

Paper 2A: (WORK IN PROGRESS) Examples of statements of service performance

Staff note to Board: This paper provides extracts from a variety of statements of service performance that have been published in practice. Its purpose is to provide a ‘picture’ of the descriptions of practices provided in paper 2 *Report on staff research into domestic and international requirements and practices relating to service performance reporting*. It is structured broadly in line with paper 2. Like paper 2, paper 2A is a work in progress.

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SECTION 1.A
NEW ZEALAND: UNIVERSITY OF CANTERBURY
STATEMENT OF SERVICE PERFORMANCE 30 JUNE 2009 QUARTER 2

Statement of Service Performance End-of Second Quarter Report

As at 30 June, 2009

**Prepared by Dr Bob Hall
Director of Planning, Information and Reporting**

Note: This document should be read in conjunction with Profile 2008-2010. Staff with operational responsibility for strategic targets in the Profile were asked to provide an end-of-quarter report on progress to date in 2009. A composite summary report covering all strategic targets was then put together from these progress reports. This process of preparing a quarterly “statement of service performance” report will be repeated throughout the year. Updates on Key Performance Indicators from the Profile will be provided at the end of Quarters Two, Three and Four.

REPORT SUMMARY

First Half Year Achievements

1. The launch of the New Zealand ICT Innovation Institute (NZi3) on April 24
2. Completion of a series of strategic planning workshops led by the Vice-Chancellor and development of a draft statement of strategic intent to guide further discussions
3. Securing \$1.4 million in TEC Priorities for Focus funding for 10 projects (2009-2010)
4. Completing initial preparations for the 2010 Academic Audit by the New Zealand Academic Audit Unit (NZVCC)
5. Development of an internationalisation strategy for the University
6. Appointment of the University's first Professor of Māori Research
7. Introduction of a new professional development programme "Te Reo, Tikanga me Te Tiriti - Māori Language, Customs and the Treaty of Waitangi"
8. On track to meet TAMU key financial indicators
9. Implementation of formal processes for prioritising capital requests
10. In conjunction with the Tertiary Education Commission, implementing a Summer Scholarship scheme to support up to 200 students

Key Risks	Mitigations
1. Shortfall in research, consulting and interest revenues	Off set by savings
2. Public response to the proposal to develop the National Conservatorium of Music at the Arts Centre	Public meetings and consultation
3. Staff responses to the strategic planning process	Staff forums and communication
4. Staff response to the identification and management of research inactive staff	Mitigation through closure
5. Response to the tightening of progression standards for students	Consultation with Academic Board

Key Strategic Area 1

RESEARCH AND CREATIVE WORK

To consolidate and maintain the University's status as a top research-led university¹

1.1: RESEARCH QUALITY

Enhance the quality and impact of University research outputs

Planned activities to achieve this target include implementing the University's PBRF strategy; and implementing strategies to value, reward and celebrate research excellence within Colleges and the University.

The University's PBRF 2012 project team is now in place. This includes PBRF Advisors based in each College. Advisors are meeting with academic staff to inform them of PBRF guidelines and also to ensure that research outputs are maximally recorded for PBRF assessment. Meetings are also being held with College Managers and School administrative staff to keep them abreast of PBRF developments and strategies. The College of Education PBRF evaluation is proceeding according to plan. Five of the six Schools have been evaluated.

Within the College of Education research excellence is celebrated at a monthly morning tea. The PVC acknowledges publications, invitations to deliver keynotes, visiting scholars, PhD completions etc.

Prominence is given to researchers and their achievements on the College of Arts' website. The College's regular newsletter also includes highlights of research achievements, publications and events and is also used to disseminate research opportunities.

The College of Business and Economics has reviewed its policies and introduced a new system to reward publications in A* and A rated journals.

College of Science staff are encouraged to nominate for national and international awards and prizes such as Hope, MacDiarmid and Royal Society of New Zealand awards.

Key Performance Indicators	2007 Actual	2008 Actual	2009 Actual as at June 30	2009 End of year forecast as at June 30	2009 Planned as per revised Profile
Quality assured research publications	2,458	3,009	Available mid-2010 ²	3,200	2,600
Doctoral thesis completions ³	99	129	46	130	135
Masters thesis completions ⁴	207	187	92	185	175

1.2: RESEARCH ACTIVITY

Increase research activity throughout the University

Planned activities to achieve this target include implementing strategies to increase research activity within Colleges; increasing the amount and value of external research grants; continuing to build strong relationships with funding agencies and the private sector; reviewing participation, retention and thesis completion trends for postgraduate students; and implementing strategies to increase these rates.

Within the College of Education a PVC Fund has been established to support research and scholarly activities. The funds are distributed annually to recognise research excellence. A College Conference committee receives applications and awards funding to academic staff to attend conferences that result in quality assured outputs. The College has recently completed a review of initial teacher education programmes with a view to gaining efficiencies and freeing up more staff time for research. An editor has been made available within the College to provide assistance with scholarly publications and funding has been provided to support academic staff to upgrade their qualifications.

Within the College of Arts the PVC and departmental heads emphasise the importance of research activity especially in the context of the Professional Development and Review (PD&R) process. The College is planning to make increased use of Summer Scholarship opportunities to

¹ Strategic targets in this section mirror key aspects of the University's Research Plan.

² The University's Research and Innovation office does not collate research publication information until the middle of the following year. This is done in conjunction with producing the annual Research Report.

³ In this context, 'completion' means that all academic requirements have been completed in the year concerned, even though the candidate may not yet have graduated.

⁴ Masters thesis completions exclude dissertations.

encourage young researchers. The College budget for the internal research grants round has been maintained at \$200,000 for 2009.

The College of Business and Economics has carried out an audit of research productivity for the past three years and is actively managing staff identified as “at-risk” of being classified research-inactive in the 2012 PBRF evaluation.

The College of Engineering is currently recruiting a number of new academic staff. The selection criteria include past research activity and plans for subsequent activity. Departments offer new staff seed funding to encourage the development of research programmes. New staff members are also generally attached to a research group to provide support and mentoring in their area of specialty. Six applicants from the College who have progressed to the second Marsden funding round have been awarded \$5,000 each to develop their proposals.

Relevant initiatives within the College of Science include the establishment of a cross college network of early to mid career researchers; the award of early career research grants for 2009 (15 totalling \$170k); the establishment of additional College PhD scholarships; and reestablishment of the College of Science research committee

In order to increase the amount and value of external research grants the Research and Innovation team are working to provide enhanced services to all staff in relation to Marsden and FRST grant rounds. Renewed emphasis is also being placed on commercialisation opportunities.

The launch of NZi3 has provided a showcase facility to celebrate the University’s commercial relationships in the ICT and engineering fields. NZi3 staff continue to develop new relationships in this area. The Deputy Vice-Chancellor has continued to meet regularly with staff from MoRST, FRST and the Royal Society.

The Dean of Postgraduate Studies has been provided with detailed statistics on postgraduate enrolments and discussed these with the Postgraduate Committee in April. The figures are currently being analysed with a view to ensuring that such reports become a regular feature of postgraduate planning. At that April meeting the Postgraduate Committee discussed barriers to postgraduate growth and explored strategies for overcoming these. English proficiency requirements for international postgraduate students have recently been reviewed in light of the fact that the University currently has the highest requirements of all of the New Zealand universities. Given the University’s commitment to maintaining standards of academic quality, the decision has been taken to leave the language proficiency requirements as they are.

In the first half of the year the Dean ran a number of training sessions for Postgraduate thesis supervisors in conjunction with UCTL. Topics covered included: different paradigms of supervision; mentoring of supervisors; supervising international students; and international trends in postgraduate education. The sessions were well received. A Deputy Dean of Postgraduate Studies has been appointed to provide back-up for the Dean. In conjunction with the Tertiary Education Commission a Summer Scholarship scheme has been implemented to support up to 200 students. A Memorandum of Understanding on postgraduate studies has recently been signed with the University of Tasmania.

It is expected that the end-of-year targets for total contract value of external research grants awarded and proportion of postgraduate research students will be met.

Key Performance Indicators	2007 Actual	2008 Actual	2009 Actual as at June 30	2009 End of year forecast as at June 30	2009 Planned as per revised Profile
Total contract value of external research grants awarded	\$36.5m	\$37.6m	\$8.8m	\$35m	\$35m
Postgraduate research EFTS students as a percentage of total enrolments	5.7%	5.7%	5.8%	5.96%	6.0%

1.3: RESEARCH COLLABORATIONS

Pursue national and international research collaborations with other leading tertiary institutions and research organisations⁵

Planned activities to achieve this target include encouraging and supporting research collaborations with national tertiary institutions and research organisations as well as leading universities and research institutions worldwide; and continuing to ensure that the Erskine Programme is used effectively to develop and maintain links with leading researchers at other universities.

The Deputy Vice-Chancellor continues to lead discussions with Otago and Lincoln Universities on preparing joint bids to TEC for funds such as Encouraging and Supporting Innovation (ESI) and Priorities for Focus (PFF). These efforts have met with some success. He is also working closely with all University Colleges to ensure the best use is made of the KAREN network and to generate support for the proposed High Performance Computing investment.

The College of Education has research collaborations in place with a range of national tertiary institutions and research organisations such as the University of Auckland, Waikato University, Massey University, the Ministry of Education, the Tertiary Education Commission and the Ministry of Health. Social scientists from within the College of Arts continue to collaborate with colleagues in other universities via the BRCSS (Building Research Capability in the Social Sciences) network. New Zealand Schools of Social Work are engaged in exploring options for collaboration on national research projects and bids for funds. Aotahi: School of Māori and Indigenous Studies and the Macmillan Brown Centre for Pacific Studies have both been involved with other regional and national colleagues in successful bids for Priorities for Focus (PFF) funds. The School of Languages is also involved in a PFF collaboration with Victoria University of Wellington.

The College of Engineering offers 25 grants totaling \$121,000 to its staff to assist with the development of research collaboration nationally and internationally. The opening of NZi3 has generated significant interest in collaboration opportunities with projects being developed with Jade, Tait Electronics and Intel at present.

The College of Science is working on the development of formal links with EQC and GNS Science, now acts as host for the COMNAP secretariat (Council of Managers of National Antarctic Programs), has developed formal linkages with two overseas universities and discussions relating to a further linkage are in progress.

The College of Business and Economics ran a series of Marsden grant workshops in the first half of the year which actively promoted joint projects with investigators at other New Zealand tertiary institutions.

In May the Deputy Vice-Chancellor led a University delegation to Canada (University of Waterloo) and the USA. In the United States he had meetings with senior staff and officials from the University of Washington. The DVC continues to support the partnerships with the University of Adelaide including preparations for the visit of its Vice-Chancellor and senior staff in July. The College of Education has international research collaborations with Kansas University, Oxford University and Cambridge University among others. International research connections are encouraged within the College of Arts by means of internal research grants.

The Pro-Vice-Chancellor (International) has been leading a review of the University's internationalisation strategy. In July the University adopted a new strategy which focuses on building deep, long-term research partnerships with a small network of peer universities worldwide.

The Deputy Vice-Chancellor meets with all Erskine visitors and co-hosts a welcome function with the Vice-Chancellor and Staff. All Erskine visitors are now added to the University's alumni database and have been asked to assist with the peer review panel exercise that informs the THE-QS world university ranking survey.

⁵ Figures quoted in this section are GST inclusive.

Key Performance Indicators	2007 Actual	2008 Actual	2009 Actual as at June 30	2009 End of year forecast as at June 30	2009 Planned as per revised Profile
Number and value of NZ industry research contracts	14 \$0.66m	21 \$2.48m	3 \$3.06m	8 \$3.5m	13 \$1.5m
Number and total contract value of research grants with other NZ tertiary institutions	25 \$11.14m ⁶	24 \$2.00m	7 \$0.30m	17 \$1.5m	17 \$1.5m
Number and total contract value of research grants with other NZ research institutions (CRIs)	6 \$0.67m	21 \$2.34m	5 \$0.60m	18 \$1.9m	18 \$1.9m
Number and total contract value of research grants with overseas organisations	23 \$1.51m	16 \$0.82m	8 \$0.63m	13 \$1.0m	13 \$1.0m

1.4: RESEARCH CAPABILITY

Enhance research capability and productivity through investment in current and future researchers

Planned activities to achieve this target include implementing strategies to enhance research capability and productivity within Colleges; and continuing to give emphasis to upgrading scholarship and other support for postgraduate research students.

The Vice-Chancellor has initiated discussions to ensure that all staff are made aware of any shortcomings in their research/creative work productivity through the Professional Development and Review (PD&R) process. In the College of Education, all academic staff complete annual research plans that are reviewed regularly as part of the PD&R process. Within the College of Engineering, Heads have objectives relating to completion of PD&R in their performance agreements and have at-risk payments associated with the achievement of the KPIs. A key part of Professional Development and Review meetings within the College of Business and Economics is ensuring that research and teaching are given equal weight. In the first half of the year the Department of Management introduced a new workload model which is designed to recognise higher degree supervision within the teaching workload allocation.

The University's Postgraduate Scholarship policy was reviewed in the first half of the year and refinements made to postgraduate scholarship administrative processes. It was confirmed by SMT that UC scholarships will continue to be centrally administered but the number of reserved scholarships made available to students from Colleges otherwise under-represented in scholarship awards were increased. This benefitted the College of Education and the College of Business and Economics. Eight new fees scholarships for postgraduate courses in High Performance Computing were created and made available. In line with service provision at other New Zealand universities it has been decided to provide greatly increased internet facilities to postgraduate thesis students at effectively no charge.

End-of-year targets set in relation to research scholarships and internal research grants are likely to be exceeded.

Key Performance Indicators	2007 Actual	2008 Actual	2009 Actual as at June 30	2009 End of year forecast as at June 30	2009 Planned as per revised Profile
Number and value of research scholarships funded by the University	195 \$3.8m	229 \$4.1m	193 \$2.4m	274 \$5.0m	230 \$4.1m
Number and value of internal research grants, including equipment	201 grants \$1.8m	274 grants \$2.389m	204 grants \$0.84m	261 grants \$2.4m	220 grants \$2.2m

⁶ This figure includes contracts for COREs (MacDiarmid and Allan Wilson Centre) that were awarded in 2007.

SECTION 1.B
CANADA: CANADIAN COAST GUARD
ANNUAL REPORT 2007-8
(SECTION 5: MEASURING PERFORMANCE)

5

MEASURING PERFORMANCE



Whether supporting Canadian Coast Guard programs, Fisheries and Oceans Canada, other government departments or agencies, or protecting broader Canadian interests, the goal of the Fleet is to provide safe and secure, effective and efficient services.

While Section 4 examined services by client, Section 5 looks at the accountability and overall performance of the Fleet, with measures endorsed by the Fleet Executive Board (this board is the management and governance authority for the Fleet, consisting of the headquarters Fleet Directors; Regional Directors, Fleet Operational Services; and is led by the Director General, Fleet).

As new evaluation factors are developed, performance measures will evolve to ensure that Fleet has meaningful, timely and accurate information on which to base decisions and report to Canadians.

5.1 ACCOUNTABILITY

Accountable to CCG Senior Management:

Coast Guard Fleet is managed through a clear national accountability structure based on the principles of openness, transparency, and national consistency. The Fleet Executive Board (FEB), a national body led by the Director General, Fleet, is accountable for promoting national consistency and leadership in the management of the fleet and its personnel in such matters as safety, security, operational and capital planning, financial management, performance and operation of CCG vessels and helicopters. FEB meets regularly to ensure effective overall management of the Fleet. The Regional

Directors Operational Services, reporting to their respective regional Assistant Commissioners, to the Commissioner, are accountable for the day to day operations, program delivery and associated financial and operational management, safety, security, overall management and leadership of the Fleet and its personnel.

Accountable to Program Clients:

Fleet is accountable to its clients in the ongoing provision of services primarily through the execution and delivery of its Fleet Operational Plan. More generally, however, accountability for the overall management of the fleet is governed by Coast Guard's comprehensive three-year Business Plan – this includes accountability for the outcomes of special initiatives designed to deliver on the priorities of the Coast Guard in its efforts to enhance its services, support its people, and maximize its efficiency.

Accountable to Canadians and Business Plan commitments:

The following table reflects the outcomes of Fleet 2007-2008 commitments in the CCG 2007-2010 Business Plan. It reflects what has already been reported in the 2007-2008 Business Plan Year-End Report:

- The project or deliverables were completed as planned and/or decision/approval was obtained by April 30, 2008.
- The project or deliverables are substantially incomplete.
- The project or deliverables were not completed as planned due to external factors/or substantial progress has been made but the project or deliverables were not fully completed by April 30, 2008.



Table 6: 2007-2008 Fleet Commitments

What was Achieved in 2007-2008

CCG Business Plan Priority: Support for Canada's Maritime Security Agenda

Deliver enhanced Marine Security Enforcement Team (MSET) training to relevant CCG employees.

Complete. ✓
Enhanced Police Defensive Tactics and Law Enforcement Familiarization training, which included RCMP, delivered as planned.

CCG Business Plan Priority: Fleet Renewal

Develop new charging model and performance indicators for internal clients based on the concept of operational readiness

To clearly demonstrate the full cost of having a Fleet capable of responding to Coast Guard needs and the maritime priorities of other government departments:

- ▶ the Fleet Operational Readiness program has been developed and approved by the Treasury Board Secretariat.
- ▶ a Fleet Financial Framework and national costing model has been introduced;
- ▶ a Service Level Agreement (SLA) working group has been established with DFO clients on service commitments, performance indicators, and the new charging model; and
- ▶ the timing of the finalization of the SLA will depend on obtaining full agreement of parties external to CCG.

Improve coding and business rules for the Fleet Activity Information System (FAIS) to meet Fleet and Client information requirements.

▶ **Complete.** ✓

Define requirements of Fleet Mission Readiness.

▶ **Complete.** ✓

Develop new Enhanced Fleet Planning Process integrated with Business Planning processes.

▶ **Complete.** ✓

Publish a Fleet Annual Report for 2006-2007 that clearly depicts quantitative and qualitative analysis of the Fleet's performance.

▶ **Complete.** ✓
To be published annually.

CCG Business Plan Priority: Focus on People

Seagoing Personnel Career Development Initiative – Build capacity and program.

▶ **Complete.** ✓
The initiative is designed and tested but there are indications that some classification issues may arise during implementation.

Obtain approval of standard regional organizations (SRO) and migration strategy from CCG Management Board (all DGs and ACs are accountable).

▶ The standard regional organizations (SRO) have been approved.

▶ Principles have been developed to guide CCG's migration to the SRO over time.

▶ Next steps are discussions with bargaining agents and communication with staff.

Develop National Model Work Descriptions (NMWDs) for technical and seagoing positions.

▶ Seagoing NMWDs have been developed and submitted to classification.

Develop strategic frameworks for collective bargaining with Ships' Crews.

▶ **Complete.** ✓
Negotiations ongoing.

Fleet commitments for fiscal year 2008-2009 are reflected in the CCG 2008-2011 Business Plan at <http://www.ccg-gcc.gc.ca/eng/CCG/Home>.

5.2 SAFE AND SECURE DELIVERY

The Canadian Coast Guard Fleet is an organization committed to safety, security and environmental protection in the delivery of quality services to its clients. The fleet operates in a significant risk-based maritime environment with our personnel, vessels, air cushion vehicles, helicopters and small boats conducting operations in some of the world's most remote locations under extreme environmental conditions.

The safety and security of our seagoing personnel, supernumeraries, support staff and scientists is paramount. Fleet manages these risks through its Safety and Security Management System (SSMS). Twenty-five full-time staff are dedicated to work with seagoing and shore-based Fleet personnel to promote a culture that puts safety and security first on a daily basis. These employees work to ensure safe and secure delivery of Coast guard programs through the promotion of a "safety culture" and a rigorous system of audits conducted on board all fleet vessels, monitoring the results of incidents, and developing mitigation policies and systems procedures to protect employees.



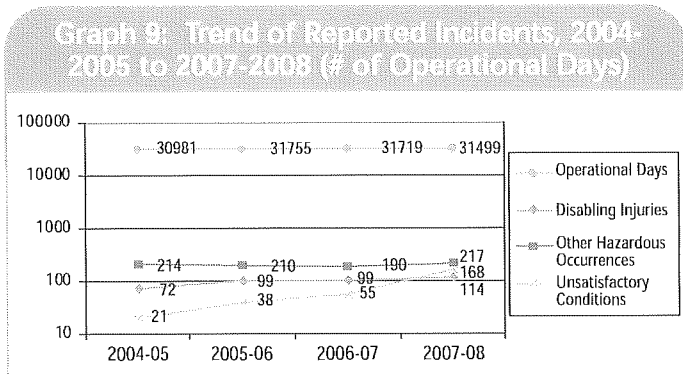
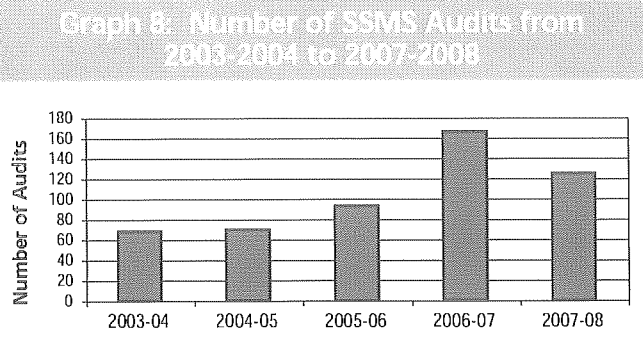
CCGS Jardman, SAR Lifeboat with DND Helicopter.
Photo: CCG & DND

The number of audits conducted throughout the fleet has increased significantly since 2005, as vessels between 15 and 125 gross tonnes were introduced to the SSMS and vessels above 100 gross tonnes started to comply with the International Ship and Port Security (ISPS) Code. The initial introduction of these vessels resulted in a high number of audits in 2006-2007 as each of these vessels necessitated both a pre-certification audit as well as a certification audit.

