	n/a	2005 national benchmark results have not been released yet.
Percentage of Year 3 students reaching national benchmarks in reading	per cent	92	n/a	2005 national benchmark results have not been released yet.

Primary schools identified as performing at or above expected levels		93	92	The calculation methodology for this measure has been revised to include all schools and to incorporate data sets in keeping with the new School Accountability and Improvement Framework. The targets and results for 2005–06 and onwards are based on the new calculation methodology and are not comparable with previous targets and results.
Student attainment at text level 1 at end of Prep in reading (metropolitan and non-metropolitan students)	per cent	96	96.4	Targets and results for this year and onwards refer to students deemed as capable of reading previously unseen text, with 90 per cent accuracy at text level 1.
Student attainment at text level 5 at end of Year 1 reading (metropolitan and non-metropolitan students)	per cent	99.6	99.4	Targets and results for this year and onwards refer to students deemed as capable of reading previously unseen text, with 90 per cent accuracy at text level 5.
Students in non-metropolitan regions achieving at text level 1 at end of Prep in reading	per cent	96	96.2	Students deemed as capable of reading previously unseen text with 90 per cent accuracy at text level 1.

(a) Financial year target and result

## Middle years

This output involves provision of education and other associated services designed to improve the quality of student learning of those in Years 5–9 in government and non-government schools.

Performance measure	Unit of measure	2005–06 Target	2005–06 Result	Comments
<b>Quantity</b>				
Average rate of student attendance at Year 5	per cent	95	94	The attendance rate covers all absences including that due to illness and family holidays.
Average rate of student attendance at Year 6	per cent	95	93	The attendance rate covers all absences including that due to illness and family holidays.
Average rate of student attendance in Years 7–10	per cent	93	91	The attendance rate covers all absences including that due to illness and family holidays.
Eligible students in regular schools receiving ESL support: secondary	per cent	89	89.3	
New arrival students receiving intensive or targeted support: secondary	number	882	952	
Schools with a 1:5 or better computer to student ratio: secondary	per cent	95	84.5	This result is an improvement over the previous year. Statewide, the average computer to student ratio is approximately 1:3.75. Strategies to improve performance include additional funding to provide computers for students. The impact of additional funds on the performance measure cannot be accurately determined as schools are responsible for allocating resources to best meet their needs.
Teachers and principals with a notebook computer: secondary	per cent	95	94.8	
Teacher–student ratio: secondary	ratio	1:12.1	1:12.0	
Years 7–10 English class sizes less than 26 students	per cent	86	87.5	
<b>Quality</b>				
Parent satisfaction with secondary schooling on a 100-point scale	per cent	78	79	
Percentage of Year 5 Indigenous students reaching national benchmarks in numeracy	per cent	82	n/a	2005 national benchmark results have not been released yet.
Percentage of Year 5 Indigenous students reaching national benchmarks in reading	per cent	73	n/a	2005 national benchmark results have not been released yet.
Percentage of Year 5 students reaching national benchmarks in numeracy	per cent	95	n/a	2005 national benchmark results have not been released yet.

Percentage of Year 5 students reaching national benchmarks in reading	per cent	92	n/a	2005 national benchmark results have not been released yet.
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: Algebra	per cent	82	82	
Percentage of Year 8 students assessed as 'consolidating' at CSF level 5 or above in Mathematics: Chance & Data	per cent	83	82	
Secondary schools identified as performing at or above expected levels	per cent	90	90	The calculation methodology for this measure has been revised to include all schools and to incorporate data sets in keeping with the new School Accountability and Improvement Framework. The targets and results for 2005–06 and onwards are based on the new calculation methodology and are not comparable with previous targets and results.
Years 5–6 students' opinion of their connectedness with school <sup>(a)</sup>	number (1–5)	3.8	3.6	
Years 7–9 students' opinion of their connectedness with school <sup>(a)</sup>	number (1–5)	3	2.8	

<sup>(a)</sup> The Department is in the process of fully implementing the Schools for Innovation and Excellence initiative designed to support innovative and engaging middle years programs (to improve rates of student connectedness with school). At the time of the survey, the third group of school clusters (approximately one-third of all schools) had just commenced the initiative.

