

# Outputs and performance measures

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This section reports on achievement against the non-financial outputs and performance measures. These are listed in the same order as published in the 2006–07 State Budget Papers (Budget Paper no. 3, chapter 3). The outputs and performance measures are listed under the categories of compulsory years, post-compulsory years, services to students and portfolio management.

The Department's outputs are one of the primary mechanisms through which the Government will achieve its key outcome of high-quality education for lifelong learning. These outputs will also make a significant contribution to the following key government outcomes:

- growing and linking all of Victoria
- sound financial management
- a fairer society that reduces disadvantage and respects diversity.

All targets and results refer to the 2006 calendar year unless otherwise explicitly stated. The results of a number of measures listed in the following tables are not available from the Department as they were transferred to the Department of Innovation, Industry and Regional Development or the Department for Victorian Communities following machinery-of-government changes.

## 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 Prep–Year 9 in government and non-government schools. It comprises two outputs: early years and middle years.

### Early years

This output involves the provision of education and associated services designed to improve the quality of student learning of those in Prep–Year 4 in government and non-government schools. In general, the measures below relate to government schools. National benchmark information refers to both government and non-government schools.

Performance measure	Unit of measure	2006–07 Target	2006–07 Result	Comments
<b>Quantity</b>				
Average P–2 class size	number	21.0	20.8	
Average Years 3–6 class size	number	24.8	23.7	
Eligible students in regular schools receiving ESL support: primary	per cent	91.0	91.0	
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	3,090	There were unexpected increases in the number of new-arrival students enrolling in schools. Increases occurred in regional areas and in the outposting program.
Principals participating in statewide, centrally funded leadership development programs	number	310	312	
Schools with an early years numeracy coordinator	per cent	100	100	
Primary school welfare officers employed	number	256	256	
Schools with a 1:5 or better computer to student ratio: primary	per cent	95.0	92.9	
Teachers and principals with a notebook computer: primary	per cent	95.0	92.1	
Teacher–student ratio: primary	ratio	1:16.3	1:15.9	
Year 1 cohort accessing one-to-one literacy intervention programs	per cent	20.0	20.0	
<b>Quality</b>				
Parent satisfaction with primary schooling on a 100-point scale	per cent	87	80	The Parent Opinion survey changed in 2006 to align with the School Accountability and Improvement Framework and the Effective Schools Model. The survey response scale was also changed from a six-point to a seven-point scale. The result is not comparable with those from previous years. The target was set prior to the change in survey methodology.
Percentage of Year 3 Indigenous students reaching national benchmarks in numeracy <sup>(a)</sup>	per cent	80	Not available	2006 national benchmark results have not been released yet.
Percentage of Year 3 Indigenous students reaching national benchmarks in reading <sup>(a)</sup>	per cent	72	Not available	2006 national benchmark results have not been released yet.
Percentage of Year 3 students reaching national benchmarks in numeracy	per cent	95	Not available	2006 national benchmark results have not been released yet.
Percentage of Year 3 students reaching national benchmarks in reading	per cent	92	Not available	2006 national benchmark results have not been released yet.
Primary schools identified as performing at or above expected levels	per cent	92	92	
Student attainment at text level 1 at end of Prep in reading (all students)	per cent	96.5	96.1	
Student attainment at text level 5 at end of Year 1 reading (all students)	per cent	99.5	99.2	
Students in non-metropolitan regions achieving at text level 1 at end of Prep in reading	per cent	96.3	95.9	

<sup>(a)</sup> For Indigenous students errors can be up to 6 per cent in some domains.

## 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. In general, the measures below relate to government schools.

National benchmark information refers to both government and non-government schools.

Refer to the compulsory years of education section on pages 26–42 for further information on the key achievements and highlights attained in this output group.