Fleet Safety and Security tracks each reported shipboard incident. The number of reported incidents in the fleet increased in F/Y 2007-2008. This increase can be attributed to the introduction of vessels between 15 and 125 gross tonnes. As with the initial introduction of the SSMS onboard vessels above 125 gross tonnes, increased awareness of seagoing personnel of the importance of reporting all incidents leads to an increase in the number of incidents reported and causes an apparent increase in the number of hazardous occurrences. The increase in unsatisfactory conditions can also be attributed to this increased awareness of reporting potential incidents for prevention purposes. Additionally, breakdowns, reflective of an ageing fleet are also included in this category.

A number of initiatives are in progress across the country to reduce accidents and injuries to fleet personnel and better protect all employees. Some of these include:

- A National respiratory protection program has been developed and is being implemented Fleet-wide in 2008. The program, based on the CSA standard, provides mechanisms to reduce exposure to contaminants through improved ventilation, enclosure or isolation, or by substituting a less hazardous process or material and providing personal protective respiratory gear when needed. All Fleet



personnel will receive specialized protective equipment and will be trained in identifying situations where protective gear is required, how to use it safely, and how to care for and maintain this equipment.

- Fleet Safety and Security has been working with DFO Occupational Safety and Health to increase awareness of proper lifting techniques to reduce the number of back related injuries to Fleet personnel.
- A survey of the Safety and Security Management System aimed at all seagoing and shore-based employees has been prepared to encourage feedback about the Safety and Security Management system.

- Fleet Safety and Security has been working closely with Integrated Technical Services to ensure that Fleet requirements are fulfilled in the Canadian Coast Guard Fall Protection Program.
- The Fleet Tackle Guide is being updated to reflect regulatory changes as a result of the introduction of *Canada Shipping Act, 2001*, effective 2007.
- A standard crewing profile has been developed for use on all fleet vessels to ensure safe and efficient delivery of all Coast Guard programs. Population of this crewing profile is expected to be completed in 2008.

Each of these initiatives is expected to have a positive impact on the safety and security of Fleet employees.

In light of Coast Guard's evolving role in law enforcement support, a new risk management methodology was developed for non-routine law enforcement boarding operations. The ship's Commanding Officer uses the newly developed procedures to assess the risk and formulate a mitigation strategy to reduce or avoid hazards.

5.3 EFFECTIVE DELIVERY

Effectiveness is used to assess the extent to which an organization is meeting its expected results.

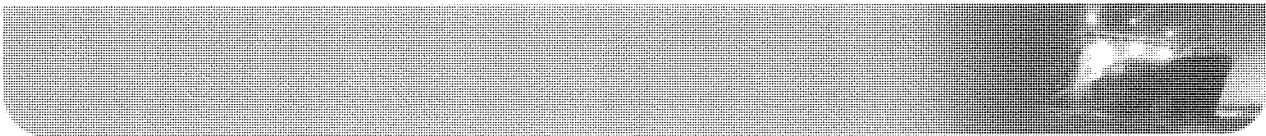
Fleet has developed various measures to assess its effectiveness, two of which are: service delivered compared to service planned, and operational delays.

By comparing the service delivered to what had been planned for 2007-2008, CCG gains an appreciation of the effectiveness of service delivery. Where values exceed 100%, service demands were actually higher than anticipated, and consequently more

L'Acadien II – a Tragedy

The Fleet uses icebreakers and helicopters to support and monitor the annual seal harvest off the east coast of Canada, as well as providing search and rescue services as required. This activity is risk based. Over March 28 and 29, 2008, *L'Acadien II*, a fishing vessel, broke down in ice. Unfortunately while under tow by the icebreaker *CCGS Sir William Alexander*, the vessel capsized and three of *L'Acadien II* crew were lost with a fourth missing and presumed lost. CCG has completed a major independent investigation under the leadership of retired Rear Admiral Roger Girouard. CCG also actively supported the investigation by the Transportation Safety Board and a separate investigation by the RCMP. CCG will develop and implement a comprehensive Action Plan to prevent similar incidents in the future. Interim measures are already in place.

operational days were delivered than had been planned. Where values are less than 100%, fewer operational days were delivered than had been planned. The normal tolerance range is plus or minus 10%, given operational, environmental and program fluidity.



A Day in the Life of a Marine Engineer

After one year at Dalhousie University, Julia Murphy was uncertain about her future. That changed when she heard that the Canadian Coast Guard College was accepting applicants and she decided to apply to the engineering program. It was a perfect fit – she is now one of only a handful of women engineers in Canada with a First Class Marine Engineering Certificate of Competency.



Marine Engineer
Julia Murphy

Julia graduated with a Diploma in Marine Engineering and a Bachelor of Technology in Nautical Sciences. She spent six years working in Dartmouth in the Maritimes Region. Her first year was spent on the *CCGS Provo Wallis*, a small buoy tender. During her second year, she moved between the *CCGS Edward Cornwallis* and the *CCGS Terry Fox*, before settling for four years on the *CCGS Sir William Alexander*. In April 2008 she returned to the *CCGS Cornwallis* as Senior Engineer, and has since accepted an assignment at headquarters where she will be implementing a new maintenance management plan for ships across the country.

As a Senior Engineer on ships, Ms. Murphy's days started at 6 a.m. when she met with the watch engineer and the engineering staff to discuss and plan the day's events. As higher priorities arise, the engineers adapt their routines. As Murphy says, "There is the plan, and then there is what happens."

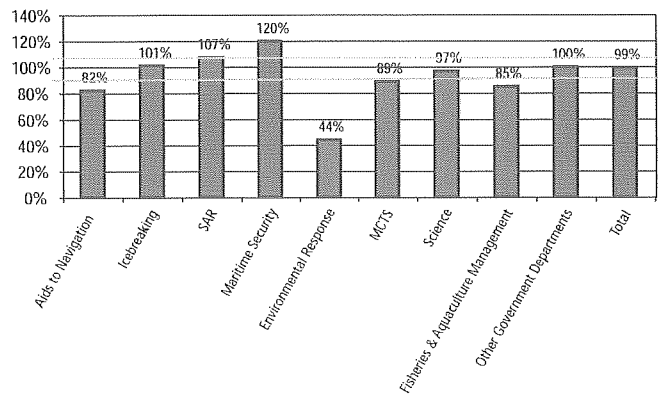
Ms. Murphy appreciates the fact that her job is never the same and is always challenging. As many vessel engineering systems are due for inspection every five years, she benefits from opportunities, as she states, "to work on something I've never seen torn apart before". Working with others to solve problems to ensure that the ship can continue with its program is truly rewarding to her.

Ms. Murphy is comfortable with the fact that, nine times out of 10, she is the only woman in the engine room. She says Coast Guard presents a great opportunity "the guys are always willing to help and that is who you learn from – far more than from text books – people are my best resource."

As illustrated in Graph 10, across all clients, a service delivery average of 99% was achieved although admittedly with substantive program variability. Services to Icebreaking, SAR, Science and OGD were all within the 10% tolerance range. Where the service was below or over the tolerance zone, reasons are explained in Section 4.

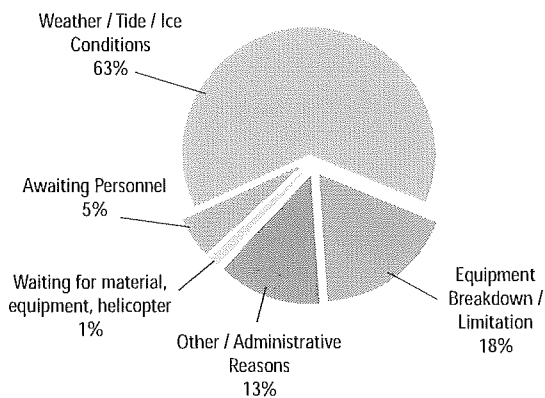
Another means of assessing fleet effectiveness is to measure operational delays, based on the time a vessel is available but experiences delays for reasons such as weather, waiting for equipment or personnel, equipment breakdown, administrative reasons, etc.

Graph 10: Service Delivered versus Planned by Fleet Clients 2007-2008



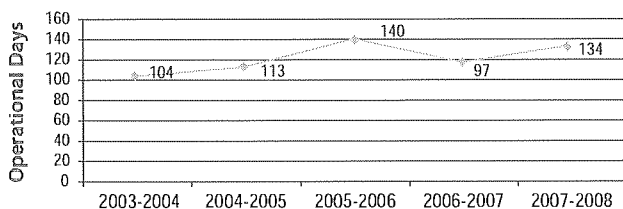
In 2007-2008, 820 days have been lost due to delays. The majority of delays were due to uncontrollable factors such as the weather, waiting for a favorable tide and difficult ice conditions (63%). Equipment breakdown accounted for 18% of delays and the remaining 19% were due to the late arrival of material, equipment and helicopter, and other reasons.

Graph 11: Reasons for Operational Delays, 2007-2008 (%)



Since 2003-2004, CCG equipment breakdowns have increased by 28.85% reflective of a continually ageing fleet (Graph 12). Significant single ship breakdowns, such as *CCGS W.E. Ricker* in 2005-2006, cause large annual variability in this statistic.

Graph 12: Delays Caused by CCG Equipment Breakdown, 2007-2008



5.4 EFFICIENT DELIVERY

To measure Fleet efficiency, performance measures have been developed, two of which are: vessel availability and multitasking.

A vessel is available when it is ready to be assigned to a mission or client, and is unavailable when in winterization or lay-up, or in extended planned or unplanned maintenance. Vessels in winterization are essentially unavailable for use by clients due to the seasonal nature of the program; this does not mean that CCG Fleet is restricting client access to the vessel, but reflects fleet operations in a northern climate. Similarly, planned and unplanned maintenance is arranged in consultation with program client needs, and also serves to provide confidence to the client that vessels are maintained to the best of CCG's ability, given competing requirements for scarce resources.



Loading Seaman Marlène Charbonneau at work
Photo: S. Julien, Fisheries and Oceans Canada

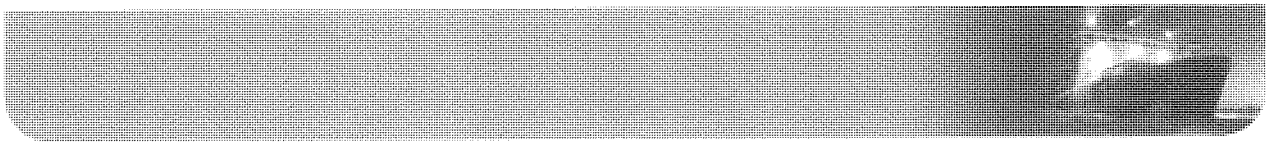


Table 7: Operational State of Vessels, 2007-2008 (%)

Assigned to client	Available				Unavailable				Total
	Unassigned	Planned Maintenance	Sub-total	Lay-up / Winterization	Planned Maintenance	Unplanned Maintenance	Other	Sub-total	
67%	1%	0%	68%	19%	9%	3%	2%	32%	100%

Similar to last year, in 2007-2008, when available, vessels were predominantly assigned to clients (67%) and rarely unassigned (1%). When vessels were not available, they were most often in lay-up or winterization (19%), having scheduled maintenance (9%), or experiencing breakdowns/unplanned maintenance (3%). Even though vessels were unavailable more often than had been anticipated, the overall plan was effectively delivered to all programs and clients.

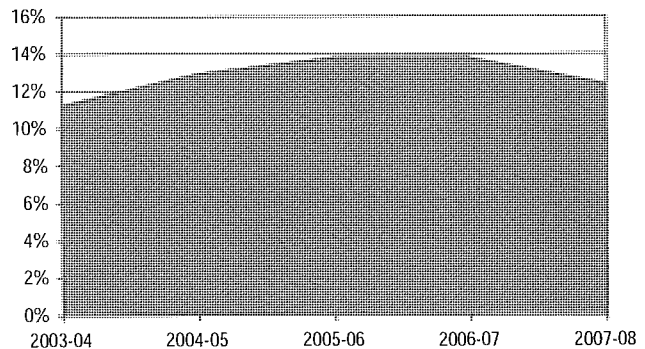
The second relative measure of efficiency is multitasking – when a vessel performs two or more tasks simultaneously. Icebreakers, for example, can provide a number of other services while icebreaking. These include SAR coverage, performing observe, report and record functions, supporting maritime security, or conducting pollution monitoring and/or response. Thus, with one vessel, within the limits of geography, time, availability, and capability, simultaneous missions can often be conducted.

In 2007-08, plans called for 7.2% of days to be spent multitasking; in fact, 12.3% of delivered days involved multitasking. This was in large part due to the impacts of the ice conditions encountered during the seal hunt when the operations of many vessels planned as single program platforms actually had to be redirected towards the escort of over 300 vessels off the northeast coast of Newfoundland.

The multitasking trend had been upward until 2006-2007, with a decrease in 2007-2008. This can be attributed to the dedicated assignments of the *CCGS Amundsen* (to

International Polar Year research) and of the *CCGS Louis S. St-Laurent* (to UNCLOS and IPY), which do not allow for multitasking, and to unplanned maintenance to the *CCGS Limnos*, which was replaced by the *CCGS Griffon*, reducing the time spent multitasking by both vessels.

Graph 13: Actual Multitasked, 2003-2004 to 2007-2008 (%)



CCGS Provo Wallis, Medium Endurance Multitasked Vessel

Photo: PA Region

5.5 FINANCIAL RESOURCES

Significant investments in Coast Guard over the past few years have enabled it to maintain service to Canadians and to make important asset re-investments. This will help CCG respond to increasing demands for its services, as more and more often the fleet is being tasked to respond to situations outside of planned programs. As is the case with all operational organizations, rising costs have had a significant impact on our ability to meet client expectations.

During fiscal year 2007-2008, the fleet consumed approximately 63 million litres of diesel fuel. This is reflective of increased programming in the Arctic (IPY and UNCLOS) and heavier than normal ice conditions. As a reference point, the Fleet had consumed, on average, approximately 57 million litres of diesel fuel annually, between 2003-2004 and 2006-2007. This increase over historical average, coupled with unprecedented fuel costs, created enormous financial pressures on Fleet in particular and on CCG as a whole. In 2007-2008 Fleet had planned an average cost per litre of 73¢ but actual cost averaged 83¢. This translated into greater than expected fuel expenditures for Fleet as well as restricting its ability to fuel up at year end due to budget constraints.

The effect of rising fuel costs...

An increase of \$.01 per litre =
\$630,000 per year for the fleet

The basic concepts underlying CCG's financial planning are operational readiness and integrated planning, including a more accurate and refined National Fleet Costing Model.

CCG Fleet Operational Readiness (now a separate program within the CCG Program Activity Architecture approved by Treasury Board Secretariat) has enabled the CCG Fleet to evolve from a narrow, short-term planning approach driven by client needs and an allocation based funding model, to a more holistic and integrated planning methodology reflective of Coast Guard's position as the Government of Canada's civilian fleet that must be ready to respond in times of need. An entirely new Fleet Financial Framework and a new budgeting process were introduced in 2007-2008 with many processes radically changed:

- The Fleet Financial Framework reflects the broader Government of Canada and CCG priorities, as well as those of Fleet clients. Transparency and relationships with clients are further improved by client service agreements, thereby ensuring that financial performance and program delivery are monitored and reported on a regular basis.
- The Fleet Fuel Management Policy introduced fuel forecasting and tools, such as sophisticated fuel inventory monitoring reports, to help Fleet and CCG management make financial decisions related to fuel use.
- Integrated planning means that clients at both the national and local levels are included in the Fleet planning process and are better able to plan their program results and budget more accurately for the services they receive. It also means that the maintenance needs of an ageing fleet are programmed in a more rigorous manner.

Table 8 shows the budgetary amount of operating dollars provided to CCG in the delivery of those programs that are included in Coast Guard's financial reference levels (which includes Science program and Fisheries and Aquaculture Management

program budgets for vessel use), but does not include additional program support to some government departments which are funded under separate arrangements. (The table below does not include capital funds provided for the refit or replacement of Fleet assets).

Table 8: Fleet National Budget, 2007-2008 (\$000s)

	Salaries	O&M	Fuel	Sub Total	Minor Capital	Total
Fleet	143,415	30,243	43,147	216,805	151	216,956
Helicopters	¹	11,818	²	11,818	-	11,818
Sub Total	143,415	42,061	43,147	228,623	151	228,774
Shore	17,795	6,874		24,669	1,046	25,715
Total	161,210	48,935	43,147	253,292	1,197	254,489

¹ Captured in O&M

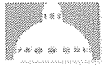
² Captured in O&M



Three SAR Lifeboats, *Cape McKay, Cape Mudge and Cape Farewell*

Photo: PA Region

SECTION 1.C
UNITED STATES: GOVERNMENTAL ACCOUNTING STANDARDS BOARD
SERVICE EFFORTS AND ACCOMPLISHMENTS REPORT AUGUST 2009



August 2009

Technical Inquiry Activities: Service Efforts and Accomplishments Report for First Half of 2009

How and Why the GASB Produces This Report

In addition to its activities related to developing new and improved standards of accounting and financial reporting and other communications for state and local governments, the GASB staff spends a significant amount of time responding to questions (technical inquiries) about existing GASB standards. This service efforts and accomplishments (SEA) report presents performance information about the technical inquiry activities of the GASB staff during the first six months of 2009, with comparative information for 2005 through 2008.

The GASB reports this performance information to apprise its constituents—the preparers, auditors, and users of state and local government financial reports—of its efforts to assist in understanding and implementing GASB standards. The GASB’s efforts to respond to constituent questions are key to supporting the educational quality of its standards.

At the beginning of each month, the GASB conducts a brief survey of inquirers whose inquiries were completed in the previous month. The GASB staff selects a random sample of 15 inquirers each month, or roughly 10 percent of the inquiries closed. The survey is administered primarily by email or alternatively by telephone if an email address is not available. The response rate approaches 100 percent every month; if an inquirer does not respond to the initial contact or a subsequent reminder, then an additional inquirer is selected randomly to ensure at least 15 respondents every month. The survey poses four questions regarding the inquirer’s satisfaction with the understandability and timeliness of the GASB’s answer, the helpfulness of the staff member, and the overall experience.

Although all reasonable efforts are made to ensure that the information underlying the performance information in this report is accurate, it should be noted that this information has not been independently audited.

Major Goals and Objectives

GASB Goal: Education—Promote the development of informed and competent financial report users, preparers, and auditors. Constituents need assistance in understanding GASB pronouncements, as well as in understanding and using the resulting information in financial reports.

Within the goal of education, the following performance measures assess a part of the GASB’s strategic plan objective to “Guide and educate constituents about the content and value of the GASB’s reporting requirements and proposed standards.”

The GASB equates success toward this objective with achieving a high degree of constituent satisfaction regarding how quickly a response to the inquiry is received, how understandable the

response is, how helpful the staff member handling the inquiry is, and the overall experience of submitting an inquiry and receiving a response.

Key Measures of SEA Performance

Table 1. Inquirer Satisfaction with Understandability, Helpfulness, and Promptness

Measure	1/09–6/09	GASB Goals	Total 2008	Total 2007	Total 2006	Total 7/05–12/05
Answers to technical inquiries were understandable or very easy to understand	95.6%	90.0%	97.3%	97.4%	96.8%	96.0%
Person responding to technical inquiry was helpful or very helpful	97.8%	90.0%	98.9%	98.4%	98.4%	97.0%
Person making technical inquiry was satisfied or very satisfied with promptness of response	98.9%	90.0%	98.4%	96.3%	95.8%	94.1%
Overall, person making technical inquiry was satisfied or very satisfied with the experience	96.7%	90.0%	97.8%	97.4%	96.3%	95.0%

Table 2. Time Required to Complete Inquiries

Technical inquiries closed within:	Total 1/09–6/09	GASB Goals	Total 2008	Total 2007	Total 2006	Total 7/05–12/05
0–6 days	84.9%	80.0%	85.2%	85.2%	78.7%	85.9%
7–13 days	94.2%	90.0%	92.9%	92.9%	91.2%	91.7%
14–20 days	96.8%	95.0%	95.8%	95.8%	94.9%	96.4%
21–27 days	98.2%	100.0%	97.4%	97.4%	96.8%	98.7%
28+ days	100.0%		100.0%	100.0%	100.0%	100.0%

Table 3. Time Until First Contact Is Made with the Inquirer

First contact with inquirer made within:	Total 1/09–6/09	GASB Goals	Total 2008	Total 2007
1 day	64.3%	60.0%	69.4%	69.7%
2–6 days	89.6%	90.0%	88.8%	91.5%
7 days	92.3%	100.0%	90.8%	93.4%
8+ days	100.0%		100.0%	100.0%
Total				

Discussion and Analysis of Results and Challenges

Constituent satisfaction with the GASB’s technical inquiry activities was well above the GASB’s goals in the first half of 2009. (See Table 1.) The percentage of inquirers surveyed that were satisfied or very satisfied with the understandability, helpfulness of the GASB staff member responding, and promptness of the answer to their inquiry was nearly 96 percent, 98 percent, and 99 percent, respectively. Overall satisfaction was almost 97 percent. These results are close to the 2008 figures, which were the highest satisfaction ratings since the GASB began surveying inquirers in 2005.

The goal of completing all technical inquiries in less than four weeks continues to be elusive. (See Table 2.) However, the percentage of inquiries closed in less than four weeks improved over 2008 to 98 percent, the highest level since the second half of 2005. The percentage of inquiries closed within one, two, and three weeks all exceeded established benchmarks for the first half of 2009.