## Post-compulsory years

Post-compulsory years consists of four outputs. The later years output involves provision of education, training and other associated services designed to improve the quality of student learning of those in Years 10–12 in government and non-government schools. The priority during the later years of schooling is to provide young people with effective and varied pathways and support to secure their first formal qualification and to make a successful transition to further study, employment or a combination of both.

The training and further education output involves provision of training programs and support for students in TAFE institutes and other registered training organisations in accordance with Government priorities and in response to industry and community demands.

The ACE output involves provision of education and training in community settings and adult education institutions (including AMES and the CAE) in accordance with priorities set by Government and in response to local community demand.

The cross-sectoral output involves provision of integrated support across education and training sectors through organisational networks and linkages. It also involves support for students to make successful transitions between education and training sectors, for example through transition support such as pathway plans and monitoring of destination data.

## Later years

This output involves provision of education and other associated services designed to improve the quality of student learning of those in Years 10–12 in government and non-government schools.

Performance measure	Unit of measure	2005–06 Target	2005–06 Result	Comments
<b>Quantity</b>				
Annual student contact hours in VET in Schools programs <sup>(a)</sup>	number (million)	10.5	11.6	
Number of providers offering VCAL <sup>(a)</sup>	number	380	380	
Number of student enrolments in VCAL <sup>(a)</sup>	number	8,500	10,675	
Enrolments in VET in Schools certificate programs <sup>(a)</sup>	number	33,000	47,636	
<b>Quality</b>				
Average rate of student attendance in Years 11 and 12 <sup>(b)</sup>	per cent	93	91	The attendance rate covers all absences including that due to illness and family holidays.
Enrolments in VET in Schools units as a proportion of total VCE unit enrolments <sup>(b)</sup>	per cent	6.9	7.8	
Median VCE study score <sup>(a)</sup>	number	29	28.9	
Percentage of Year 10 students assessed as 'consolidating' at CSF level 6 or above in English: Reading <sup>(b)</sup>	per cent	81	82	
Percentage of Year 10 students assessed as 'consolidating' at CSF level 6 or above in English: Writing <sup>(b)</sup>	per cent	82	81	
Percentage of Year 10 students assessed as 'consolidating' at CSF level 6 or above in Mathematics: Algebra <sup>(b)</sup>	per cent	73	75	
Percentage of Year 10 students assessed as 'consolidating' at CSF level 6 or above in Mathematics: Chance & Data <sup>(b)</sup>	per cent	74	78	
Statewide rate of transition from Years 10 to Year 11 (February Census)	per cent	97	97.2	
Students satisfactorily completing VCAL <sup>(a)</sup>	per cent	45	63.2	
VET in Schools students completing a qualification <sup>(a)</sup>	number	12,488	13,077	
VET in Schools students progressing to further education, training or work <sup>(a)</sup>	per cent	90	95	
Years 10–12 apparent retention rate (August census) <sup>(b)</sup>	per cent	78	77	
Years 7–12 apparent retention rate (August census) <sup>(b)</sup>	per cent	75	74	

<sup>(a)</sup> Includes government and non-government schools; VET in Schools covers VET and VCAL students undertaking vocational education and training as well as school-based new apprenticeships.

<sup>(b)</sup> Government schools only

## Training and further education

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

Performance measure	Unit of measure	2005–06 Target	2005–06 Result	Comments
<b>Quantity</b>				
Annual government-funded module enrolments	number (million)	2.31	2.24	The average duration of modules continues to increase. Fewer module enrolments are being undertaken by students.
Audit of contract compliance by registered training organisations and other State Training System organisations <sup>(a)</sup>	number	350	352	
Government-funded student contact hours of training and further education provided	number (million)	70.23	72.95	
Government-funded student contact hours of training and further education provided to 15–24-year-olds	number (million)	44	44.6	
Number of apprentices/trainees completions who qualify for the completion bonus <sup>(a)</sup>	number	12,700	13,992	Target and results exclude bonuses paid to not-for-profit Group Training Organisations.
Number of apprenticeship/traineeship commencements by new employees <sup>(a)</sup>	number	65,100	60,247	This result is an improvement over the previous year. Apprenticeship and traineeship commencements by new employees reflect employer recruitment patterns and demand for labour. Government initiatives to support outcomes include the apprentice and traineeship completion and trade bonuses.
Number of individuals assisted through the Skill Up program <sup>(a)</sup>	number	1,200	1,380	
Number of people assisted by Parents Returning to Work grants <sup>(a)</sup>	number	2,475	2,675	
<b>Quality</b>				
School-based apprentices/trainees in training	number	3,500	4,255	
Participation rate of 15–19-year-olds in training and further education in Victoria: Non-metropolitan Victoria <sup>(b)</sup>	per cent	31.1	33.7	
Participation rate of 15–19-year-olds in training and further education in Victoria: All Victoria <sup>(b)</sup>	per cent	27.8	27.1	
Percentage of TAFE graduates who rate quality of training as 4 or more out of 5	per cent	82.6	87	
Persons aged 15–64 participating in TAFE programs as proportion of population	per cent	14.8	12.7	While Victoria has experienced an overall decline in the number of people participating in TAFE programs, there has been an increase in the hours of study undertaken by participating students.
Successful training completions as measured by module load pass rate	per cent	77.5	78.1	
TAFE graduates in employment six months following graduation	per cent	77.5	82	