Performance measure	Unit of measure	2006–07 Target	2006–07 Result	Comments
<b>Quantity</b>				
Average rate of student attendance at Year 5	per cent	95	94	
Average rate of student attendance at Year 6	per cent	95	94	
Average rate of student attendance in Years 7–10	per cent	93	91	
Eligible students in regular schools receiving ESL support: secondary	per cent	89	89	
New-arrival students receiving intensive or targeted support: secondary	number	882	1,764	There have been unexpected increases in the number of new-arrival students enrolling in English language schools/centres and in regional areas.
Schools with a 1:5 or better computer to student ratio: secondary	per cent	95.0	89.7	Devolved management to schools results in schools allocating funds to their highest priority initiatives and this has meant that some schools have not prioritised the purchase of computers to achieve and maintain a computer to student ratio of 1:5.
Teachers and principals with a notebook computer: secondary	per cent	95.0	93.4	
Teacher–student ratio: secondary	ratio	1:12.1	1:11.9	
Years 7–10 English class sizes less than 26 students	per cent	86.0	87.7	
<b>Quality</b>				
Parent satisfaction with secondary schooling on a 100-point scale	per cent	79	72	The Parent Opinion survey was changed in 2006 to align with the School Accountability and Improvement Framework and the Effective Schools Model. The survey response scale was also changed from a six-point to a seven-point scale. The result is not comparable with those from previous years. The target was set prior to the change in survey methodology.
Percentage of Year 5 Indigenous students reaching national benchmarks in numeracy <sup>(a)</sup>	per cent	83	Not available	2006 national benchmark results have not been released yet.
Percentage of Year 5 Indigenous students reaching national benchmarks in reading <sup>(a)</sup>	per cent	74	Not available	2006 national benchmark results have not been released yet.
Percentage of Year 5 students reaching national benchmarks in numeracy	per cent	95	Not available	2006 national benchmark results have not been released yet.
Percentage of Year 5 students reaching national benchmarks in reading	per cent	92	Not available	2006 national benchmark results have not been released yet.
Secondary schools identified as performing at or above expected levels	per cent	90	91	
Years 5–6 students' opinion of their connectedness with school	number (1–5)	3.8	4.1	
Years 7–9 students' opinion of their connectedness with school	number (1–5)	3.0	3.5	

<sup>(a)</sup> For Indigenous students errors can be up to 6 per cent in some domains.

## Post-compulsory years

Post-compulsory years consists of four outputs: later years, training and further education, adult and community education, and cross-sectoral.

## 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	2006–07 Target	2006–07 Result	Comments
<b>Quantity</b>				
Annual student contact hours in VET in Schools programs	number (million)	11.0	12.8	Includes government and non-government schools. VET in Schools covers VCE and VCAL students undertaking vocational education and training as well as school-based apprenticeships.
Enrolments in VET in Schools certificate programs	number	45,000	51,576	Includes government and non-government schools. VET in Schools covers VCE and VCAL students undertaking vocational education and training as well as school-based apprenticeships.
Number of providers offering the VCAL	number	400	401	Includes government and non-government schools.
Number of student enrolments in the VCAL	number	11,000	12,326	Includes government and non-government schools.
Number of students participating in VET in Schools programs	number	31,000	38,237	Includes government and non-government schools. VET in Schools covers VCE and VCAL students undertaking vocational education and training as well as school-based apprenticeships.
Proportion of VCAL providers to total senior secondary school certificate providers	per cent	60.0	66.1	Includes government and non-government schools.
Students satisfactorily completing the VCAL	number	6,000	6,236	Includes government and non-government schools.
<b>Quality</b>				
Average rate of student attendance in Years 11 and 12	per cent	93	93	Government schools only.
Enrolments in VET in Schools units as a proportion of total VCE unit enrolments	per cent	7.5	8.2	Includes government and non-government schools. VET in Schools covers VCE and VCAL students undertaking vocational education and training as well as school-based apprenticeships.
Median VCE study score	number	29	29	Government schools only.
Statewide rate of transition from Year 10 to Year 11 (February Census – government sector only)	per cent	97.0	98.1	
Students satisfactorily completing the VCAL	per cent	50.0	68.7	Includes government and non-government schools. As schools become more familiar with the three VCAL levels, they enrol students in levels more appropriate for individual students. This has contributed to the increase in completions.
VCAL students progressing to further education, training or work	per cent	80	89	Includes government and non-government schools.
VET in Schools students completing a qualification	number	12,800	14,519	Includes government and non-government schools. VET in Schools covers VCE and VCAL students undertaking vocational education and training as well as school-based apprenticeships.
VET in Schools students progressing to further education, training or work	per cent	90	95	Includes government and non-government schools. VET in Schools covers VCE and VCAL students undertaking vocational education and training as well as school-based apprenticeships.
Years 10–12 apparent retention rate (August census)	per cent	78.0	75.8	The lower than expected result is due to school students choosing other pathways and options in a buoyant economy.
Years 7–12 apparent retention rate (August census)	per cent	75.0	72.6	The lower than expected result is due to school students choosing other pathways and options in a buoyant economy.