The length of time required to complete an inquiry often relates to the complexity of the subject matter. The guidance provided in response to technical inquiries is specific to the facts and circumstances of the particular inquiry, which may be difficult to ascertain from the original question. In addition, the current work load of the particular staff member to whom an inquiry is assigned may explain why a small percentage of inquiries take four weeks or more to complete. For instance, the volume of technical inquiries tends to increase noticeably as the effective date of new standards approaches.

Although it may take one to three weeks to provide a final answer to an inquirer, the staff actually responds much sooner in order to acknowledge receipt of the inquiry and to gather additional information. The GASB’s goal is to make initial contact with all inquirers within one week.

First contact was made within one week for 92 percent of the inquiries received in the first half of 2009. (See Table 3.) This is an improvement over 2008, though down from the mark of 93 percent in 2007, when this indicator was first measured.

The benchmarks for making contact within 2 to 6 days 90 percent of the time and within 1 week for all inquiries were not met in the first half of 2009. For nearly 8 percent of inquiries, first contact did not occur until at least a week had passed. Again, this is an improvement over 2008, when over 9

percent of inquirers were not contacted within 7 days, but it falls short of the mark of less than 7 percent in 2007 and also short of the overall goal.

SECTION 2.A
NEW ZEALAND: ROYAL NEW ZEALAND FOUNDATION OF THE BLIND
SUMMARY STATEMENT OF SERVICE PERFORMANCE 2008-2009

Summary statement of service performance

The following are excerpts from the audited statement of service performance of the Royal New Zealand Foundation of the Blind for the year ended 30 June 2009 which was authorised for issue on 5 October 2009. An unqualified audit opinion was issued on the full statement of service performance on 5 October 2009. This summary statement of service performance was authorised for issue on 5 October 2009 by the Board of Directors.

The full statement of service performance has been prepared in accordance with the constitution of the Royal New Zealand Foundation of the Blind and the New Zealand Generally Accepted Accounting Practice (NZ GAAP). The Royal New Zealand Foundation of the Blind is a public benefit entity.

This summary statement of service performance is in compliance with FRS 43 Summary Financial Statements. For a complete understanding of information presented in the summary statement of service performance, members can obtain a full set of audited statement of service performance from the Royal New Zealand Foundation of the Blind. Summary statement of service performance cannot be expected to provide as complete and understanding as provided by the full statement of service performance. A copy of the full statement of service performance is available from the Board Secretary, Awhina House, 4 Maunsell Road, Parnell, Private Bag 99941, Newmarket, Auckland.

Supporting Independent Living	Actual 2007/8	Planned 2008/9	Achieved 2008/9
Members whose needs were assessed	1,102	1,100	1,056
Adult members learning new skills to connect to the world	724	950	757
Adult members learning to adapt to everyday life without sight	2,034	1,700	2,145
Adult members receiving instruction in independent travel	979	1,095	968
Adult members receiving counselling	553	540	743
Child members learning to adapt to everyday life and be independently mobile	362	355	372
Child members supported by Child and Family Social Work	291	300	220
Māori people supported through RNZFB and other services	185	60	160
Number of Pacific people supported through RNZFB and other services	151	100	119
Number of deafblind members receiving Deafblind Services	133	100	123

Supporting Access to Information and Culture	Actual 2007/8	Planned 2008/9	Achieved 2008/9
Titles added to stock	409	528	419
Phone enquiries receiving information and advice	8,849	9,000	6,243
Braille pages produced or duplicated	108,828	127,536	140,243
Number of large print pages produced or duplicated	76,792	50,064	91,382
Number of hours members spent listening to TIS	29,987	33,600	30,091

Teaching Technology Skills; Increasing Employment and Awareness	Actual 2007/8	Planned 2008/9	Achieved 2008/9
Blindness and deafblindness awareness training sessions delivered	234	140	155
Employers provided with awareness services	10	10	10
Members receiving vocational services	408	450	503
Number of members receiving adaptive technology services	308	280	236
Number of businesses receiving adaptive technology services	63	60	60

Guide Dog Services	Actual 2007/8	Planned 2008/9	Achieved 2008/9
Puppies bred, purchased or donated	108	110	116
Dogs completing training	40	45	37
Dogs withdrawn from puppy development, assessment and training and re-homed	40	45	44
Teams graduated and matched	37	45	32

SECTION 2.B
CANADA: CANADIAN RED CROSS
ANNUAL REPORT 2008-2009
(ALLEVIATING SUFFERING)

2 Alleviating Suffering

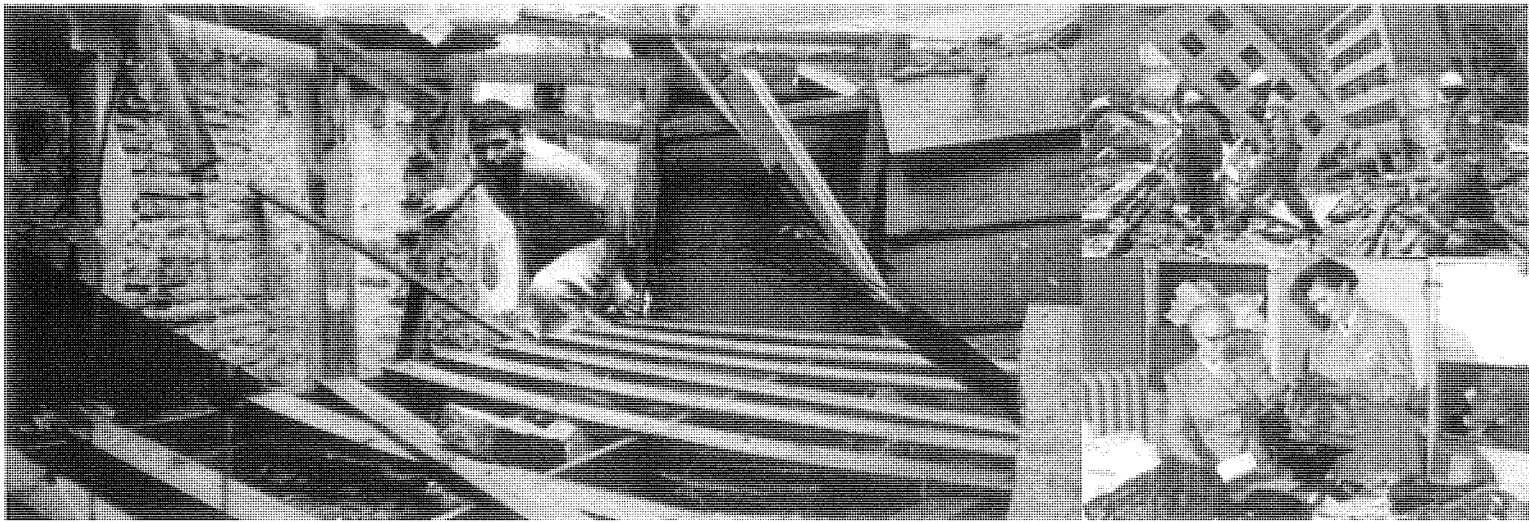
The core strength of the Red Cross is its ability to respond to man-made and natural disasters – quickly and comprehensively.

In a perfect world, all suffering could be prevented. In ours, however, despite best efforts, millions of our fellow citizens are deeply and often tragically affected by events not of their doing.

Canada enjoys a level of prosperity, peace and stability that is virtually unmatched in the world. From this position of good fortune, we believe and know the vast majority of Canadians deem that we all have the responsibility to see to the well-being of our fellow global citizens, many of whom live in unimaginable circumstances. They must deal with everything from armed conflict, to lethal air and water, to home diseases, to the lack of the basic necessities of drinking water, clean air, and sufficient food. This harsh daily reality is made all the worse by regularly occurring natural disasters – hurricanes, cyclones, earthquakes, tsunamis – which spare our country.

Other, suffering unfolds on a deeply personal level. It's been said that even large scale disasters are but a collection of individual stories of suffering and hardship.

The core strength of the Red Cross is its ability to respond to man-made and natural disasters – quickly and comprehensively. Each year reveals disasters and conflict in a variety of localities all demanding humanitarian relief. 2008-2009 was no different.



Disaster Around the World

The Canadian Red Cross has a long-standing relationship with the American Red Cross, sharing resources and volunteers where required. In 2008, we responded to a request from the American Red Cross and deployed trained and experienced Canadian Red Cross volunteers to Texas following Hurricane Ike. The volunteers provided support with logistics, staffing and shelter management.

As a result of the same hurricane season, we supported recovery work after 50,000 homes were destroyed and many more damaged in Haiti, Cuba and other Caribbean countries. Thanks to our donors, volunteers, staff and the Government of Canada, the Canadian Red Cross helped provide essentials like emergency shelters, clean water and sanitation services, psychosocial support and medicine. Our work continued throughout 2008-2009, building on a long established presence and relationships.

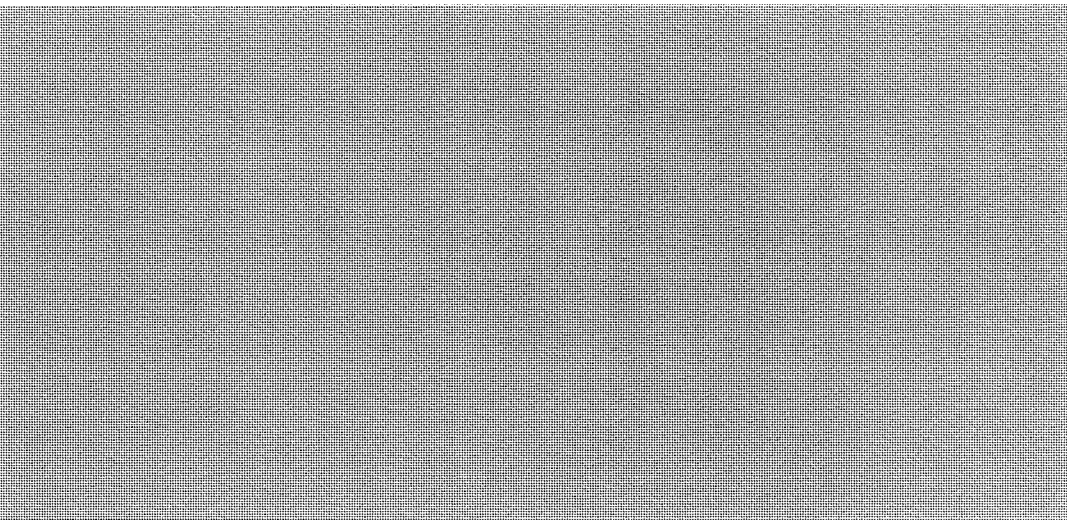
In China, the Red Cross has brought urgently needed relief to over one million earthquake survivors, due in large part to the tireless work of over 180,000 Chinese Red Cross volunteers who provided first aid and relief to those in need. The Canadian Red Cross responded immediately in the after-math of the 2008 earthquake, raising funds and deploying aid workers. In fact, Canadian Red Cross aid worker Yunhong Zhang led the International Red Cross relief efforts in the region. Additionally, the Canadian Red Cross delivered over 7,000 tents and supported the delivery of an additional 700 tents from the Canadian International Development Agency as temporary shelter for thousands of families left homeless by the earthquake.

In response to the devastating cyclone in Myanmar, 27,000 Red Cross volunteers and staff have reached over half a million people with water, food, shelter, and relief items. The Canadian Red Cross provided logistical aid to Myanmar and sent over 2,500 tonnes of relief supplies. We also supported the distribution of 2,000 shelter kits from the Government of Canada. These kits, distributed by local Red Cross volunteers, provided urgently needed shelter for up to 10,000 people in the disaster zone.

The Canadian Red Cross has a long-standing relationship with the American Red Cross, sharing resources and volunteers where required

"I hope Canadians feel proud of how their support has helped give youth like us a brighter future"

Yodesh Krishnamaurtny
Livelihoods beneficiary
Sri Lanka



Volunteer Profile **MARIE-CLAUDE ÉLIE**

After three hurricanes devastated Haiti in 2008 and a difficult relief operation, **Marie-Claude Élie** left the emergency areas in Gonaïves when she heard sirens. Élie, a Canadian Red Cross nurse from Montreal, climbed on the roof of her hotel and saw a cloud of smoke and dust enveloping the city. A school had collapsed. On reaching the school, she found many children and adults buried under rubble crying for help. Amid the general panic, Élie remained calm and began to lead the rescue operation.

Marie-Claude Élie a nurse with the Canadian Red Cross, worked alongside Haitian National Red Cross staff and volunteers to help people affected by deadly hurricanes and the collapse of a school in Gonaïves.

"What seems really heroic to me is that she remained four hours under a very unstable structure, attending to injured children, in spite of warnings that she was risking her life," said Jean-Pierre Taschereau, disaster management delegate with the International Federation's Pan American Disaster Response Unit (PADRU).

"Until the rescue teams could get there, she devised a system of tubes to get water to people trapped under the rubble. She saved the lives of many Haitians that day. She also set an example for all of us, her colleagues."

The case of Élie and her fellow volunteers who worked to rescue people highlights not only the Red Cross Red Crescent spirit of assistance, it also shows the vulnerability of countries like Haiti to nature's wrath.



From Tsunami to Recovery

December 26, 2008, marked the four year anniversary of one of the most devastating natural disasters in the world. A powerful earthquake off the coast of northern Sumatra triggered massive walls of waves, tsunamis that smashed into thousands of kilometres of coastline around the Indian Ocean rim killing more than 225,000 and impacting the lives of millions. The Canadian response was extraordinary. Four years later, Canadian donations have helped re-build entire communities. 4,228 homes were built in 2008-2009, community centres, roads and sanitation systems were also built. But the work has not ended.

Fund-raising efforts for victims of the tsunami were un-precedented. Over \$385 million was raised in a one-month period. Of these funds, 79% of project spending was completed in 2008-2009 and the balance will be dedicated to building stronger communities through Disaster Risk Reduction projects

Donation Sources		*M – Millions
\$192 M	Donations from generous Canadians	
\$131.8 M	Federal government matching funds through the Canadian International Development Agency	
\$19.3 M	Provincial government contributions	
\$19.2 M	Corporate contributions	
\$22.7 M	Investment income	

Where Your Dollars have been spent (to date)		*M – Millions
\$130.8 M	Indonesia	
\$46.8 M	Sri Lanka	
\$16.5 M	Maldives	
\$10.5 M	India, Africa and overall regional	
\$12.5 M	Support to ICRC in conflict areas	
\$63.1 M	IFRC	
\$10.8 M	Program costs	
\$10.3 M	Fundraising	
\$301.3 M	TOTAL	

"The people of Canada have helped us through this difficult time to help us rebuild our lives. And in the same way, we also should help other people in their times of difficulty. This is the real example of what the Canadian people have done to guide us in the future"

Sri Banun
 Fundraising
 Indonesia



At home, 2008-2009 saw the Red Cross respond to a number of serious weather-related events and personal disasters.

Disasters in Canada

During the spring and summer of 2008, the St. John River flooded in New Brunswick, and forest fires in the Halifax area required evacuation of hundreds of homeowners. All four Maritime Provinces also suffered the effects of Tropical Storms Hanna and Kyle, two of the most powerful storms in recent history.

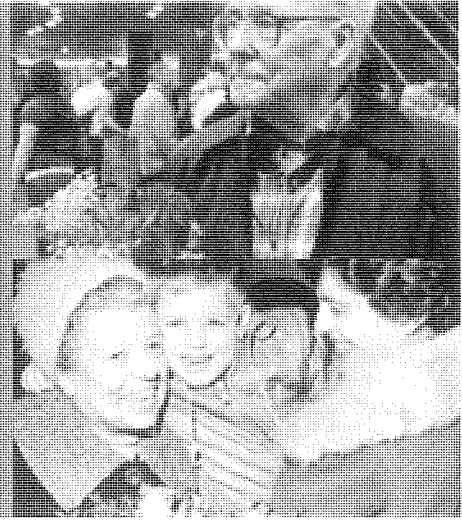
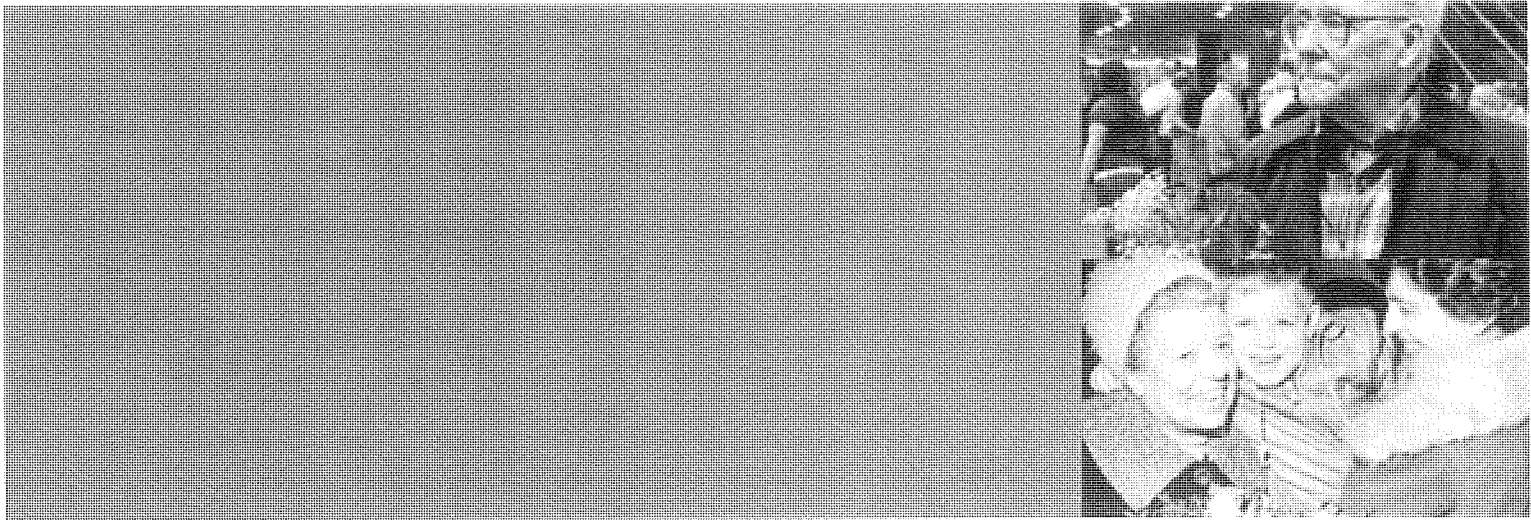
To handle these events and to be ready for the forecasted increase in tropical storm activity, the Red Cross has established and strategically located 15 mobile warehouses throughout Atlantic Canada. These 10, 14 and 16-foot utility trailers hold enough supplies and equipment to support up to 350 people in the field following a disaster providing all of the tools necessary to do their work.

When spring floods reached emergency levels in the James Bay area, the Red Cross received, registered and sheltered more than 1200 evacuees to be hosted in several northern and south-western Ontario communities. Red Cross workers in northern Saskatchewan helped move 8,000 people out of harm's way of forest fires, re-locating the evacuees as far south as Regina for a 12-day period.

In March of 2009, the threat of flooding in southern Manitoba from the Red River and its tributaries seemed imminent. Based on the knowledge of past flooding, including the severe damage and hardship caused during flooding in 1997, the Red Cross began proactive public engagement with an emphasis on personal readiness.

In Quebec, the number of disasters as well as the number of those impacted has grown steadily in the past five years. For 2008-2009, Red Cross teams have assisted in over 1,002 incidents, an increase of 22% over the previous year. On average, Red Cross volunteers help disaster victims every nine hours in Quebec.

Red Cross public education activities increased this past year with an emphasis on personal readiness. Families are being told of the necessity of preparing emergency kits, which can sustain them for 72 hours, freeing up the valuable time of first responders who can then concentrate on more vulnerable segments of the population.



RESTORING FAMILY LINKS

Often, emotional suffering is every bit as painful as physical wounds. The Restoring Family Links Program helps Canadians re-establish contact with their immediate family members after heart-rending separation due to war, internal conflict, or other humanitarian crisis such as natural disasters. The Canadian program is part of a world-wide network of 187 National Red Cross and Red Crescent Societies, which lets individuals in other countries place inquiries to find relatives in Canada.

In Montreal, the Canadian Red Cross and the Cummings Jewish Centre for Seniors announced the official opening of the *Holocaust Survivors Tracing Centre*, the first of its kind in Canada. The Centre aims to re-establishing links between family members separated during the Second World War; establish the circumstances of death of a family member; and provide certification for reparation and or pensions. The services offered are free of charge and confidential.

June 12, 2008, was one of the happiest and longest days of Regine Buzayayo's life. Minutes felt like hours while Regine, her sister and two young daughters waited and watched the arrivals gate intensely anticipating the arrival of two precious packages: her two older daughters, Sifa and Jocelyne, both of whom she hadn't seen in four long years.

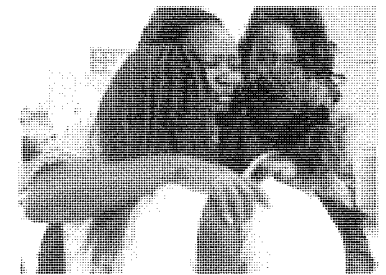
When the two girls ages 16 and 14 finally emerged, there were shouts of joy in the bustling airport. Mother and her two daughters were locked in an embrace with tears streaming down their faces. They were overjoyed and relieved to be together again.

"I'm very grateful to Red Cross," said Regine.