<sup>(a)</sup> Financial year target and result

<sup>(b)</sup> Excludes participation undertaken through ACE organisations and adult education institutions.

## Adult and community education

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

Performance measure	Unit of measure	2005-06 Target	2005-06 Result	Comments
<b>Quantity</b>				
Government-funded annual module enrolments – ACE organisations and adult education institutions	number	129,000	147,161	
Government-funded student contact hours of VET activity provided through ACE organisations and adult education institutions	number (millions)	3.68	5.4	
Government-funded student contact hours of VET activity provided to 15–24-year-olds through ACE organisations and adult education institutions	number (millions)	2.0	2.1	
Student contact hours delivered in ACE to persons 15 and over who have no qualification at all or a qualification less than Year 12 or Certificate II	number (millions)	3.44	3.6	
<b>Quality</b>				
Student satisfaction with ACE courses meeting overall needs	per cent	80	85.4	
Successful completions as measured by module load completion rate – ACE organisations and adult education institutions	per cent	79.8	77.7	

## Cross-sectoral

This output involves provision of integrated support across sectors (schools, TAFE and ACE) through organisational networks and linkages as well as pathway plans and monitoring of individual students.

Performance measure	Unit of measure	2005–06 Target	2005–06 Result	Comments
<b>Quantity</b>				
LLEN strategic plans forwarded to and approved by VLESC	per cent	100	100	
<b>Quality</b>				
ACE and adult education institution students funded through Youth Pathways program leaving ACE who are tracked by a provider six months after exiting	per cent	100	100	
ACE and adult education institution students funded through Youth Pathways program with a MIPs plan	per cent	100	100	
Percentage of Years 10–12 school students provided with detailed (mail and phone) follow-up in the year after exit	per cent	70	71	
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	n/a	Finalisation of the result has been delayed this year due to external factors.
TAFE students funded through Youth Pathways Program leaving TAFE who are tracked by a provider six months after exiting	per cent	100	100	
TAFE students funded through Youth Pathways Program with a MIPs plan	per cent	100	100	
Percentage of participating Years 10–12 school students provided with a detailed follow-up by June in the year after exit (six months after the school year completes)	per cent	90	n/a	Finalisation of the result has been delayed this year due to external factors.

## Services to students

This consists of one output which covers student welfare and support, services to students with disabilities, Education Maintenance Allowance and student transport. It involves provision of:

- education services relating to student welfare, including drug education and mental health issues
- student support services in the area of student well-being including speech pathology, visiting teacher services for hearing, visually, health and physically impaired students, curriculum services and alternative programs
- education services to students with disabilities in regular and specialist schools
- payment of the Education Maintenance Allowance to eligible parents of school students up to the age of 16 years in government and non-government schools
- administration of student conveyance allowances and the transport of government and non-government school students, including those attending specialist schools.