## Training and further education

This output involves the 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.

Performance measure	Unit of measure	2006–07 Target	2006–07 Result	Comments
<b>Quantity</b>				
Annual Government-funded module enrolments	number (million)	2.31	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
Audit of contract compliance by registered training organisations and other State Training System organisations	number	350	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
Government-funded student contact hours of training and further education provided	number (million)	70.55	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
Government-funded student contact hours of training and further education provided to 15–24-year-olds.	number (million)	44.0	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
Number of apprentices/trainees completions who qualify for the completion bonus	number	12,700	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
Number of apprenticeship/traineeship commencements by new employees	number	65,100	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
Number of individuals assisted through the Skill Up program	number	1,200	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
Number of people assisted by Parents Returning to Work grants	number	1,275	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
School-based apprentices/trainees in training	number	4,000	5,554	Transitional funding provided to government schools to support them in the administration of school-based apprenticeships may have contributed to the increase. In addition, a flow-on effect of the 2002–2005 School Based Apprenticeship Support initiative can take some credit for this increase.
<b>Quality</b>				
Participation rate of 15–19-year-olds in training and further education in Victoria: Non-metropolitan Victoria	per cent	31.1	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
Participation rate of 15–19-year-olds in training and further education in Victoria: All Victoria	per cent	27.8	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
Percentage of TAFE graduates who rate quality of training as 4 or more out of 5	per cent	85.0	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
Persons aged 15–64 participating in TAFE programs as proportion of population	per cent	14.8	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.

Performance measure	Unit of measure	2006–07 Target	2006–07 Result	Comments
Successful training completions as measured by module load pass rate	per cent	77.5	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
TAFE graduates in employment six months following graduation	per cent	80.0	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.

## Adult and community education

This output involves the provision of education and training places and support for education for adults in community settings and in adult education institutions (Adult Multicultural

Education Services and the CAE), in accordance with priorities established by the Government and regional demand.

Performance measure	Unit of measure	2006–07 Target	2006–07 Result	Comments
<b>Quantity</b>				
Government-funded annual module enrolments – ACE organisations and adult education institutions	number	129,000	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department for Victorian Communities.
Government-funded student contact hours of VET activity provided through ACE organisations and adult education institutions	number (millions)	3.7	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department for Victorian Communities.
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	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department for Victorian Communities.
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)	3.4	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department for Victorian Communities.
<b>Quality</b>				
Student satisfaction with ACE courses meeting overall needs	per cent	80.0	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department for Victorian Communities.
Successful completions as measured by module load completion rate – ACE organisations and adult education institutions	per cent	77	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department for Victorian Communities.

## Cross-sectoral

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

Refer to the post-compulsory schooling section on pages 43–46 for further information on the key achievements and highlights attained in this output group.

Performance measure	Unit of measure	2006–07 Target	2006–07 Result	Comments
<b>Quality</b>				
ACE and adult education institution students funded through Youth Pathways program with a MIPs plan	per cent	100	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department for Victorian Communities.
Percentage of Year 10–12 school students provided with detailed (mail and phone) follow-up in the year after exit	per cent	70	71	Includes government and non-government schools.
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	62	
TAFE students funded through Youth Pathways program with a MIPs plan	per cent	100	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.

## Services to students

This output covers student welfare and support, services to students with disabilities, the provision of the Education Maintenance Allowance, Schools Start Bonus and student transport.

Refer to the Services to students section on pages 47–49 for further information on the key achievements and highlights attained in this output group.