In June 2004, a conflict in Congo forced Regine, who was pregnant at the time, to flee with her one-year old daughter. Her two eldest daughters, then 10 and 12 years old, were at school. Regine found herself in a refugee camp where she discovered that her husband had been killed, but she was unable to get any information about the whereabouts of her daughters. Later that year, Regine and her two youngest daughters arrived in Toronto where she asked the Canadian Red Cross for assistance in locating her daughters. Through the Red Cross Restoring Family Links Program, both daughters were found safe and living with a foster family in Burundi, Africa.

Relying on public donations to support the service.

Canadian Red Cross staff and volunteers handle about 6,000 tracing cases each year.



"It is moments like this that make all our hard work worthwhile."

Radmila Rokic-Pilpovic
Restoring Family Links program
coordinator for the Canadian Red Cross

SECTION 3.A
AUSTRALIAN GOVERNMENT: AUSTRALIAN NATIONAL AUDIT OFFICE
ANNUAL REPORT 2007-8
(SECTION 3: REPORTING ON PERFORMANCE)

3 REPORTING ON PERFORMANCE

This section presents the scorecard from our Portfolio Budget Statements and Business Plan and also describes the performance of our three Output Groups namely: Output Group 1 – Performance Audit Services; Output Group 2 – Information Support Services; and Output Group 3 – Assurance Audit Services.

Performance overview

Our Scorecard provides an overview of performance based on the performance information contained in the 2007–08 Portfolio Budget Statements (PBS) and our 2007–08 Business Plan.

The performance measures that relate to the three output groups are quantitative in nature and are essentially concerned with issues of efficiency and productivity in delivering audit products. The measures relate primarily to quantity, timeliness and cost.

The outputs' contributions to the achievement of our outcomes are also discussed. These sections relate primarily to the impacts (outcomes) that our outputs have on the Parliament, public sector entities and public sector administration in general. Both quantitative and qualitative measures are used to assess the performance.

This approach provides an understanding of the link between our products (outputs) and their resulting impacts (outcomes).

Portfolio Budget Statements Scorecard 2007–08

Whole of ANAO		Target	Actual
1	Parliament acknowledges the value of the ANAO contribution.	90% value role of ANAO	93% of Parliamentarians surveyed expressed satisfaction with ANAO products and services. ¹
2	Public sector entities acknowledge the value added by ANAO products and services.	90% value role of ANAO	Assurance Audit Services 90% ² Performance Audit Services 79% ³
3	The JCPAA's general satisfaction with the overall quality, timeliness and coverage of our products and services.	High standard of satisfaction	JCPAA survey responses indicate a very high level of satisfaction with ANAO's work. ¹
	Output Group 1: Performance audit services	Target	Actual
4	Number of performance audit reports to be produced.	51	44 ⁴
5	Percentage of audit recommendations supported by the JCPAA and other Parliamentary Committees.	90%	JCPAA Report No 412 was not tabled in financial year 2007–08.
6	Percentage of audits where public sector entities acknowledge the value added by the audit.	90%	93% of audit recommendations were agreed in full.
7	Quality assurance results indicate all reviewed audits meet ANAO Auditing Standards.	100% of reviewed audits	100%
8	Full costs of audit products and services are recorded and reported.	100%	100%

Output Group 2: Information support services		Target	Actual
9	Number of client seminar series.	2	5
10	Number of better practice guides to be produced.	4	4
11	Seminar topics meet the needs of participants.	75% satisfaction level.	95% of those who provided feedback indicated the seminars met their objectives and that the course content was useful.
Output Group 3: Assurance audit services		Target	Actual
12	Number of financial statement audit opinions to be issued.	240	237 ⁵
13	Number of financial statement related report products to be produced.	2	2
14	Number of other audit opinions/ reviews.	2	1 ⁵
15	Timeliness of issuing financial statement audit opinions.	100%	86% issued on the day or within two working days of signing the financial statements. ⁶
16	Percentage completed in accordance with agreed timeframes (financial statements).	100%	76% ⁷
17	Quality assurance results indicate all reviewed audits meet ANAO Auditing Standards.	100%	Quality assurance completed. Results have highlighted greater attention is required to demonstrate compliance with the auditing standards, particularly in relation to documenting audit work.
18	Full costs of audit products and services are recorded and reported.	100%	100%

Notes:

1. Parliamentary Survey, May 2005 (next survey due for completion second half of 2008).
2. AASG Client Survey, March 2008.
3. PASG Client Survey as at August 2008. The results of this survey are being evaluated.
4. Includes Business Support Process and Protective Security Audits. The reasons for this shortfall include: the redirection of resources to higher priority activities such as the major Defence capital equipment projects, the need to allocate extra resources to complete major undertakings such as the performance audit of the Regional Partnerships Program and the need to divert resources from the Performance Audit Program to respond to requests by Ministers or Parliamentarians for the review of matters of immediate concern; and a higher than anticipated level of staff turnover.
5. The actual number of audit opinions is dependent on the number of entities subject to audit which, in turn, is dependent on legalisation and government decisions.
6. Our objective is to issue the audit opinion on the same day as the signed financial statements are received by the ANAO. However, closure within two days is considered acceptable. We continue to work with entity CFO's to improve this result.
7. Performance under this indicator is the responsibility of entities, however, we continue to work closely with entity Audit Committees and CFIO's to improve this result.

Business Plan Scorecard 2007–08

As well as the targets set in the Portfolio Budget Statements, our 2007–08 Business Plan included a number of additional targets, which are set out in the table below.

Activity		Target	Actual
1	Staff satisfaction is at an acceptable level.	>70%	67% ¹
2	Staff turnover is at an agreed level.	<18% turnover	30% ² We operate in a highly competitive market for accounting skills. Recruitment and retention strategies and performance are closely monitored.
3	Public sector organisations acknowledge understanding and skills of ANAO staff through client satisfaction surveys.	90% of agencies agree that ANAO staff have the necessary understanding and skills to carry out the audit work.	Assurance Audit Services 91% ³ Performance Audit Services 81% ⁴
4	Professional development programs result in an improvement in the level of performance of staff.	Staff and supervisors acknowledge an improvement in the level of on-the-job training.	75% of surveyed staff indicated that the professional development they received helped them to improve their performance. 31% indicated the improvement was high to very high. 44% indicated a moderate improvement.
5	Staff acknowledge ANAO values and behaviours are exhibited in the workplace.	85% of staff considers that the ANAO values of respect, integrity and excellence are exhibited in the workplace.	An average of 79% of staff surveyed agreed that the ANAO values and behaviours are exhibited in the workplace. ⁵
6	Implementation of Business Plan action items within agreed timeframes and standards.	100%	All projects have been completed or are ongoing activities.

Notes:

1. ANAO Staff Survey August 2008. The results of this survey are being evaluated. Emphasis is being placed on our learning and development and induction programs.
2. An ANAO wide target, which measures the number of staff leaving as a percentage of total ANAO staff.
3. AASG Client Survey March 2008.
4. PASG Client Survey as at August 2008. The results of this survey are being evaluated.
5. ANAO Staff Survey August 2008. The results of this survey are being evaluated. This issue will also feature in the delivery of our leadership program.

Output Group 1

Performance Audit Services

This sub-section describes our audit themes and performance audit products and how they contribute to the work of the Parliament and public sector entities.

Output Group 1 comprises performance audit reports and other audit and related products. The following summarises our performance in producing these outputs in 2007–08. Details of financial resources for performance audit services are set out in Tables 1 and 2 of this report.

Performance audits

The Auditor-General Act 1997 (the Act) provides the Auditor-General with the authority to conduct, at any time, a performance audit of an agency, a Commonwealth authority or company, other than a Government Business Enterprise (GBE) or any of its subsidiaries. The Auditor-General may conduct a performance audit of a fully owned GBE or its subsidiaries if the responsible Minister, the Finance Minister or the Joint Committee of Public Accounts and Audit (JCPAA) request the audit.

The Act defines a performance audit as a ‘review or examination of any aspect of the operations of a body or person’. In accordance with accepted auditing practice, performance audits are an independent, objective and systematic examination of the operations of a body for the purposes of forming an opinion on whether:

- management of the operations is economical, efficient and effective;
- internal procedures for promoting and monitoring economy, efficiency and effectiveness are adequate; and
- improvements might be made to management practices (including procedures for promoting and monitoring performance).

Typically, performance audits examine governance arrangements, information systems, performance measures, monitoring systems and legal compliance. Audits are conducted in accordance with ANAO Auditing Standards. All performance audit reports are tabled in the Parliament.

In seeking to improve public administration, performance audits also identify better practices, which may then be incorporated into Better Practice Guides (BPGs) produced by the ANAO for dissemination throughout the Australian Government public sector. These guides are discussed under Output Group 2.

Because of the size, complexity and diversity of many Australian Government entities, a performance audit usually examines selected program activity. Cross-portfolio or cross-agency performance audits, which include business support process audits and protective security audits, examine the same issue or activity in a number of entities, and the findings and recommendations of these audits are likely to have application across other public sector entities.



PAS staff members, from left, Rosanne Lawrence, Charles Higgins and Anne Svarcas.

Audit topics are selected with two major considerations in mind:

- where an audit can be expected to add the greatest value in improved accountability, economy, efficiency or administrative effectiveness; and
- to ensure appropriate coverage of entity operations within available audit resources.

PAS staff members from left, Rosanne Lawrence, Charles Higgins, Anne Svarcas.

The Auditor-General may also undertake audits on request, for example, from the Parliament, ministers or parliamentarians. In the case of requests for reviews which are relatively straightforward, we are often able to respond to the relevant issues through normal correspondence rather than a formal report.

Performance Audit Work Program

Our Performance Audit Work Program is developed annually in consultation with the JCPAA and audited entities. The JCPAA also seeks and coordinates comments from other Parliamentary committees on the draft Audit Work Program. This process is to ensure that our audit products and outputs meet the needs of the Parliament and public sector bodies, and are in tune with the key risks and challenges facing the Australian Government in a rapidly changing environment.

Audit activity is planned having regard to risks; financial materiality; program significance; audit impact; visibility of the program; the extent of recent audit and evaluation coverage; and broad themes derived from the audit planning process. The performance audit themes identified in the 2007–08 *Planned Audit Work Program*⁵ are set out below:

- governance (including whole of government initiatives, financial management, information system integrity, and compliance with policy and legislative requirements);
- administration of border security;
- program implementation;
- service delivery;
- grants administration; and
- the environment.

Performance audit outcomes by theme

Each performance audit is summarised by theme in Appendix 4. A broad outline of the range of issues addressed under each theme is set out below, noting that audits may address more than one theme in the coverage of the issue.

Governance

The broad area of governance continues to be a major focus for performance audit activity. In 2007–08, a wide spectrum of topics were covered under this theme including for example: the National Cervical Screening Program; Australian Apprenticeships; whole of government indigenous service delivery arrangements; Pathology Quality and Outlays Memorandum of Understanding (MOU); Senate Order for Departmental and Agency contracts; taxation administration and management of related compliance risks; data integrity in the Child Support Agency; management of cost recovery; and Defence's compliance with the Public Works Committee approval process.

Administration of border security

Australia's border security arrangements involve a considerable number of functions and activities across a number of Australian Government entities. In 2007–08, audits under this theme included: electronic travel authority; Customs' container examination facilities; and Australia's preparedness for a human influenza pandemic.

Program implementation

The delivery of many Australian Government programs involves the application of knowledge, skills, tools and techniques to a range of activities to meet specified project requirements and outcomes. The audit on the administration of building certification of residential aged care homes was carried out under this theme in 2007–08.

⁵ Available from the ANAO's website <http://www.anao.gov.au>.

Service delivery

An ongoing objective for a number of Australian government entities is to provide a diverse range of high quality and cost effective services that meet the ever-increasing expectations of the Parliament, government and the community. In 2007–08 audits carried out under this theme included: the implementation of Centrelink’s proof of identity framework; Australian Taxation Office’s administration of Australian Business Number registrations; accuracy of Medicare claims processing; management of Australian Public Service recruitment; and management of national assets.

Grants administration

Many Australian government entities administer significant grants program funding to a wide variety of public and private sector recipients and effective program management represents an important service to the community. Audits carried out under this theme in 2007–08 included: Australian Technical Colleges Program; Regional Partnerships Program; Automotive Competitiveness and Investment Scheme; Australian Rail Track Corporation; Tasmanian Forest Industry Development and Assistance Programs; and Parent Schools Partnerships Initiative.

Environment

Environmental issues continue to be matters of widespread interest. The audit of the Regional Delivery Model for the Natural Heritage Trust and the National Action Plan for Salinity and Water Quality was carried out under this theme in 2007–08.

Inclusion of agency comments in audit reports

Maintaining a relationship of professional co-operation with the audited agency during an audit is of crucial importance to the ANAO. To facilitate this, we consult fully with agencies during the planning stages, provide early information on the audit approach and objectives, maintain open and regular communication with the agency, and advise audit conclusions and proposed recommendations as soon as practicable. In addition, under section 19 of the Act, the Auditor-General provides a copy of the proposed report to the audited agency. If the recipient of the proposed report gives written comments to the Auditor-General within 28 days of receiving the report, the Auditor-General must consider them before preparing a final report.

In its Report 386 *Inquiry into the Auditor-General Act 1997*, tabled in September 2001, the JCPAA recommended a number of amendments to the Act. One recommendation was that the Auditor-General include agency comments on a proposed report in full in the final report. The Government agreed to this recommendation. Although there have been continuing delays in introducing amending legislation into the Parliament, we continue the practice that commenced in 2005–06 of including agency comments in full in our reports.

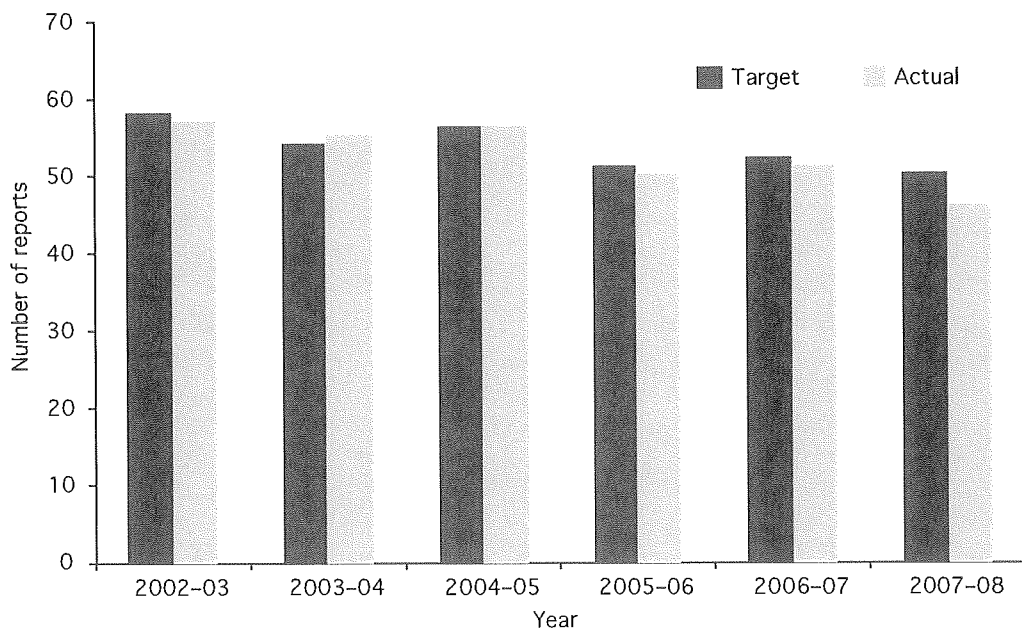
Performance

The primary performance measures for this output relate to the number of reports produced and their cost and quality. Quality targets for performance audit reports are set out in the PBS and our Business Plan and reported in the ANAO Scorecard.

Number of reports

For 2007–08, we tabled 44 performance audit reports against a target of 51. We did not meet our target this year due to the need to redirect resources to higher priority activities such as the major Defence capital equipment projects initiative, the need to allocate extra time to complete major undertakings such as the performance audit of the Regional Partnerships Program, and the need to divert resources from the Performance Audit Program to respond to requests by Ministers or Parliamentarians for the review of matters of immediate concern; and a higher than anticipated level of staff turnover. Figure 3 shows the number of performance audit reports produced under this output over the past six years.

Figure 3: Number of performance audit reports



Performance measures

The primary performance measures for this output relate to the number of audits completed, timeliness and resource usage. Measures of quality are discussed under 'Contribution to Outcomes'.



PAS staff member Michael Shiell during audit fieldwork.

Average timeframes and costs

The average time taken to complete a performance audit report was 11.4 months, with a range from 6.8 to 21.4 months. (In 2006-07, 12.3 months with a range from 5 to 24 months). The average cost (including overhead allocation) was \$ 0.394 million with a range from \$0.13 million to \$1.2 million (In 2006-07 \$0.368 million with a range from \$0.170 million to \$0.665 million).

Cost of performance audit services

Performance audit services consumed \$23.701 million in 2007-08 (\$21.724 million in 2006-07).

Other audit-related products

We publish a comprehensive annual audit work program each July. The work program provides a portfolio level view of currently underway, potential and reserve audit topics. While not all audits listed will be commenced, the publication does assist agencies by providing a clear indication of our areas of interest.

Planned Audit Work Program 2008–09

We developed the *Planned Audit Work Program 2008–09*⁶ during the latter half of 2007–08. This work program was developed in consultation with the JCPAA and audited entities, and was provided to the Prime Minister, Leader of the Opposition, Ministers, Shadow Ministers, the JCPAA and agency heads. As mentioned earlier, the JCPAA takes the lead role in coordinating parliamentary input to the development of the program. The program outlines performance audits in progress at 1 July 2008 and lists performance audit topics from which audits for 2008–09 are selected. It also sets out in summary form the work programs intended to be undertaken under the other ANAO Output Groups, namely Assurance Audit Services and Information Support Services, which are discussed later in this report.

Contribution to Outcome 1—improvement in public administration

Performance audit services are the primary contributor to our achievement of Outcome 1—*Improvement in public administration*. In turn, the extent to which the outcome is being achieved is largely gauged by consideration of performance audit outputs by the Parliament, as our principal stakeholder, and the client entities being audited.

Outcome 1 is measured through achievement of performance objectives and survey results designed to provide an overall picture of the contribution that our products and services make to the Parliament and public sector entities. Key performance information is presented in the ANAO Scorecard. The scorecard result is supported by other performance information discussed below.

Contribution to the Parliament

The contribution of performance audit services to the work of the Parliament is measured, in part, by a review of comments in Parliamentary committee reports and at committee hearings. Parliamentary committee review of audit reports gives an impetus to entities in their implementation of audit recommendations, and to the overall improvement of public administration resulting from performance auditing. Committees continued to be supportive of audit conclusions and recommendations.

Joint Committee of Public Accounts and Audit

The JCPAA reviews all audit reports and conducts public inquiries into selected audit reports. The ANAO assists the JCPAA in its review work by providing submissions and background information to Committee hearings.

⁶ The Audit Work Program 2008–09 is on our website <<http://www.anao.gov.au>>.

The JCPAA held enquiries into a number of our audits during the year. The reports of this work had not been completed by 30 June 2008. The reports examined by the JCPAA in 2007–08 are listed below:

- Audit Report No.24 2006–07, *Customs Cargo Management Re-engineering Project*;
- Audit Report No.29 2006–07, *Implementation of the Sydney Airport Demand Management Act 1997*;
- Audit Report No.37 2006–07, *Administration of the Health Requirement of the Migration Act 1958*;
- Audit Report No.10 2007–08, *Whole of Government Indigenous Service Delivery Arrangements*; and
- Audit Report No.21 2007–08, *the Regional Delivery Model for the Natural Heritage Trust and the National Action Plan for Salinity and Water Quality*.

Audits undertaken by formal request of the Parliament or Ministers or Parliamentarians

There were four audits tabled during the year as a result of a formal request of the Parliament:

- Audit Report No. 14 2007–08, *Performance Audit of the Regional Partnerships Program* was conducted in response to a recommendation of the Senate Finance and Public Administration References Committee report into the Regional Partnerships and Sustainable Regions Programs.
- Audit Report No. 28 2007–08, *Defence's Compliance with the Public Works Committee Approval Process* was conducted at the request of the Joint Standing Committee on Public Works.
- Audit Report No.29 2007–08, *Parent School Partnerships Initiative* was conducted in response to a recommendation from the Senate Employment, Workplace Relations and Education References Committees report into indigenous education.
- Audit Report No.33 2007–08, *The National Capital Authority's Management of National Assets* was suggested by the Parliamentary Joint Committee on the National Capital and External Territories.

A summary of each audit is presented in Appendix 4.

Contribution to public sector entities

Implementation of recommendations made in audit reports is not mandatory and agencies will therefore consider each recommendation on its merits. A major outcome from our performance audit work is improvement in management and administration of major Australian Government programs brought about by entities' acceptance and implementation of recommendations made in our audit reports. Performance audit reports also provide assurance to the Parliament about the way an area of public administration is being conducted.

During 2007–08, we produced a wide range of performance audits focussed on improvements to public administration. These audits not only had a direct impact on the specific area under review, but also provide opportunities for improvements for the broader public sector. For example Audit Report No. 14 2007–08, *Performance Audit of the Regional Partnerships Program* included recommendations aimed at achieving more effective and accountable governance arrangements for discretionary grants programs that involve Ministers making key decisions about projects which are to receive public funding. The audit reminded agencies of their key responsibility to advise Ministers of the statutory obligations that apply whenever considering whether to spend public money, and identified an opportunity for the financial framework to be improved by requiring the reasons for such decisions to be documented.