Performance measure	Unit of measure	2005–06 Target	2005–06 Result	Comments
<b>Quantity</b>				
Eligible special school students provided with appropriate travel	number	5,800	6,000	
Percentage of Victorian government schools meeting minimum requirements of the Framework for Student Support Services in Victorian Government Schools	per cent	98	98.3	
Regular schools with students with disabilities	per cent	91	93	
School students (government) supported by conveyance allowance	number	10,450	10,716	
School students (non-government) supported by conveyance allowance	number	28,550	30,882	
School students receiving the Education Maintenance Allowance	number	205,000	202,677	
Students funded under the disabilities program in government schools as a proportion of the total student population	per cent	3.0	2.9	
<b>Quality</b>				
Parent satisfaction with special education on a 100-point scale	per cent	92	90	
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	87.2	
School satisfaction with student support services	per cent	82	85	
Student Drug Education Learning Outcomes Index	number (1–100)	77	78.8	
<b>Timeliness</b>				
Student transport payments made according to published schedule	per cent	100	100	

## Portfolio management services

Portfolio management consists of two outputs. The services to Ministers and Policy output involves provision of policy, administrative support and strategy advice to the Ministers in relation to their parliamentary and legislative responsibilities. It includes provision of information services about education and training to the community, including dissemination of information through public promotions, telephone services, publications, and advertising services.

The Regulation output involves the provision of administrative support services for the statutory authorities in the education and training portfolio including the VCAA, the VLESC, the VQA, regulatory and advisory bodies and for higher education and international education. It includes:

- regulatory activities such as school registration by the Registered Schools Board
- the registration of providers to deliver accredited vocational education and training courses
- services to universities and higher education private providers such as endorsement and approval to deliver higher education courses
- services for international education including recruitment, assessment, student placement, registration, marketing, organisation of study tours, and international teacher and principal exchange programs.

### Services to Ministers and Policy

This output involves provision of policy, administrative and strategic advice to the Ministers (including parliamentary and legislative responsibilities).

Performance measure	Unit of measure	2005–06 Target	2005–06 Result	Comments
<b>Quantity</b>				
Number of briefings provided following requests from the Ministers <sup>(a)</sup>	number	1,000	727	The result is dependent on requests for briefings.
Number of responses to items of correspondence provided for the Ministers' signature <sup>(a)</sup>	number	1,100	799	The result is dependent on the level of incoming correspondence requiring a response with the Ministers' signature.
<b>Quality</b>				
Reader satisfaction with news publications <sup>(a)</sup>	per cent	100	90	The decline in reader satisfaction is largely due to changes introduced to the advertising of vacancies and appointments in <i>Education Times</i> . Reader feedback continues to inform the ongoing development and design of news publications within the Department.
<b>Timeliness</b>				
Percentage of responses to items of Ministerial correspondence that are provided within 14 days <sup>(a)</sup>	per cent	100	95	The 2005–06 result is a significant improvement on the actual 2004–05 result of 76 per cent. The target of 100 per cent is difficult to achieve because complex matters are often raised in correspondence that require considerable consultation and multiple inputs.

<sup>(a)</sup> Financial year target and result

## Regulation

This output involves provision of administrative support services for the various statutory authorities including the VCAA, VLESC and VQA, regulation and advisory bodies, and for higher education and international education.

Performance measure	Unit of measure	2005–06 Target	2005–06 Result	Comments
<b>Quantity</b>				
Overseas students recruited to study in Victorian government schools in the year	number	800	1,124	
Teacher scholarships taken up <sup>(a)</sup>	number	180	182	Includes scholarships provided to those involved in a career change.
Universities participating in cooperative arrangements in regional areas <sup>(a)</sup>	number	9	9	
<b>Quality</b>				
Direct costs of accrediting private providers recovered through fees <sup>(a)</sup>	per cent	100	100	
Private providers complying with quality standards <sup>(a)</sup>	per cent	100	100	
Recommendations of non-government school registration reviews approved by Registered Schools Board	per cent	99	99	
<b>Timeliness</b>				
Marketing campaign to promote Victoria as a preferred education destination developed and implemented <sup>(a)</sup>	date	December 2005	n/a	The Study Melbourne brand has been developed and rollout has commenced. The marketing campaign is expected to be rolled out in key markets by the end of June 2007.
Private provider applications assessed within six months <sup>(a)</sup>	per cent	75	79	
Range of offshore models for facilitating export of Victorian education services developed and implemented <sup>(a)</sup>	date	December 2005	n/a	The Service Level Agreement (2006–08) with DIIRD has been signed and implementation has commenced. The models will take about 2 years to fully implement.

<sup>(a)</sup> Financial year target and result