Performance measure	Unit of measure	2006–07 Target	2006–07 Result	Comments
<b>Quantity</b>				
Eligible special school students provided with appropriate travel	number	5,800	6,400	The 2006–07 result reflects increases experienced in special school enrolments.
Percentage of Victorian government schools meeting minimum requirements of the Framework for Student Support Services in Victorian government schools	per cent	98.0	98.3	
Students receiving school start-up payment	number	130,000	129,059	Financial year target and result.
Regular schools with students with disabilities	per cent	88.0	88.3	From 2006 and onwards, the target and result cover only schools that receive funding under the Program for Students with Disabilities (including those funded for Severe Language Disorder categories 3 and above). From 2006, all government schools receive funding for the Language Support program.
School students (government) supported by conveyance allowance	number	10,450	13,087	
School students (non-government) supported by conveyance allowance	number	31,000	32,821	
School students receiving the Education Maintenance Allowance	number	205,000	213,478	Financial year target and result. The number of students receiving the Education Maintenance Allowance is dependent on the number of eligible applications received and cannot be directly influenced by the Department.
Students funded under the disabilities program in government schools as a proportion of the total student population	per cent	3.0	3.2	
<b>Quality</b>				
Parent satisfaction with special education on a 100-point scale	per cent	92	85	The Parent Opinion survey was changed in 2006 to align with the School Accountability and Improvement Framework and the Effective Schools Model. The survey response scale was also changed from a six-point to a seven-point scale. The result is not comparable with those from previous years. The target was set prior to the change in survey methodology.
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 available	The program is being reviewed and revised and results are currently not available.
School satisfaction with student support services	per cent	82.0	87.9	
Student Drug Education Learning Outcomes Index	number (1–100)	77.00	77.71	
<b>Timeliness</b>				
Student transport payments made according to published schedule	per cent	100	100	

## Portfolio management services

Portfolio management services consists of two outputs: services to Ministers and policy, and regulation.

## Services to Ministers and policy

This output involves provision of policy, administrative support and strategy advice to the Ministers in relation to their parliamentary and legislative responsibilities.

Performance measure	Unit of measure	2006-07 Target	2006-07 Result	Comments
<b>Quantity</b>				
Number of briefings provided following requests from the Ministers	number	1,000	845	Financial year measure and result. The target was set prior to changes to machinery-of-government. The result is lower than the target as it reflects the transfer of functions out of the Department from January 2007. The result is dependent on requests for briefings.
Number of responses to items of correspondence provided for the Ministers' signature	number	1,100	722	Financial year measure and result. The target was set prior to changes to machinery-of-government. The result is lower than the target as it reflects the transfer of functions out of the Department from January 2007. 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	per cent	100	Not available	Financial year measure and result. The Department has one news publication which is currently being reviewed and the survey was not conducted this year.
<b>Timeliness</b>				
Percentage of responses to items of Ministerial correspondence that are provided within 14 days	per cent	100	96	Financial year measure and result. The target of 100 per cent is difficult to achieve and has been lowered to 95 per cent for 2007-08 and onwards to take into account correspondence that requires more extensive research, consultation and investigation. The result for 2006-07 is an improvement on the result for 2005-06 and a big improvement on the result of 76 per cent for 2004-05.

## Regulation

This output involves provision of administrative support services for the various statutory authorities including the Victorian Curriculum and Assessment Authority, the Victorian Learning and Employment Skills Commission and the Victorian Qualifications Authority,

regulation and advisory bodies, and for higher education and international education.

Refer to the Portfolio management services section on pages 50–55 for further information on the key achievements and highlights attained in this output group.

Performance measure	Unit of measure	2006–07 Target	2006–07 Result	Comments
<b>Quantity</b>				
Overseas students recruited to study in Victorian government schools in the year	number	1,000	1,380	Over-performance may be attributed to higher-than-predicted levels of demand and more effective marketing through selected off-shore agents.
Teacher scholarships taken up	number	180	182	Financial year measure and result. Includes scholarships provided for those involved in a career change.
Universities participating in cooperative arrangements in regional areas	number	9	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
<b>Quality</b>				
Direct costs of accrediting private providers recovered through fees	per cent	100	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
Private providers complying with quality standards	per cent	100	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.
Recommendations of non-government school registration reviews approved by Registered Schools Board	per cent	99	99	
<b>Timeliness</b>				
Private provider applications assessed within six months	per cent	75	Not available	No result was available prior to machinery-of-government changes. This measure has been transferred to the Department of Innovation, Industry and Regional Development.