A key result of this and other reports focussed on the theme of grants administration, such as Audit Report No. 26 2007–08 *Tasmanian Forest Industry Development and Assistance Programs*, has been to improve grants administration more generally across the Public Sector. These audits have resulted in increased attention to grants programs drawing on the lessons from such audits. To help sustain this impact, our 2008–09 program includes issuing an update of our Better Practice Guide on grants administration.

Other examples involving significant contribution to public administration include Audit Report No. 31 2007–08 *Management of Recruitment in the Australian Public Service* which outlined opportunities to adopt more strategic approaches to recruitment. Audit Report No. 32 2007–08 *Preparation of the Tax Expenditures Statement* identified opportunities for more complete and reliable reporting on the extent of tax concessions and other tax expenditures, with the aim of the Government and the Parliament being better informed about the impact of relief provided from Commonwealth taxes and charges, and being better positioned to make decisions relating to trade-offs between such relief and other Budget priorities.

Agreement to recommendations

Improvements in administration, accountability and better service delivery are more likely to occur if the recommendations in performance audit reports are agreed by the audited entity at the time of the audit, and we make genuine efforts to achieve this result. However, disagreement will occur on some occasions and when this happens, agency comments are included in full in the final report.

For 2007–08, we made 143 recommendations in our audit reports to improve agency performance and accountability. These recommendations are sometimes presented in parts for clarity, such that it is possible to agree with parts of one recommendation and disagree with other parts. Of the 143 recommendations 133, (93 per cent) were fully agreed in all parts. The remaining 10, (7 per cent) were agreed but with some qualification.

This is a slight improvement compared with the 2006–07 result where 92 per cent of our recommendations were fully agreed and 7 per cent were agreed overall, but with some qualification. Two recommendations were not agreed in 2006–07.

Client survey

After each performance audit report is tabled, feedback on the audit process is sought independently from the senior executive responsible for the audited program by means of a survey and an interview with the responsible manager. The completion of the survey is performed by a firm of consultants that is engaged by the ANAO, but is independent of the performance audit teams.

Based on a limited number of responses received for the 2007–08 reporting period⁷ the consultancy firm reported a reduction in our performance compared with the results of the December 2006 survey reported in the 2006–07 Annual Report. In particular, there was a fall in auditees acknowledgment of the value added by ANAO products and services and perceived level of professional knowledge demonstrated by the ANAO audit teams. The results of this survey are being evaluated.

In terms of overall performance, agencies continued to rate our conduct of performance audits positively. Some key results are set out below:

- 81 per cent of respondents considered that the audit team demonstrated that they had the professional knowledge and audit skills required to conduct the audit; and
- 96 per cent of respondents valued the independent opinion expressed by the ANAO.

The results of the survey are an important guide to the effectiveness of existing practice and also in the development of new audit practices and approaches. The survey is therefore an important business tool for improving the quality and effectiveness of performance audit products and services.

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⁷ These results cover 26 of the 46 audits tabled in 2007–08.

Quality assurance

We continued our program of quality assurance reviews of selected performance audits in 2007–08. The objective of the Quality Assurance Review Program is to confirm performance audits are completed in accordance with the ANAO Auditing Standards and ANAO policy. The review of performance audits tabled in 2007–08 found that, across the audits examined, there was general compliance with these standards although there was room for improvement in documenting the fieldwork phase of performance audits and associated review of that fieldwork.

A peer review arrangement for performance audits involving the ANAO and the New Zealand Audit Office commenced in 2000. This review complements our quality assurance program with two performance audits from each Office reviewed every two years. This arrangement aims to strengthen performance audit practice at both Offices through providing constructive feedback and sharing better practices; this reflects a dual focus of compliance and adding value.

During the year the New Zealand Controller and Auditor-General reported the results of a review of two ANAO audits tabled in 2006–07. He reported that an overall strength of the ANAO, from the performance audits reviewed, is a robust process for conducting performance audits; he also reported good compliance with this process. The suggested areas for enhancement centred on the final presentation and readability of audit reports. These suggestions, together with the quality assurance findings, are taken into account during ongoing review of performance audit practice.

SECTION 3.B
TASMANIA DEPARTMENT OF EDUCATION
TASMANIA'S EDUCATION PERFORMANCE REPORT 2008
(GOVT SCHOOLS)

Tasmanian Education Summary – Government Schools

Priority Area	Measure Category	Measurement	Current (2008)	Previous 3 Years (2005-07)	Achievement Improvement	Overall Progress
Early Years	Readiness for school	Percentage of Kindergarten students achieving expected outcomes	76.8	74.4	High	Trend Up
	Early literacy	Percentage of Prep students achieving expected outcomes	85.1	83.3	High	Trend Up
	Early numeracy	Percentage of Prep students achieving expected outcomes	84.6	83.9	High	Trend Up
Literacy and Numeracy #	Literacy testing	Percentage of Years 3, 5, 7 and 9 students achieving expected outcomes	92.4	NA	Intermediate	NA
	Numeracy testing	Index of gain for Years 3-5, 5-7, 7-9	24.4	24.1	Intermediate	Trend Up
Student Participation	Student attendance	Rate of student attendance (%)	91.2	91.7	Intermediate	Trend Down
	Student retention	Rate of students retained Year 10 to Year 12 (apparent) (%)	61.8	63.7	Low	Trend Down
	School effectiveness	Index of school effectiveness and improvement	70.8	65.8	Intermediate	Stable
School Improvement	Staff satisfaction	Index of staff general satisfaction	6.5	6.4	Intermediate	Stable
	Parent satisfaction	Percentage of parents generally satisfied	90.9	85.4	High	Stable
	Index of parent satisfaction with reporting	Index of parent satisfaction with reporting	78.0	72.2	Intermediate	Stable
Equity of Outcomes	Student satisfaction	Index of student general satisfaction	7.2	7.3	High	Stable
	Staff attendance	Rate of staff attendance (%)	97.8	96.9	High	Trend Up
	Indigenous equity	Percentage gap in students achieving expected outcomes *	7.4	9.7	High	Trend Up
Socioeconomic equity	Index of equity of achievement by socioeconomic status *	10.3	10.6	Low	Stable	

NA = No available data

www.education.tas.gov.au/dept/reports/tasmanias-education-performance-report

* A smaller value denotes greater equity

† Achievement is measured against the intermediate range (see in Regional Summary)

Note – The student retention (apparent) intermediate range is 70 to 80.

KEY: Overall Progress Categories

Achievement	Improvement	
	Trend Up	Trend Down
High	Excellent	Good
Intermediate	Good	Acceptable
Low	Acceptable	Issue
		Concern

Regional Summary

Priority Area	Measure Category	Measurement	Intermediate Range	State Overall Progress	North			South						
					Current (2008)	Previous 3 Years (2005-07)	Achievement Improvement	Overall Progress	Current (2008)	Previous 3 Years (2005-07)	Achievement Improvement	Overall Progress		
Early Years	Readiness for school	Percentage of Kindergarten students achieving expected outcomes	73 to 75	Excellent	74.0	72.5	Intermediate	Stable	Acceptable	80.8	77.1	High	Trend Up	Excellent
	Early literacy	Percentage of Prep students achieving expected outcomes	81 to 83	Excellent	84.7	81.9	High	Trend Up	Excellent	88.2	83.5	High	Trend Up	Excellent
	Early numeracy	Percentage of Prep students achieving expected outcomes	81 to 83	Excellent	85.4	84.5	High	Stable	Good	86.8	81.5	High	Trend Up	Excellent
Literacy and Numeracy #	Literacy testing	Percentage of Years 3, 5, 7 and 9 students achieving expected outcomes	90 to 95	NA	89.7	NA	Low	NA	NA	91.5	NA	Intermediate	NA	NA
	Numeracy testing	Percentage of Years 3, 5, 7 and 9 students achieving expected outcomes	20 to 25	Good	25.1	22.3	High	Trend Up	Excellent	24.3	22.0	Intermediate	Stable	Acceptable
Student Participation	Student attendance	Rate of student attendance (%)	91 to 93	Acceptable	92.7	NA	Intermediate	NA	NA	93.0	NA	Intermediate	NA	NA
	Student retention	Rate of students retained Year 10 to Year 12 (direct) (%)	20 to 25	Issue	25.0	22.0	Intermediate	Trend Up	Good	25.1	23.2	High	Stable	Good
School Improvement	School effectiveness	Index of school effectiveness and improvement	65 to 75	Concern	91.2	91.9	Intermediate	Trend Down	Issue	91.0	91.6	Intermediate	Trend Down	Issue
	Staff satisfaction	Index of staff general satisfaction	6.0 to 6.5	Acceptable	47.6	49.2	Low	Stable	Issue	57.6	59.8	Intermediate	Trend Down	Issue
Equity of Outcomes	Parent satisfaction	Percentage of parents generally satisfied	83 to 89	Acceptable	67.9	59.6	Intermediate	Trend Up	Good	74.5	62.0	Intermediate	Trend Up	Good
	Student satisfaction	Index of parent satisfaction with reporting	72 to 82	Acceptable	6.7	6.1	High	Trend Up	Excellent	6.3	6.4	Intermediate	Stable	Acceptable
Equity of Outcomes	Staff attendance	Rate of staff attendance (%)	95 to 97	Good	91.0	87.4	High	Trend Up	Excellent	92.8	90.9	High	Stable	Good
	Indigenous equity	Percentage gap in students achieving expected outcomes *	16 to 26	Acceptable	76.6	80.7	Intermediate	Stable	Acceptable	78.5	82.7	Intermediate	Stable	Acceptable
Equity of Outcomes	Socioeconomic equity	Index of equity of achievement by socioeconomic status *	8 to 10	Issue	7.1	7.2	High	Stable	Good	7.2	7.3	High	Stable	Good
					97.7	96.9	High	Trend Up	Excellent	97.9	97.0	High	Trend Up	Excellent
					6.4	12.7	High	Trend Up	Excellent	8.9	12.8	High	Trend Up	Excellent
					9.1	8.9	Intermediate	Stable	Acceptable	11.5	11.0	Low	Stable	Issue

NA = No available data

www.education.tas.gov.au/dept/reports/tasmanias-education-performance-report

* A smaller value denotes greater equity

Priority Area	Measure Category	Measurement	Intermediate Range	State Overall Progress	North-West			South-East						
					Current (2008)	Previous 3 Years (2005-07)	Achievement Improvement	Overall Progress	Current (2008)	Previous 3 Years (2005-07)	Achievement Improvement	Overall Progress		
Early Years	Readiness for school	Percentage of Kindergarten students achieving expected outcomes	73 to 75	Excellent	75.9	73.8	High	Stable	Good	76.4	72.6	High	Trend Up	Excellent
	Early literacy	Percentage of Prep students achieving expected outcomes	81 to 83	Excellent	85.0	82.3	High	Trend Up	Excellent	82.5	82.8	Intermediate	Stable	Acceptable
	Early numeracy	Percentage of Prep students achieving expected outcomes	81 to 83	Excellent	83.5	81.4	High	Trend Up	Excellent	82.4	82.9	Intermediate	Stable	Acceptable
Literacy and Numeracy #	Literacy testing	Percentage of Years 3, 5, 7 and 9 students achieving expected outcomes	90 to 95	NA	90.8	NA	Intermediate	NA	NA	90.3	NA	Intermediate	NA	NA
	Numeracy testing	Index of gain for Years 3-5, 5-7, 7-9	20 to 25	Good	23.7	21.9	Intermediate	Stable	Acceptable	24.5	20.7	Intermediate	Trend Up	Good
		Percentage of Years 3, 5, 7 and 9 students achieving expected outcomes	92 to 97	NA	93.4	NA	Intermediate	NA	NA	92.5	NA	Intermediate	NA	NA
Student Participation	Student attendance	Rate of student attendance (%)	20 to 25	Acceptable	23.7	23.2	Intermediate	Stable	Acceptable	23.2	21.3	Intermediate	Stable	Acceptable
	Student retention	Rate of students retained Year 10 to Year 12 (direct) (%)	91 to 93	Issue	91.9	92.7	Intermediate	Trend Down	Issue	90.3	91.3	Low	Trend Down	Concern
		Rate of students retained Year 10 to Year 12 (direct) (%)	55 to 59	Concern	42.5	44.7	Low	Trend Down	Concern	47.4	50.2	Low	Trend Down	Concern
School Improvement	School effectiveness	Index of school effectiveness and improvement	65 to 75	Acceptable	78.2	75.9	High	Stable	Good	60.9	52.3	Low	Stable	Issue
	Staff satisfaction	Index of staff general satisfaction	6.0 to 6.5	Acceptable	6.4	6.4	Intermediate	Stable	Acceptable	6.4	6.2	Intermediate	Stable	Acceptable
	Parent satisfaction	Percentage of parents generally satisfied	83 to 89	Good	90.4	88.5	High	Stable	Good	89.0	85.6	Intermediate	Trend Up	Good
Equity of Outcomes	Student satisfaction	Index of parent satisfaction with reporting	72 to 82	Acceptable	77.2	80.7	Intermediate	Stable	Acceptable	80.5	78.6	Intermediate	Trend Up	Good
	Staff attendance	Index of student general satisfaction	6.0 to 6.5	Good	7.3	7.3	High	Stable	Good	7.4	7.2	High	Stable	Good
	Indigenous equity	Rate of staff attendance (%)	95 to 97	Excellent	97.5	96.8	High	Trend Up	Excellent	97.8	96.6	High	Trend Up	Excellent
Socioeconomic equity	Percentage gap in students achieving expected outcomes *	16 to 26	Excellent	7.4	5.7	High	Stable	Good	7.7	11.5	High	Trend Up	Excellent	
	Index of equity of achievement by socioeconomic status *	8 to 10	Issue	8.4	8.6	Intermediate	Stable	Acceptable	11.2	11.0	Low	Stable	Issue	

NA = No available data
www.education.tas.gov.au/dept/reports/tasmanias-education-performance-report
* A smaller value denotes greater equity

Explanation of Measurements

Early Years	
<p><i>Readiness for school</i> — Percentage of Kindergarten students achieving expected outcomes</p>	<p>This measure is the percentage of Kindergarten students achieving all 21 markers of the Kindergarten Development Check (KDC) by the end of the year. The KDC is an assessment administered by Kindergarten teachers during first and third term for the early identification of Kindergarten students at risk of not achieving expected developmental outcomes in three areas—physical, social and cognitive.</p> <p><i>Comparative data:</i> Tasmanian historical reference</p>
<p><i>Early literacy and numeracy</i> — Percentage of Prep students achieving expected outcomes</p>	<p>This measure is the percentage of Prep students achieving a set score by the end of the year. The score is determined using the Performance Indicators in Primary Schools (PIPS) test. PIPS is an assessment of early literacy and numeracy for Prep students used in several Australian states and territories. It is administered in Tasmania at the beginning and end of the year for each Prep student.</p> <p><i>Comparative data:</i> Tasmanian historical and national reference</p>
Literacy and Numeracy	
<p><i>Literacy and numeracy testing</i> — Percentage of Years 3, 5, 7 and 9 students achieving expected outcomes</p>	<p>This measure averages the percentage of students in Years 3, 5, 7 and 9 achieving at or above the national minimum standard in the reading and numeracy sections of the National Assessment Program – Literacy and Numeracy conducted in May each year.</p> <p><i>Comparative data:</i> National reference</p>
<p><i>Literacy and numeracy testing</i> — Index of gain for Years 3–5, 5–7, 7–9</p>	<p>The literacy and numeracy indexes are the averages of three values which measure student improvement over time. These values are derived from the 2008 National Assessment Program – Literacy and Numeracy and the previous statewide Literacy and Numeracy Monitoring program, and measure how much students have improved in literacy and numeracy from Year 3 to 5, from Year 5 to 7 and from Year 7 to 9.</p> <p><i>Comparative data:</i> Tasmanian historical and national reference</p>
Student Participation	
<p><i>Student attendance</i> — Rate of student attendance (%)</p>	<p>This rate is the proportion of Prep to Year 10 students attending school each day, averaged over the course of the school year.</p> <p><i>Comparative data:</i> Tasmanian historical and national reference</p>
<p><i>Student retention</i> — Rate of students retained Year 10 to Year 12 (%)</p>	<p>The state measure is apparent retention, based on the total number of full-time equivalent students enrolled in Year 10 compared with those enrolled in Year 12 two years later. The regional measure is direct retention, based on tracing a student in Year 10 and determining if they are still attending a Tasmanian government school/college in the state in Year 12.</p> <p><i>Comparative data:</i> Tasmanian historical and national reference</p>

School Improvement	
<i>School effectiveness</i> — Index of school effectiveness and improvement	<p>This index is an aggregation of a range of measures used to indicate aspects of school effectiveness and improvement. It is a complex measure anchored to 2006 data as a baseline for measuring improvement.</p> <p><i>Comparative data:</i> Tasmanian historical reference</p>
<i>Staff satisfaction</i> — Index of staff general satisfaction	<p>This index combines responses from multiple questions in the staff survey. The survey is designed to gauge staff opinion about school culture, colleagues, leadership, learning and students. From 2007, all Department of Education staff are invited to complete the survey each year; prior to 2007, the surveys were conducted on a three-year cycle.</p> <p><i>Comparative data:</i> Tasmanian historical and national reference</p>
<i>Parent satisfaction</i> — Percentage of parents generally satisfied	<p>This measure is the proportion of parents who reported general satisfaction in the parent survey. From 2007, random samples of parents from all schools are invited to complete the survey each year; prior to 2007, the surveys were conducted on a three-year cycle.</p> <p><i>Comparative data:</i> Tasmanian historical and national reference</p>
<i>Parent satisfaction</i> — Index of parent satisfaction with reporting	<p>This index is the proportion of parents who reported general satisfaction in response to survey questions about reporting student progress. From 2007, random samples of parents from all schools are invited to complete the survey each year; prior to 2007, the surveys were conducted on a three-year cycle.</p> <p><i>Comparative data:</i> Tasmanian historical and national reference</p>
<i>Student satisfaction</i> — Index of student general satisfaction	<p>This index combines responses from multiple questions in the student survey. The survey is designed to gauge student opinion about motivation, learning, behaviour, environment, connection to school and teaching. From 2007, random samples of students, Year 5 or above, in all schools are invited to complete the survey each year.</p> <p><i>Comparative data:</i> Tasmanian historical and national reference</p>
<i>Staff attendance</i> — Rate of staff attendance (%)	<p>This measure is based on staff sick leave information provided by schools. It represents the proportion of Department of Education staff attending work each day, averaged over the course of the school year. It does not include leave without pay, long service leave, maternity leave, recreation leave, workers compensation, State Service accumulated leave, carer's leave or long-term sick leave.</p> <p><i>Comparative data:</i> National reference</p>
Equity of Outcomes	
<i>Indigenous equity</i> — Percentage gap in students achieving expected outcomes	<p>This measure is the average percentage point gap between non-Indigenous and Indigenous students in achievement of expected standards in reading and numeracy tests. From 2008, the expected standards are the national minimum standards for Years 3, 5, 7 and 9, replacing previous years' benchmarks for Years 3, 5 and 7. A smaller value denotes greater equity.</p> <p><i>Comparative data:</i> National reference</p>
<i>Socioeconomic equity</i> — Index of achievement relative to socioeconomic status	<p>This index is the slope measuring the effect of socioeconomic status on literacy and numeracy scores. A smaller value denotes greater equity. Reference values are related to national data from NAPLAN 2008, and to data from PISA 2006, 2003 and 2000, an international education project.</p> <p><i>Comparative data:</i> National reference</p>

SECTION 4.A
WORLD VISION AUSTRALIA
ANNUAL REPORT 2007-8
(2008 IN REVIEW)

WORLD VISION
AUSTRALIA

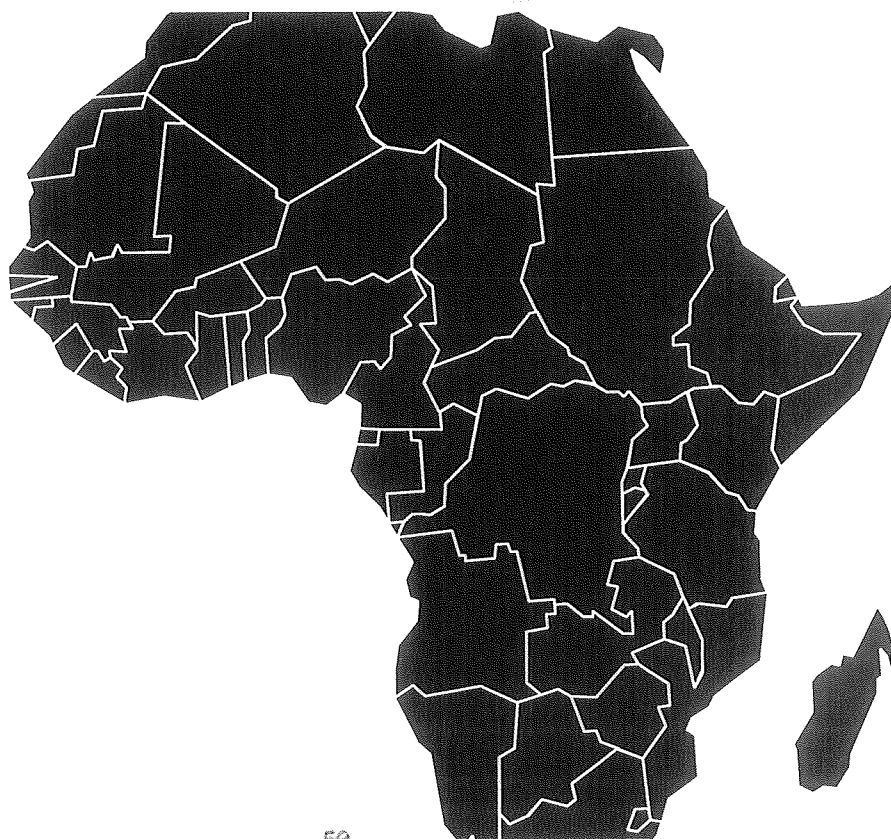
2008 Africa



WORLD VISION
AUSTRALIA
ANNUAL REPORT
2008

World Vision Australia activities	2008	2007
Number of people assisted in region	8.2 million	6.7 million
People assisted with emergency relief in region	2.3 million	1.7 million
Number of people receiving food aid (in partnership with UN World Food Programme)	1.2 million	0.5 million
Number of countries	22	26
Total projects in region	392	316
Number of children sponsored in region	188,813	190,778
Number of ADPs supported in region	113 (includes 19 Assessment and Design projects)	111 (includes 26 Assessment and Design projects)
Number of non-ADP projects in region	279 (including AusAID)	209
Number of AusAID projects	33	33

Children	2008	2007
Total disbursed in region	\$104,487,622	\$106,170,947
	Cash: \$73,820,438	Cash: \$67,830,833
	Food and goods: \$27,990,439	Food and goods: \$36,094,930
	Project design and monitoring: \$2,676,745	Project design and monitoring: \$2,245,183



Africa

Country	No. of projects 2008	No. of projects 2007
Africa (multi country projects)	8	7
East Africa (multi country projects)	4	3
Southern Africa (multi country projects)	5	3
West Africa (multi country projects)	2	1
Angola	Nil	1
Burundi	5	1
Chad	8	9
Democratic Republic of Congo	5	5
Eastern Democratic Republic of Congo	Nil	1
Ethiopia	33	28
Ghana	6	8
Kenya	34	36
Lesotho	15	8
Liberia	1	5
Malawi	22	13
Mauritania	2	2
Mozambique	17	15
Niger	Nil	1
Northern Sudan	19	8
Rwanda	17	16
Senegal	15	7
Sierra Leone	Nil	1
Somalia	16	13
South Africa	6	5
Sudan	17	9
Swaziland	21	10
Tanzania	26	23
Uganda	36	34
Zambia	28	28
Zimbabwe	24	22
TOTAL	392	323

Key development challenges in this region include:

- Extreme poverty, with the largest proportion of people living on less than \$1 a day
- Increasing impact of environmental degradation, extreme weather conditions and climate change
- 50 million children across Africa will be orphaned and vulnerable as a result of disease, conflict and poverty by 2010
- Two-thirds of all people living with HIV reside in sub-Saharan Africa, and 21 million children have lost one or both parents to AIDS

In 2008, we supported programs in Africa focusing on:

- Building stronger communities and enhancing livelihoods
- Peace, justice and governance
- Protection: the child and the community
- Improving health and responding to HIV and AIDS
- Promoting gender equality

Here are some examples of our work in these focus areas during 2008:

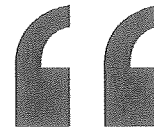
BUILDING STRONGER COMMUNITIES AND ENHANCING LIVELIHOODS

World Vision's **Southern Africa Food and Nutrition Program** is an innovative multi country response to complex food insecurity issues in southern Africa. The program integrates community-based activities into HIV-affected ADPs in **Swaziland, Lesotho and Malawi** to improve the survival and wellbeing of children under five and their families. The focus is on community capacity building to address the underlying causes of child malnutrition. The program promotes maternal health and child care, exclusive breastfeeding, child growth monitoring and improved household diets.

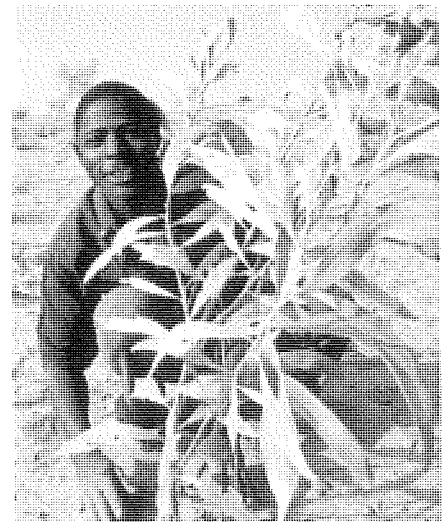
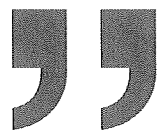
In **West Africa**, we have been involved in a regional **Natural Resource Management Program** which focuses on the connection between improving farmers' livelihoods and the environmental stabilisation needs of countries bordering the Sahara Desert. The program has helped farmers to adapt to and reverse desertification and soil depletion. At an international level we supported the development of national and cross-border alliances to garner improved policy and funding for sustainable farming and reforestation.

In **East Africa**, the **Horn of Africa Pastoralist Livelihoods Initiative** worked specifically to change the attitudes and behaviours of nomadic communities, rather than just implementing new farming techniques. Partner agencies have been trained to work with communities on peace building, nutrition and water and sanitation issues.

A pilot urban initiative focusing on **local economic development** has commenced in the Embo ADP, near Durban in **South Africa**. The initiative offers the community, government, private sector and non-profit organisations an opportunity to work together to encourage sustainable economic growth. The initiative targets systems, rather than just implementing individual projects. A recent participatory appraisal exercise identified the need to link informal economic activity with formal businesses and organisations in the area. The ADP is now facilitating an **Employment and Business Hub** to provide skills training and to serve as an employment agency and business directory.

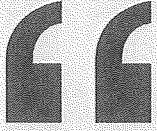


THE FOCUS IS ON COMMUNITY CAPACITY BUILDING TO ADDRESS THE UNDERLYING CAUSES OF CHILD MALNUTRITION

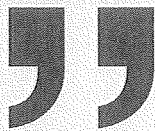


ABDOU STANDS BY ONE OF HIS ACACIA TREES IN NIGER. ABDOU IS PARTICIPATING IN A WORLD VISION PROJECT AIMED AT REDUCING POVERTY AND DESERTIFICATION THROUGH INTEGRATED AGRO-FORESTRY FARMING SYSTEMS. HE SAYS THE MAIN BENEFITS FOR HIM AND HIS FAMILY FROM THE PROJECT IS THE WOOD HE HAS FOR HIS HOUSE AND IMPROVED MILLET PRODUCTION.

Africa



COMMUNITIES HAVE
BEEN SUCCESSFUL
IN MOBILISING
THEIR OWN LABOUR
AND RESOURCES
TO CONSTRUCT
CLASSROOMS AND
MATERNITY WARDS



For additional examples, read the following case studies in our 2008 Annual Program Review:

- *Food security and malnutrition in Kenya: Rethinking the role of community-based organisations*
- *Post-conflict recovery: Maximising returnee knowledge. Yambio Rice Revitalisation Project*
- *Turning sponsorship activity into development process: Use of "Most Significant Change" in child sponsorship programs*
- *Carbon trading, community forestry and development: Potential, challenges and the way forward in Ethiopia*

PEACE, JUSTICE AND GOVERNANCE

During 2008, we continued to support the **Citizen Voice and Action** project in **Uganda, Tanzania, Zambia** and **Kenya** which focuses on social accountability tools for the poor. A recent evaluation of the program in Uganda demonstrated an increased level of awareness amongst citizens about their rights and entitlements. Communities have been successful in mobilising their own labour and resources to construct classrooms and maternity wards. They have also successfully advocated for and received additional teachers and health staff in line with national standards and entitlements.

World Vision Australia, in partnership with World Vision United Kingdom, has supported the development of the **World Vision Kenya advocacy unit**.

For an additional example, read the following case study in our 2008 Annual Program Review:

- *Healing, peace building and reconciliation in Rwanda: Rebuilding resilience and social networks*

PROTECTION: THE CHILD AND THE COMMUNITY

In **Rwanda**, we supported the establishment of community groups to provide for the physical, emotional and developmental needs of orphans and vulnerable children. We also supported a **network of advocates to defend the rights of orphans and vulnerable children**. This project has contributed to a shift in community attitudes towards unaccompanied children, from suspicion and avoidance, to a sense of shared responsibility for the welfare of all children.

Support continued for an **anti-female genital mutilation (FGM)** project in south central **Somalia**. Most girls in Somalia are subjected to some form of FGM, which can result in a lifetime of physical suffering. The project seeks to raise awareness, support alternative income generating activities for those who have traditionally practised circumcision for their livelihoods, provide counselling and referrals for FGM survivors, and to empower men, women, boys and girls to advocate for change.

PROMOTING GENDER EQUALITY

In 2008, World Vision Australia supported a capacity building program in seven African countries to ensure that programs in the region are more actively engaged in working for gender equality. We also supported a number of gender-specific initiatives including reproductive health projects and an **anti-gender-based violence** project in **Burundi**. With Burundi recovering from more than 15 years of civil war, this project aims to break the cycle of violence encountered by women by working closely with men, women and local government to improve the condition and status of women.

IMPROVING HEALTH AND RESPONDING TO HIV AND AIDS

A multi country HIV and AIDS program aims to develop the capacity of communities to more effectively prevent HIV transmission and care for those affected and infected, and to create

strong advocates for the rights of people living with HIV and AIDS. A greater focus on nutrition programming is planned for next year.

Other health initiatives included the **Cahora Bassa Community Health Project** in **Mozambique**. Despite limited health infrastructure, the project is building the capacity of community health councils and their volunteers to work with government health staff to improve the health of local children and families. In taking a broad approach at the community level, the project has been able to reach more people with health programs including immunisation and the integrated management of illnesses such as pneumonia, malaria and diarrhoea.

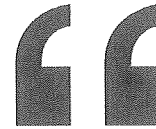
For an additional example, read the following case study in our 2008 Annual Program Review:

- *The Masaka-Rakai Psychosocial Project: Treating depression in communities affected by HIV and AIDS*

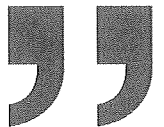
During 2008 World Vision Australia worked with the World Vision International Hope Initiative to develop a resource for World Vision staff to provide an overview of key HIV and AIDS programming considerations within the African context.

Looking back, Looking forward: Lessons learnt from HIV and AIDS Research and Programming in Africa
www.worldvision.com.au/learn/policyandreports/files/HopelntiativeAfrica.pdf

This resource documents lessons learned from a number of key studies on World Vision operations in Africa and provides recommendations for future HIV programming.



**IN TAKING A
BROAD APPROACH
AT THE COMMUNITY
LEVEL, THE
PROJECT HAS BEEN
ABLE TO REACH
MORE PEOPLE**

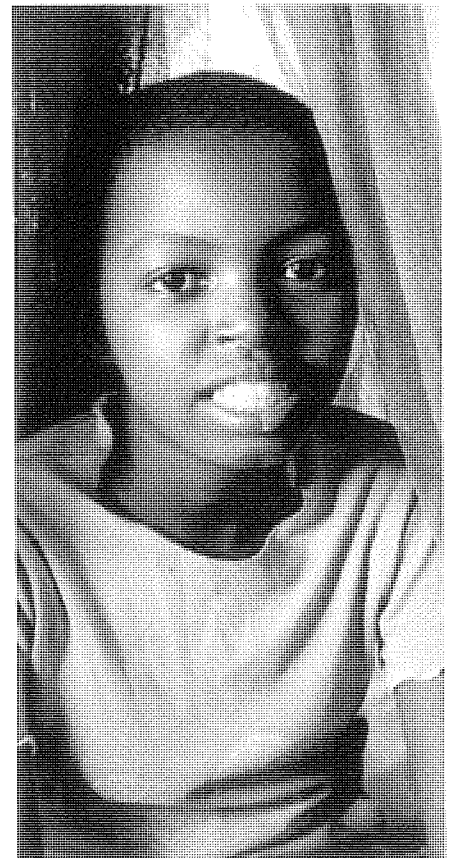


Malaria – preventable and treatable

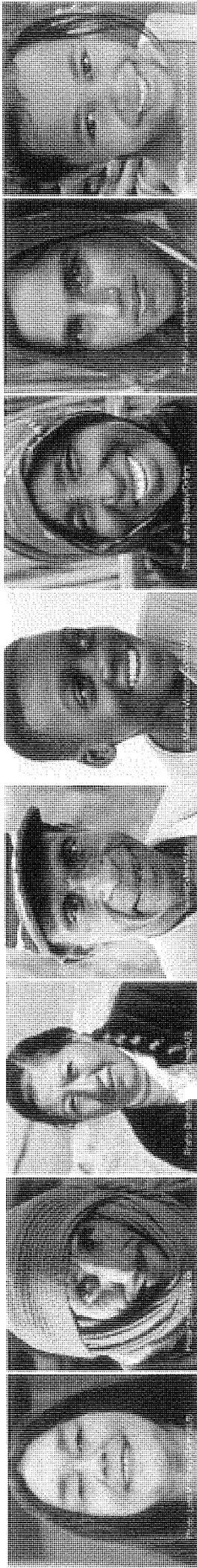
Like many children in **Tanzania**, 10-year-old Taji has suffered from regular bouts of malaria. Malaria comprises 30 per cent of the disease burden in Tanzania and is the biggest killer of children. In recent years, treatment of malaria in Tanzania has been complicated by a growing resistance to first-line anti-malarial drugs. The greatest success against malaria so far is the protection provided by a simple mosquito net.

Three years ago Taji and her family, who participate in a World Vision Australia-supported child sponsorship program, received mosquito nets for each sister. Since then Taji has not fallen ill and not missed a day of school.

Her mother is extremely relieved that she has not needed to take her daughter to hospital in a long time, and delighted that Taji has the energy to go to school and play with her friends.



SECTION 4.B
OXFAM AUSTRALIA
ANNUAL REPORT 2008
(WORK AROUND THE WORLD & CHANGE GOAL)



Australia
 Program expenditure: \$2.87 million
 Projects: 11
 Partner organisations: 49
 Areas of work: development, health promotion, family violence and sexual assault counselling, youth leadership, human rights, partner organisation support and training, community support, advocacy and campaigning.

Highlands and the Highlands Region
 Program expenditure: \$10.0 million
 Projects: 1
 Partner organisations: 1
 Areas of work: humanitarian support, livelihoods, distribution of clothing and food vouchers.

South America
 Program expenditure: \$1.0 million
 Projects: 1
 Partner organisations: 4
 Areas of work: extractive industries advocacy.

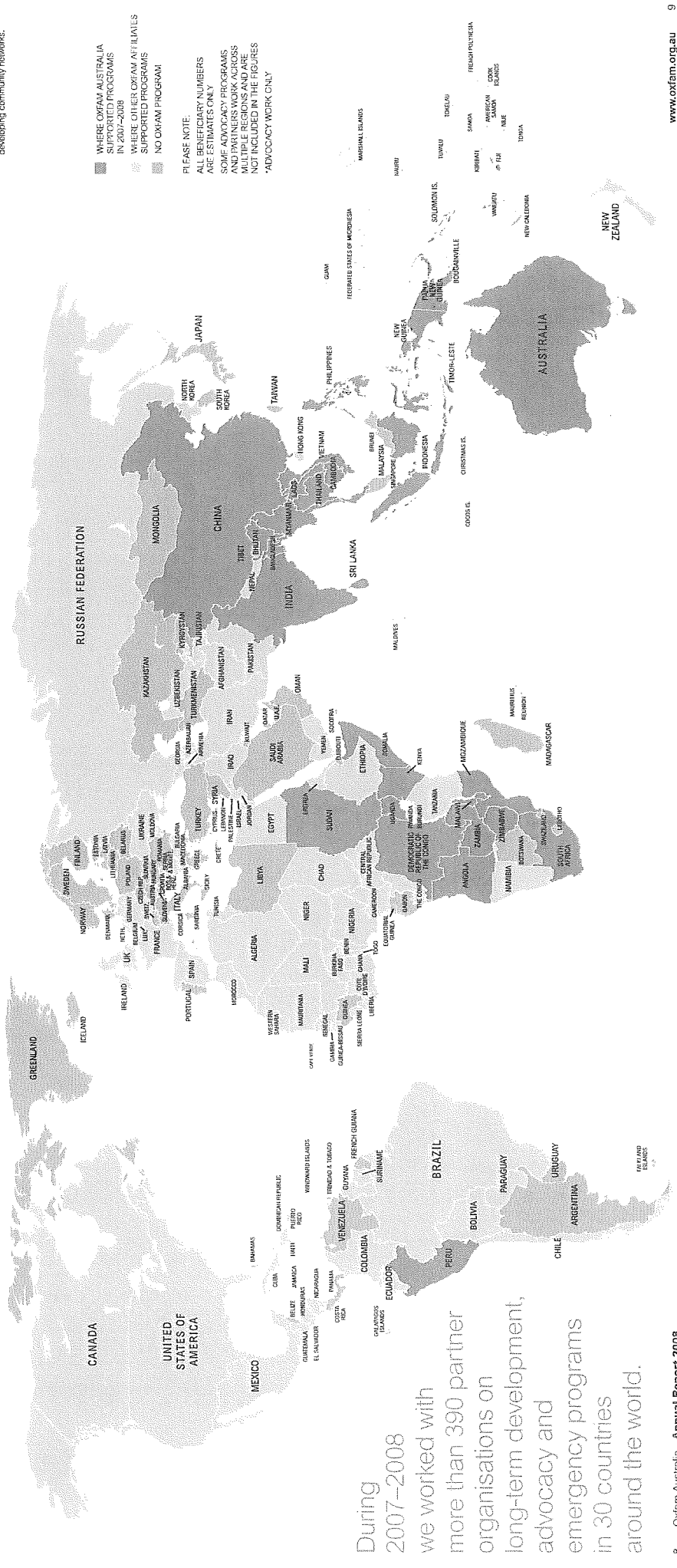
Europe
 Program expenditure: \$1.0 million
 Projects: 36
 Partner organisations: 16
 Areas of work: HIV and AIDS, livelihoods, natural resource management, youth peacebuilding, humanitarian support, gender equality, good governance, gender violence, partner support and training, community strengthening, shelter, water sanitation, skills training, advocacy on extractive industries and trade

East Africa
 Program expenditure: \$1.0 million
 Projects: 59
 Partner organisations: 103
 Areas of work: HIV and AIDS, natural resource management, youth peacebuilding, humanitarian support, gender equality, good governance, gender violence, partner support and training, community strengthening, shelter, water sanitation, skills training, advocacy on extractive industries and trade

South East Asia
 Program expenditure: \$1.0 million
 Projects: 6
 Partner organisations: 2
 Areas of work: humanitarian support, livelihoods, skills training, cash grants, community strengthening, markets, prevention training, healthcare, peacebuilding, disaster management, gender equality, women's empowerment, natural resource management, livelihoods, advocacy, labour rights, indigenous rights, community strengthening.

East Asia
 Program expenditure: \$9.17 million
 Projects: 13
 Partner organisations: 86
 Areas of work: disaster risk reduction, education, HIV and AIDS, small infrastructure development, water and sanitation, employment and training, agriculture, food security, gender equity, women's empowerment, community strengthening, health, labour, disaster preparedness, partner support and training, good governance, peacebuilding, small-scale agriculture, livelihoods, labour rights, advocacy on extractive industries and trade, international financial institutions, developing community networks.

Our work around the world



During 2007-2008 we worked with more than 390 partner organisations on long-term development, advocacy and emergency programs in 30 countries around the world.

WHERE OXFAM AUSTRALIA SUPPORTED PROGRAMS IN 2007-2008
 WHERE OTHER OXFAM AFFILIATES SUPPORTED PROGRAMS
 NO OXFAM PROGRAM

PLEASE NOTE:
 ALL BENEFICIARY NUMBERS ARE ESTIMATES ONLY
 SOME ADVOCACY PROGRAMS AND PARTNERS WORK ACROSS MULTIPLE REGIONS AND ARE NOT INCLUDED IN THE FIGURES
 *ADVOCACY WORK ONLY

change goal: 01

economic justice

More men and women will have secure and sustainable livelihoods.



In brief

- We continued to support **Fairtrade coffee** through our campaign network, in Oxfam shops and through 560 coffee break events held in partnership with the Fair Trade Association of Australia and New Zealand in May. Fairtrade coffee sales in Australia were estimated to reach about \$14 million for 2007–2008, which is an increase of 75% on the previous year.
- Through local partner UNAC, in Mozambique, we are supporting rural communities to develop farmers' associations so they can fight for their rights and increase agricultural production. Our work to train and actively encourage women's participation has resulted in women comprising 70% of the associations' membership and 50% of associations' management bodies.
- Through the ECANSI action network in the Solomon Islands we have supported forest communities to protest **harmful logging practices**. As a result of training in forestry legislation, rights to forest resources and natural resource management, four communities have refused to sign over their land for harmful commercial logging.
- As part of the Oxfam International team at a United Nations climate **change conference** in Bali in December, we raised awareness about the impact of climate change on poor people, lobbied world leaders, and released a report calling on the world's richest countries, including Australia, to commit to adaptation funding.
- We worked with the worker-run Solidarity Cooperative in Thailand to design and develop the "I am not a sweatshop bag" which is sold through Oxfam shops. Production of the bags has helped the cooperative of former garment factory workers to keep their business sustainable.
- In south-east India we have helped about 20,280 of the region's most marginalised tsunami-affected people **establish or expand small businesses**, by issuing grants and loans, and providing financial, business and management skills training.
- Oxfam shops stock a range of jams, chutneys and sauces from **Eswatini Swazi Kitchen**, in Swaziland, a small business which employs 52 women from disadvantaged backgrounds and buys produce from about 400 local farmers. Our ongoing orders have enabled the business to put in place international standards that have led to new orders from England and the Netherlands.
- Our partner Youth Challenge Vanuatu is helping **young people** in Vanuatu gain confidence and skills to become leaders in their communities. Thirteen of the 35 young people who completed the training course and then worked on rural community development projects have since secured paid jobs.
- In South Africa, we support local partner Fancy Stitch to provide **sewing and embroidery training** to poor marginalised women so they can make handicrafts and textiles to sell for income. During the year we staged exhibitions and sales of their textiles in Adelaide, Melbourne and South Africa and sold selected products through Oxfam shops.

Our commitments

- Strengthen access to and control over land, natural resources and other assets.
- Increase agricultural production in environmentally-sustainable ways.
- Improve farm-gate prices for commodities and strengthen farmer access to and control over markets.
- Reduce vulnerability to and mitigate the impact of natural disasters, climate change, environmental hazards and HIV and AIDS.
- Ensure that large-scale infrastructure development and resource exploitation do not adversely impact livelihoods.
- Strengthen women's leadership and participation in livelihoods-related decision-making.
- Strengthen workers' organisations, improve labour rights and increase access to essential services in urban areas.
- Address gender equality and create better opportunities for young people.
- Minimise the costs and optimise the benefits of rural-urban migration.

[1] Richard, Lisa. Coffee plants grown as part of an Oxfam-supported livelihoods project. Photo: Jerry Galois/OxfamAUS.
 [2] Fairtrade. Oxfam activists take part in a demonstration outside the United Nations Climate Change Conference. Photo: AFP PHOTO/Jewel Samart.
 [3] Nakasu, the Philippines. Josefa Kaniid plans with the United Nations to act on climate change. Photo: Ium Greenwood/OxfamGB.
 [4] Indonesia. Yai, Kurbano. Piyaki and Johanna all work making sportswear for FIA. Le Cap Sport and other brands. Photo: Kelly Dent/OxfamAUS.
 [5] Didiolo, the Philippines. Junnila Cudling and her son Rodlan make their views clear on the proposed gold and copper mine. Photo: Jason McLeod/OxfamAUS.

Voicing mining concerns

Our Mining Ombudsman has helped the Didipio community in the northern Philippines voice their concerns over the way Australian company OceanaGold has pursued development of a proposed gold and copper mine. Many community members are concerned that the mine will cause environmental damage, endanger health, displace them from their lands and destroy income they receive from agricultural production.

In the Mining Ombudsman's Didipio case report, released in September 2007, we detailed the community's allegations of harassment, intimidation and attempts to undermine the local council which has consistently opposed the mine. After receiving no response from the company to our efforts at constructive dialogue, we proceeded to seek extensive and prolonged media coverage of the case. Our continued lobbying has had some key outcomes:

- The Philippines Human Rights Commission investigated alleged human rights abuses by OceanaGold.
- The Australian Federal Police investigated bribery allegations against the mining company.
- OceanaGold appointed a new community relations manager who appears to be taking the community's grievances seriously.
- The company is experiencing financial difficulties. As a result the company has suspended its operations in the Philippines.

Learning:

Our Mining Ombudsman seeks to resolve conflicts between mine operators and affected communities. However, in cases like Didipio, it can be difficult to build community capacity to negotiate with mining companies which are unresponsive to community concerns. Instead it requires sustained and intensive lobbying on an international scale which smaller-scale local and regional partnerships might not always be able to achieve.

Linking remote villages

In the remote mountain village of Maogu, in south-west China, Oxfam is working with the local village committee and government officials on projects that provide villagers with essential services, give them work and an income, and hopefully slow down the rate of urban migration.

The community identified its two biggest needs as being a road to the nearest market town, six kilometres away, and the construction of 156 covered water tanks to provide easily-accessible, clean water. Oxfam provided 70% of the funding for the road and tanks, the government provided the remaining 30% and every household in the village provided labour to build them.

The new road means that goods are now easier and cheaper to carry to and from the market and that livestock can also be transported. As a result, farmers who previously grew produce mostly for local consumption now have an income. Villagers also have easier access to schools, healthcare, clean water and other services.

Both government and village representatives say they have learned from Oxfam's participatory and flexible approach. Villagers feel that their needs were understood, valued and incorporated into the project, and that they now have the skills and confidence to negotiate new activities with the government. Government officials say they have seen the benefits of genuine community collaboration.

Learning:

The projects relied on each of the three parties involved — Oxfam, the government and the community — delivering on their commitments. This approach created a sense of mutual accountability and shared learning and ownership. It also created a dialogue between the village committee and the government. This model of actively engaging government as an accountable project contributor could be a particularly effective strategy in programs operating in similar contexts.

Improving labour rights

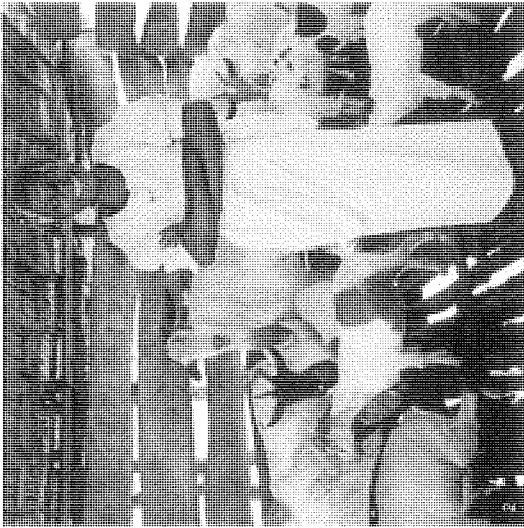
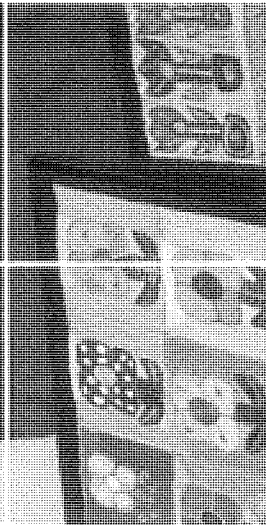
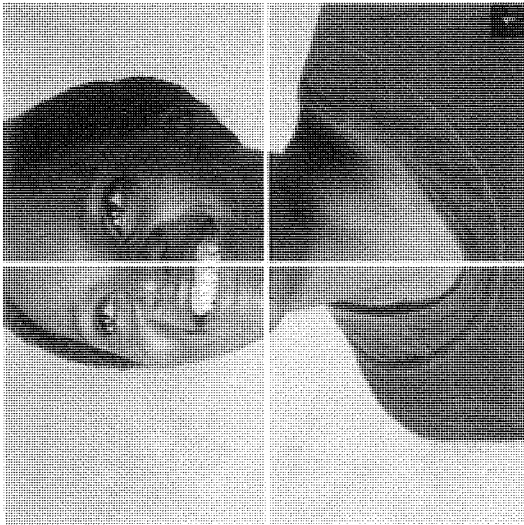
Our labour rights advocacy program seeks to harness the support of consumers, workers, sportspeople and the general public to change sportswear company policies and practices regarding working conditions in their supplier factories.

Working with an alliance of international and national organisations and unions, we encourage campaign actions around sports brands' practices, promote policy solutions to major sportswear companies, and support unions, workers and organisations across Asia to campaign for workers' rights in their workplaces. This campaign has contributed to several concrete successes:

- The use of toxic substances in production processes has significantly reduced.
- Almost all large sportswear suppliers now pay the legal minimum wage.
- Workers in larger factories no longer sleep in hazardous on-site dormitories.
- Large sportswear manufacturers now disclose their supplier factory locations — adidas being the latest in 2008.
- Most high-profile sports brands are now prepared to address workers' rights violations in their supplier factories. In Indonesia we continue to support 10,500 sportswear workers from three adidas supplier factories to gain their rights to compensation and their livelihoods. We were concerned that adidas' purchasing practices were a main reason the factories closed. We convinced adidas to re-employ some of the former workers into adidas' new Ching Luh supplier factory. To date 900 workers have been reemployed.

Learning:

This success has been due to a long-term investment and continual adjustment of our approach based on our learnings. While major sportswear companies now require suppliers to respect labour rights and provide safe working environments, their business model demands high quality products with a fast turnaround at a low cost and offers no incentives to factories to respect workers' rights. We are now making reform of purchasing practices a focal point and will apply sustained pressure over the long term.



Rose Juwawo Balaka district, Malawi

"The village chief together with the village development committee identified the most vulnerable people in the community and we went for training in how to build a kraal for goat-keeping, and how to look after goats. I was given one goat because my husband was very sick and couldn't work and I was looking after six people in my household."

"The first goat I received was female and gave birth to one female and one male goat. Because I received the goat as a loan, when my goat gave birth I had to give the female goat to another woman in the community as repayment. My original goat gave birth again and so did some of her offspring until last year I had a total of 48 goats. Before I was living in a very small, dilapidated mud shack with a grass thatched roof, so I sold 21 goats and built this whole house with bricks, cement and iron sheets. Now I have 19 goats remaining of which I rent out three males to other people."

"I have no words to express how owning these goats has changed my life, any problems I encounter I sell a goat and then the problem is solved. I can buy anything I want, I can buy food and my children never go to bed hungry like before. If I didn't own goats my youngest daughter would not have been able to go to school."

"This year when I was cultivating my garden I was able to buy fertiliser for my maize that I bought from selling one goat, we also benefit from the manure from the goats, which we use as fertiliser for our crops. I also sold one of my goats and bought five chickens that have also bred. Before I had the chickens it was difficult to have alternative sources of food, after doing some odd jobs for people I might be able to buy a few vegetables or some small fish but now we can eat chicken and eggs whenever we want."

"When I look at my goats or sleep at night in my new house I always think of the assistance Oxfam gave and am thankful."

(1) Inqawama, South Africa. Fancy Sluch member Stawo Dlamini holds one of the intricate textile works she has created. Photo courtesy of Fancy Sluch.
 (2) Photo: Debbie Yazbew/Oxfam.
 (3) Parshikhatwar, India. Our partner Gaud Vision has provided two self-help groups with grants to start their own cow rearing businesses. Photo: Marie Banu/Oxfam.
 (4) Mozambique. Women raise sheep, goats, an alternative crop that our partner UNAC is training farmers to grow. Photo: Matthew Wilman/Oxfam/AUS.

Economic justice projects

REGION	PROJECTS
East Asia	50
Pacific	10
South Asia	63
Southern Africa	25
Advocacy and campaigns	23

SECTION 4.C
JUVENILE DIABETES RESEARCH FOUNDATION
ANNUAL REPORT 2008/09
(RESEARCH PROFILE & RESEARCH PATHWAYS)

RESEARCH PATHWAYS

REGENERATION

Research in regeneration focuses on triggering the body to regrow the insulin-producing beta cells that have been mistakenly destroyed by the body's immune system, thus circumventing the need for donor tissue or transplants. Two lines of approach are being considered; spurring the body to copy existing functioning beta cells and coaxing the pancreas to create new ones.

What has been achieved this year?

- Canadian researchers used an animal model to show that treatment with a special therapy of gastrin and glucagon-like peptide reduced the autoimmune attack and triggered the development of new beta cells in the pancreas. Following these findings, JDRF has formed a partnership with the start-up pharmaceutical company Transition Therapeutics to develop and commercialise this therapy into human trials.
- Work conducted at the Joslin Diabetes Centre suggests that a progenitor, or stem cell residing in the pancreas is able to grow into a beta cell. Further work is underway to find the exact location of these cells and to identify a safe mechanism for triggering their action.
- JDRF has awarded a US\$3 million grant to researchers from Harvard and MIT who are taking an interdisciplinary approach to research on regrowing insulin-producing beta cells. Researchers from the fields of genome biology and chemical biology will work together to seek new ways to grow beta cells.
- JDRF-funded researchers from the University of Pittsburgh completed a comprehensive map of the factors involved with beta cell replication, and this map has identified a protein that drives regeneration of beta cells. Called cdk6, the protein triggered beta cell replication in human islets and corrected diabetes when transplanted into diabetic mice.

What does this mean?

These findings provide encouraging evidence that it is possible to harness the body's natural regenerative processes by growing (or regrowing) insulin-producing beta cells within the body. In conjunction with knowledge gained in the other research pathways, this process may ultimately avoid the challenges of cell rejection that are currently associated with using cells taken from other sources. Research is now progressing quickly towards taking these findings into human clinical trials and onwards into clinical reality.

Driving innovation and discovery

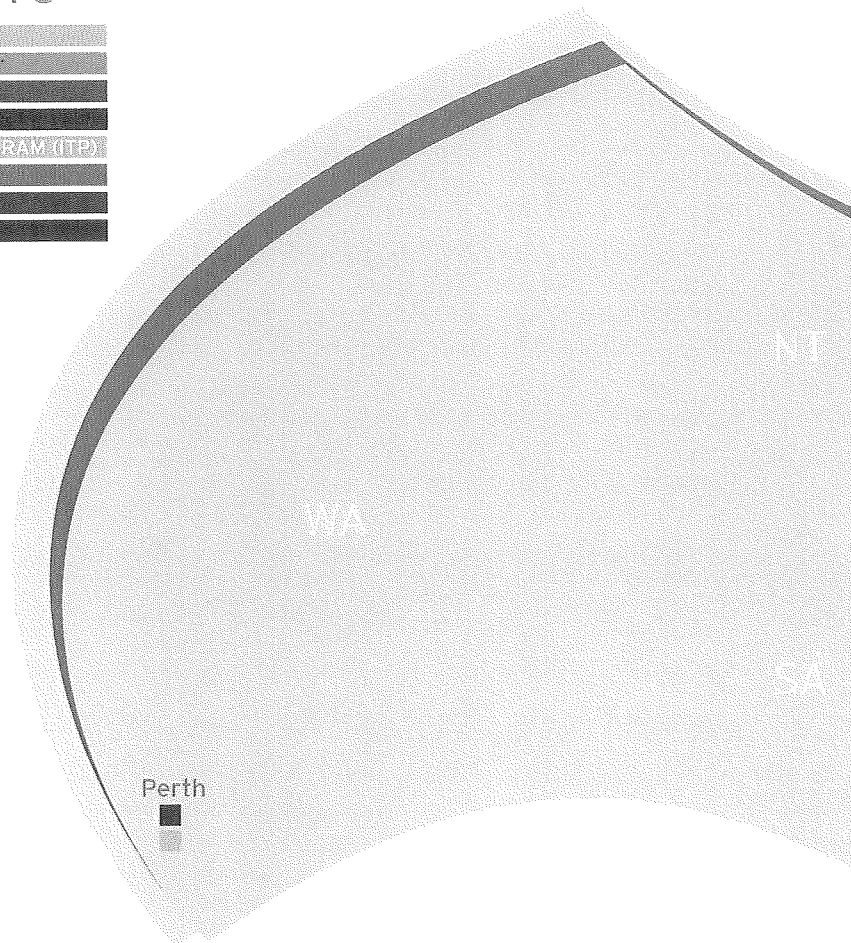
JDRF and the Genomics Institute of the Novartis Research Foundation

JDRF has formed an exciting partnership with the Genomics Institute of the Novartis Research Foundation, known as GNF, to develop regenerative therapies for type 1 diabetes. The GNF was founded in 2002 and has built an impressive track record of translating laboratory research into clinical outcomes. This is our longest year partnership – the longest in the history of JDRF – aims to take a number of promising new treatments from the laboratory to human trials and ultimately clinical practice. The initial focus is the development of new techniques and therapies to restore insulin production by regrowth and protecting beta cells in the pancreas.

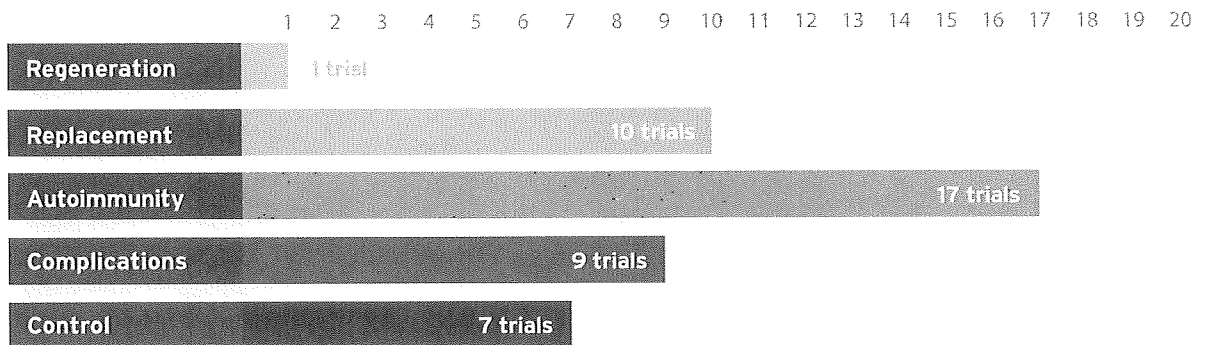
RESEARCH IN PROFILE

RESEARCH PATHWAYS

- 2. REPLACEMENT
- 3. AUTOIMMUNITY
- 4. COMPLICATIONS
- 5. CONTROL
- AUSTRALIAN ISLET TRANSPLANTATION PROGRAM (ITP)
- NHMRC/JDRF GRANTS
- DIABETES VACCINE DEVELOPMENT CENTRE
- TYPE 1 DIABETES TRIALNET



MORE CLINICAL TRIALS THAN EVER BEFORE



Human clinical trials are the final stage of research done before a new therapy is approved for wider use. After four decades of supporting ground-breaking laboratory research, JDRF is translating this knowledge into real clinical outcomes for people with type 1 diabetes by supporting clinical trials across the world.

JDRF invested over
\$14 million in 2008/09



JDRF supported **63**
type 1 diabetes research
projects around Australia

SECTION 4.D
HALE SCHOOL
2008 SCHOOL PERFORMANCE INFORMATION

2008 School Performance Information

As part of the compliance requirements for the Australian Government's legislation under the Schools Assistance (Learning Together – Achievement through Choice and Opportunity) Act 2004, all schools are required to make a commitment to ensure that School Performance Information is made available to the public within 6 months of the completion of the school year. The information required is stipulated by the government and all sections have been addressed in the following documentation.

1. Professional Engagement

1.1 Staff Attendance

In 2008, Hale School teaching staff numbered 130.9 (FTE).

Staff absence per school day averaged 2.77% due to sick leave, maternity or family/carer's leave and 0.6% due to professional development/excursions.

1.2 Staff Retention

Throughout 2008, 13 members of the teaching staff left the school. Of that number, 3 retired from teaching, 1 moved to a promotion position, 5 moved to new positions within education, 4 left the education sector.

As a percentage of total teaching staff numbers, this figure represents 10 %

1.3 Teacher Qualifications

A list of teaching staff employed by Hale School during 2008 and their qualifications is shown below:

SENIOR SCHOOL STAFF 2008

Headmaster

Deputy Headmaster & Director of Curriculum

Director of Pastoral Care

Director of Teaching & Learning

Director of Administration

Studies Co-ordinator

Middle Years Co-ordinator

Assistant to the Deputy Headmaster

Chaplain

Counsellors

Archivists

Academic Staff

Mr DA ALDERSON, BA, DipEd
 Mrs C ARKLE, BA (Hons), DipEd
 Mr JV ARKLE, BA, BEd
 Mr JE ASHBY, BPE, DipEd
 Mr CA ASHTON, BA, DipEd
 Mr JA AUDINO, BEd, MEd, DipTeach
 Mr RD BARUGH, BSc
 Ms E BILLES, MRE, BEd, Dip Teach
 Mr MJ BONNIN, BA (Hons), DipEd
 Mr RH BROWN, BPE, DipEd
 Mr AJ BUSHELL, MA, LTCL, PGCE, MIMT
 Mr B BUTLER, BEd
 Mr MR CAMPBELL, BSc, DipEd
 Mr DE CECINS, BEd
 Ms ES CHONG, B Mus
 Mrs S-L CHONG, B MusEd (Hons)
 Mr R CLARKE, BA DipEd
 Mr B CLARKSON, DipTeach, BEd, MEd
 Dr D COLCLOUGH, DipT (Prim), BEd, MEd, EdD
 Mr MA COOK, BA (Hons), DipEd, MA

Mr SG MEADE, BA, Dip.Ed., M.Ed., FAIM.
 Mr DA BEAN, BA (Hons)
 Mr RG GOATER, BA (Hons), DipEd, MEdMan
 Mr MJ GILES, BEd, MEd, GradDipComp
 Mr R BARRON, BA, BEd, MEd
 Mr JI BAUSOR, BA (Hons), MA, PGCE
 Mr HSW WESTON, BSc (Hons), MEd
 Mr S HENDERSON, BEc, DipEd
 Fr D ETHELL, MHum, BEd, DipT, DipRSS
 Mrs RH KRÜGER, BSc, MA, BEd
 Mrs CA FURNESS, BA (Hons), THC
 Ms N GRAY, BA, GradDip Psych, Grad DipEd
 Mr WJ EDGAR, BA, TC, MA
 Mr TD HOAR, BSc, DipEd

Mr MD COOMBES, BSc, PGCE, MIBiol, CBiol
 Mr M CRAWSHAW, BA (Hons), MA, PGCE
 Mr A CURRAN, BA, GradDipEd
 Mr M CURRAN, BA, HNatDip
 Mr J DALLMAN, BEd
 Mr A DEAN, BSc, GradDipEd
 Miss MM DENHAM, BA, DipEd
 Mr PJ DOOK, BSc, DipEd
 Dr P DUNHAM, BA (Hons), PhD
 Mr J EGAN, BEd
 Ms S ELLISON, BMus (Hons)
 Ms K FEUTRILL, BSc, GradDipEd
 Mrs MA FISHER, DipTeach, GradDipArtStud
 Mr J FORBES, BSc, DipEd
 Ms M GILCHRIST, BA, DipEd
 Mrs HM GRAY, BA, DipEd, GradDipAppSc(TLib)
 Mr R GRAY, BScEd
 Mrs LFR GREEN, BSc, DipEd
 Mrs K GROSE, BEd, GradDipEd
 Mrs H HANKINSON, BA, DipEd



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Mr BR HANTKE, BSc, DipEd	Mr RP PIGGOTT, BSc, DipEd
Mr T HARLEY, GradDipEd, BSocSc	Mrs M QUANTOCK, BA, DipEd
Mr G HARVEY, DipTeach, GradDipAppSc	Ms N RAGUS BA, GradDip
Mrs B HONIBALL, BSc, HDE	Ms PR RANIERI, BEd
Mr S HUNT, BBus, DipOutdoor Rec, GradDipEd	Ms D RAWLINGS, BA (Hons), GradDipEd
Mr H JACKSON, Dip Teach, BEd	Ms J RICHARDSON, BA (Hons), MA, PCE
Ms G JAMES, BSc, GradDipEd	Mrs E RICHMOND, BA (Hons), PGCE
Mr St J KENNY, BSc, DipEd	Mr GE ROBERTS, LLB, PGCE
Ms M KIRK, BA, GradDipEd	Mrs J ROBERTS, BA, DipEd, GradDipTLib
Mrs B KORBOSKY, BA, BEd, DipTeach	Mr P SANSALONE, BA
Mr S LANE, BEd, AssDipCivEng	Mr P SETH, BEc
Mr S LAU, BSc, DipEd, GradDip, PostGradDip	Mr RAE SHAW, BSc (Hons), BEd, MSc
Ms PL LEIPER, BA (Hons), DipTEFL	Mrs M SIMS, BMusEd (Hons)
Mr C LIGGINS, BA, DipEd	Ms NA SOURIS, BA, BEd
Mr G LOWE, BEd, MEdMan	Mrs BM SPAGNOLO, BA, DipTeach, THC
Mrs JP MASKIELL, BEd, DipPE	Mrs P STANDEN-BURROWS, BSc, GradDipEd
Mr R McCLUSKEY, BSc, DipEd	Mr TJ STEENEKAMP, B Ed
Mr S McFARLAND, BA (Hons), HDipEd	Mr RP TONGUE, BSc, DipEd, GradDipRE
Mr HA McGLASHAN, BEd	Mr IC TREDGET, BSc, DipEd
Ms JM McKENZIE, BA, DipEd	Mr T TREWIN, BID, GradDipEd
Mr K MOIR, DipTeach, BEd	Mr VM UPHILL, BEc, DipEd
Mrs A MULLIGAN, BA, DipEd	Mr MA VASWANI, BSc, GradDipEd
Ms L MURRAY, BA, GradDipEd	Mr PD VENABLES, BMusEd
Mr J O'BRIEN, BA, DipEd	Mr D VERNON, PPHE, DipEd
Ms MV O'BRIEN, BA, BSc	Mrs RL WAKE, BA, DipEd, GradDipLibStud
Mr MB O'CONNELL, BA, BEd, DipTeach	Mr JS WALLMAN, BAppSc, GradDipEd
Mr AJ O'GARR, DipTeach, BEd	Mr MD WALSH, BEd, MEdMan
Mr KG OUTTRIM, MEd, GradDipAppSc	Mr R WATFORD, BSc PCE
Ms L OWEN, BA, GradDipEd, DipAppSc, CertAppSc	Ms S WATSON, BA, DipEd
Mr AN PANARESE, BCom, MBA	Mrs J WATT, BA
Mr TJ PARISH, BCom (Hons), DipEd	Mr R WATT, BA
Mr D PARKER, BA GradDipEd	Mr B WILL, BA, DipEd
Ms SJ PEARCE, BCom, DipEd	Mr M WILLS, BTh, DipMin, DipEd
Mr T PEARSE, BA, BEd	Mr AJ WOODS, HDE BEd
Mr N PEISKER, BA	Mr S YOUNG, BPhysEd, BEd
	Mr J ZLNAY, BScEd

JUNIOR SCHOOL STAFF 2008

Head of Junior School
Deputy Head of Junior School
Director of Junior Primary Curriculum
Director of Curriculum Years 4 to 7
Chaplains

Coordinator of Junior School Music
Sportsmaster

Academic Staff

Ms S ANTHONISZ, BEd (Prim)
Mrs S ARTHUR, BSc (Hons), TEFL, GradDipEd, MEd (Hons)
Ms E CHONG, BMus CitWA
Miss L CLAYDON, HDE, FDE
Mrs L COUNSEL, DipTeach, GradDipMathsEd
Mr M CURRAN, BA, HNatDip
Ms P DEPIAZZI, BEd (Prim)
Mrs A DUNN, BA (Prim)
Mr P EDWARDS, BEd (Prim)
Miss S ELLISON, BMus
Ms J HUTTON BAppSc, PostGrad Dip Psych, PostGrad DipEd
Ms J JAREL, DipTeach (Prim), BEd

Mr M VALENTINE, DipTeach, BEd, PostGradDip
Mr T SIMPSON, BA, GradDipEd
Mrs S SHEEHAN, BEd, ECE
Mr H McCABE, BAppSc, GradDipEd
Fr D ETHELL, MHum, BEd, DipT, DipRSS
Mrs S HOWE, BCom, GradDipEd, GradDipDivinity
Ms K SMITH, BMusEd
Mr A ROBERTSON, DipTeach, BEd

Ms W KEEFE, BEd
Ms M KENNEDY, BEd, ECS
Mrs C MATA, Dip ECE
Mr C McCLELLAND, BA (Visual Art), BEd
Ms J NISSEN, DipTeach (Prim), BEd
Mr M OLMA, BA, BEd
Mr M PRESSLEY, BSc, GradDipTeach (Prim)
Ms J RILEY, Dip KTC
Mrs L SAWYER, MBA, BSc
Mrs M SWAIN, DipTeach, THC, GradDipAppSc, MAppSc
Mr M TAYLOR, BEd (Mus)
Miss M WATERS, BA, BEd



1.4 Teacher Professional Development

All staff participated in Professional Development activities throughout the year. Additionally, the following Professional Development seminars were held for staff:

- Andrew Fuller – Raising Real People, Creating Resilient Families, Creating Resilient Learners, Brain Based Learning
- Derrin Cramer – Gifted Education Update
- Bruce Dixon – Notebook Programme Update and Review

A wide range of topics were addressed in Professional Development undertaken by staff throughout the year. These include:

Gifted Education	Information & Communications Technology
Recreational Skippers Ticket	Examination
Coaching and Coaching System Practice	Growing Gorgeous Boys into Good Men
Emotional Intelligence	The Digital Revolution Seminar
Cambridge Certificate in English Language Teaching	Mathematics Head of Department Network
Leadership Coaching Accreditation	Drama Head of Department Network
Project Zero	Science Assessment Seminar
Asia Pacific Deans of Education Forum	International Masterclass for School Leaders
AISWA Literacy Support Network	Exeter Mathematics and Technology Conference
Web Page Layout and Design	Payment Summary Workshop
Workplace Productivity	Toshiba Notebook Schools Meeting
Smart Board Training	Pro-Desktop Software Training
Master of Education	Music Network Meeting
Future Footprints	Preventing Literacy Difficulties
Differentiating the Curriculum	Politics & Law Professional Day
ASCD Conference	Beginning Teachers Seminar
MAWA Conference – Secondary	Australian Association of Philosophy annual Conference
MAWA State Conference	St Johns Senior First Aid
Team Building	Annual Gifted & Talented Conference
Lego Engineering Conference	UWA-Hale Winter School for Leadership
The Science and Art of Happiness Workshop	Teaching Maths With Technology
Understanding Autism	Adobe Photoshop
Managing Student Behaviour	Macromedia Flash Workshop
JLTAWA Seminar	Sharepoint Conference
Labnet West PD for Technicians	Financial Literacy Workshop
Primary Languages Teachers Network Meeting	Coaching and Leadership Seminar
Chemical Safety Course	Smartboard Training
State Conference of Science and Medicine in Sport	
Structures for Cooperative Learning	Mobile Exchange
DATTA Conference	Faith in Action
ALEA State Literacy Conference	Occupational Health and Safety
WACOT Seminar for Mentor Teachers	ANU Careers Open Day
Learning Difficulties Workshop	ADHD Seminar
Laser Safety Course	Faith & Reason
Surf Rescue Certificate	Expanding Learning Horizons Conference
Casio Classpad Session	Courageous Leadership
Cybersafety Forum	ADAPE Conference
Timetabler Basics	Biological Sciences Course Planning Day
Council of Educational Facilities Planners	STASA Conference
Secondary English Professional Development – Examinations	The Trouble With Maths
Outdoor Education Conference	Rescue 3 Swiftwater Level 1
Physical Education Conference	Internet Safety
Commerce Seminar	First Steps
Early Childhood Conference	Sail Training and Surf Kayak Training
Physical Education Studies Seminar	Business Management & Enterprise Seminar
Kiln Building	Leadership for IT Professionals
	Preventing Literacy Difficulties
	Pastoral Care Conference

Accounting and Finance Seminar
Junior Swimming Squad Coaching Accreditation
Writing CAS Activities

Time Management Course
Occupational Health & Safety
Fundraising Institute Conference
Confidentiality Seminar
Advanced Nulit Course
Challenging Senior Students – Requiem For A Beast
Drama Connection
Drama Assessment Seminar
WALA Rugby PD
Gesture Method
WACIS Conference
Oncology Seminar
Professional Development for Education Assistants
Generating New Possibilities in Therapy
Physical Education Planning for 2009
School Psychologists Association Conference

Homework and the Homework Grid
Network Day for Arts and Drama
Captivating Women’s Retreat
Michael Carr-Greg
Special Considerations for TEE
Chemical Safety Course
State Conference of Science and Medicine in Sport
Children’s Book council of Australia
Aussie Optimism & Social Skills Seminar
Writing Independent Education Program
Britannica Online Training
WA School Library Conference
Pyro Course
Workshop for Libraries
Educational Assistants Training – Instructing Small Groups
India Artist Experience

In total, \$98,026 was spent on ‘out of school’ Professional Development courses/seminars or an average per staff member of \$653.50. This does not include expenditure on relief teachers’ costs.

2. Key Student Outcomes

2.1 Student Attendance

5.9% of students were absent for at least half a day each school day of the year. This equates to approximately 76 boys absent each day. This absence includes absence through illness or approved leave.

2.2 Proportions of Year 3, 5, 7 and 9 students meeting national reading, writing, spelling and numeracy benchmarks in 2008.

	Year 3			Year 5			Year 7			Year 9		
	W.A. (%)	National (%)	Hale (24) (%)	W.A. (%)	National (%)	Hale (52) (%)	W.A. (%)	National (%)	Hale (84) (%)	W.A. (%)	National (%)	Hale (190) (%)
Reading	89.50	92.10	96	89.20	90.90	96	92.80	94.20	100	92.20	92.90	99
Writing	94.90	95.40	92	91.00	92.50	96	90.20	91.80	98	85.60	87.20	99
Spelling	89.40	92.40	100	89.60	91.70	96	90.70	92.40	100	87.80	89.70	98
Grammar & Punctuation	87.80	91.70	100	89.30	91.90	100	88.30	91.60	96	87.70	89.90	99
Numeracy	94.70	95.00	100	91.20	92.60	100	94.80	95.40	100	92.70	93.60	99



HALE
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2.3 Value Added

The concept of value adding in a school environment is multi-faceted. It can be difficult to measure in an objective manner as there are so many factors influencing the outcomes. However, Hale School offers curricula and co-curricula opportunities that add significantly to the learning experiences of all boys enrolled. These are documented in all School publications, including fortnightly newsletters. A sample of the offerings includes:

Music: a programme that currently provides opportunities to over 600 boys throughout the school in instrumental tuition, participation and performance opportunities as players in ensembles, orchestras or bands, and collegiality in the Hale St Mary's programme

Sport: Hale teams participate in the PSA sporting programme in 14 sports throughout the year. Many opportunities also exist in non-PSA sports, in which support and encouragement are provided. Junior School sport is mandatory and is played as part of JSHAA.

Drama: Performance Drama is significant with 12 productions throughout the Junior and Senior School staged in 2008. The launch of a youth theatre company, Redfoot, in 2008 has enhanced this programme further.

Debating and Public Speaking: teams compete in WADL and AHISA debating competitions, UNYA, mock trial and various public speaking competitions such as Rostrum and Lions Youth of the Year.

Gifted Education: The Challenge Programme addresses the needs of boys who have been identified as gifted in the School. Many extension programmes are in place from MathsPlus and MathsPrime to specialist curricula programmes such as Art, Languages, Literacy, Drama, and Music in the Junior School, to participation in the Tournament of the Minds competition.

Service Learning: boys in Years 8 – 10 are given opportunities to become involved in home-based service learning (mandatory in Yr 8) and in visiting schools and agencies that require assistance and support within the Perth region. In Years 11 and 12 boys can participate in a trip to Vietnam to work in orphanages and/or participate in the Hale Sony Foundation Camp.

Outdoor Education: A mandatory programme exists for students in Years 5 – 10, including a 12 day camp in the Exmouth gulf for all boys in Year 10.

Clubs and Societies: These are organised and run by members of the teaching staff at Hale School. A selection of these include: Animation Club, Circus Club – 'Jugglicise', Circus Club – 'Skills', Clowning Club, Drama Extension, Technician's Club, Theatre Club, Art Extension, Debating, Mock Trial, Public Speaking, U.N.Y.A., French Club, LOTE Film, ClubMathsPlus, MathsPrime, Climbing Club, Backgammon Club, Chess Club, Computer Programmers Club, Electric Vehicle, Karate Club, Tournament of the Minds, Western Australian CO2, Dragster Design, Young Achievement Australia

2.4 Senior Secondary Outcomes

Hale School students achieved outstanding results in the 2008 TEE. The Vice-Captain of School, Binu Jayawardena, was awarded the Beazley Medal for top TEE student in WA, the fifth Hale School student to receive the Beazley Medal since the Year 2000. Seven General Exhibitions and four Subject Exhibitions (top of the State) were awarded in the following subjects: Calculus, Geography, Engineering Studies & Applicable Mathematics.

Hale School's Exhibitions and Awards in 2008 included:

Beazley Medal
General Exhibitions - 7
Subject Exhibitions - 4
Certificates of Distinction - 24
Certificates of Excellence - 18
Westscheme Award for top CareerLink student of 2008



Summary of School Statistics

No. of students in Year 12:	198	
No. of students repeating Year 12:	0	
No. of overseas full fee paying students:	4	(2.02%)
No. achieving Secondary Graduation:	198	(100%)
No. with Curriculum Council English language competence: (English language competence is defined as achieving a C-grade or better in Year 12 English subject.)	198	(100%)
No. of TEE students	174	
TEE students who did not sit the TEE	2	
Vocational Education and Training (VET) or CareerLink students	19	
Non-TEE but no VET	3	

Wholly School Assessed (WSA) Subjects

22 students (11.11%) of the 2008 Year 12 students were enrolled in a predominantly WSA course (ie fewer than 4 TEE subjects). Taken collectively, the 22 students achieved 51 A grades, 80 B grades, 53 C grades, 4 D grades in their Year 12 subjects. The number of C and D grades was significantly less than in previous years.

19 students from this group were enrolled in the CareerLink Programme, which combined Structured Workplace Learning (SWL) for one semester, off-the-job training for one semester and a set of WSA and/or some TEE subjects studied within the school timetable for the whole year.

14 (73.68%) of the 19 CareerLink students achieved A-grades for their SWL subject. SWL comprises 15 full-day placements with an employer/trainer in industry.

19 of the 22 WSA course students participated in off-the-job training at a TAFE College or Registered Training Organisation. 17 of these achieved a full Certificate I or II in a training qualification recognised by the Australian National Training Authority, whilst 2 achieved partial completion of a Certificate III. This level of full completion of a national training qualification (89.47%) is by far the greatest in our CareerLink history.

WestScheme Award for Excellence in VET is made annually by the WestScheme Superannation Company to each school offering VET programmes. In 2008, the recipient of the WestScheme Award at Hale School was Gareth Begg.

Subjects in the top ten in the State

The 'League Tables' published in the local media receive significant public attention and undoubtedly contribute to the public perception of a school.

The following eleven TEE subjects were listed by *The West Australian* newspaper in their ranking of 'top schools' for each TEE subject, based on the percentage of students achieving a scaled mark of 75% or more: Ancient History, Applicable Maths, Art, Applied Information Technology, Human Biology, Calculus, Chemistry, Engineering Studies, French, Physics, Political & Legal Studies.

In WSA subjects, Hale School was ranked in the top ten in the State in two subjects: Applied Technology and Physical Education Studies.



Comparison of School and State TER/TES, 2008

Total population of 2008 school leavers with a TER:	10,259
Hale School population with a TER:	174
State median TER:	81.50
Hale median TER:	90.50
Hale average TER:	87.79

TER of at Least	State Total	Percentage	School Total	Percentage
99.90	31	0.3	6	3.4
99.75	83	0.81	15	8.62
99.50	156	1.52	19	10.91
99.00	301	2.93	28	16.09
98.50	447	4.36	30	17.24
98.00	594	5.79	37	21.26
97.50	738	7.19	42	24.13
97.00	886	8.64	47	27.01
95.00	1465	14.28	63	36.20
90.00	2876	28.03	91	52.29
85.00	4233	41.26	112	64.36
80.00	5508	53.69	130	74.71
75.00	6668	65.00	153	87.93
70.00	7668	74.74	162	93.10
60.00	9079	88.5	172	98.85
50.00	9804	95.56	173	99.42
40.00	10100	98.45	174	100

2.5 Proportion of Year 9 students retained to Year 12

191 boys started Year 9 at Hale in 2005. 198 boys completed Year 12 at Hale in 2008. However, during the movement of this cohort through the Year groups, 9 boys left the school for a variety of reasons. These included: family relocation; financial reasons; alternative education pathways; and discipline reasons.



2.6 Post-school destinations

The Post-Year 12 Student Destination Survey for 2008 indicates that many of the 198 Year 12 students of that year are now enrolled in a variety of university courses in Australia and internationally, and others are in apprenticeships, TAFE courses or employment. The range of courses and careers chosen, as well as the geographical spread of this Year 12 cohort is of great interest and a source of pride for the students, their parents and the School.

Significant highlights of the survey are:

- 164 students (83%) are at university, once again continuing the trend of the last decade that at least 80% of Hale School leavers take up a university place.
- 97 students (49%) are enrolled at UWA and 31 students (16%) are enrolled at Curtin University with Science, Commerce, Medicine and Law, often in combination with Economics, being the most popular courses.
- A large number of students – 57 in total - are studying Commerce and/or Economics degrees at university, either separately or in combination with another degree course.
- Science courses were popular with the 2008 cohort – 49 science courses have been undertaken, singly or in combination with another course - while Engineering courses were less popular than in previous years.
- 16 students are enrolled in Law degrees or Law double degrees in combination with Commerce, Economics, Arts, Science, Music or Engineering.
- An extraordinarily high number – 12 students (6.2%) are in the Faculty of Medicine and Dentistry at UWA, 10 are studying Medicine, 1 is studying Dentistry and 1 is studying Podiatry.
- The number of students enrolled in Architecture or Urban and Regional Planning courses continues at a high level: 12 students (6.2%) in 2008.
- 12 students (6.2%) were offered apprenticeships and/or TAFE study; 10 of these were CareerLink students.
- Nine students are studying at universities outside WA: three at the Australian National University in Canberra, two at the University of Melbourne and one each at the University of NSW, Macquarie University, Southern Cross University, NSW, and the University of Tasmania.
- Four students, the highest number in many years, are studying at international universities, including one in the UK, one in Canada and two in the USA.
- The School's Year 12 boarders were predominantly university-bound in 2008. 22 of the 33 students received university offers and have commenced a variety of courses including Commerce, Science, Engineering, Arts and Education. Six boarders have accepted apprenticeships.
- The two Indigenous scholarship students in Year 12, 2008, both achieved Secondary Graduation. One has commenced an apprenticeship; and one is in full-time employment in Perth.
- Of the four international students in Year 12, 2008, two are at university: One at ANU studying Law and one at the University of Vancouver, British Columbia, Canada, doing a Bachelor of Environmental Engineering degree. The other two are completing National Service in their home countries.

University Entry

164 students (83%) were offered a university place, continuing the now longstanding trend of at least 80% of Year 12 students taking up a university place. The majority, 97 students (49%), at university are at UWA; the enrolment at Curtin University remained high with 31 students (16%) taking up places there. 15 students were offered places at Edith Cowan University, six students enrolled at Murdoch University, and two at Notre Dame University in Fremantle. These figures are comparable to the enrolment patterns of recent years.



A record number of 9 students or 4.5% of the total, are enrolled at interstate universities: three at the Australian National University, two at the University of Melbourne and one each at UNSW, Macquarie University, Southern Cross University in NSW and the University of Tasmania.

34 students, (17%) of those offered university places, have formally deferred their studies for one year to undertake a student exchange, to travel or to work.

Scholarships

University scholarships information is presented explicitly and as early as possible in Year 12 to all students. Details of the exceptional number of outstanding university scholarships won by Year 12 students, 2008, are:

Institution	Scholarship	Student	Course
University of Western Australia	Fogarty Foundation City Scholarship	Binu Jayawardena	Medicine
	Fogarty Foundation Teaching Excellence	Luke Owen	Arts/Education
	Vice Chancellor's Award of Distinction	Simon Joseph	Medicine
	UWA Excellence Award	Simon Joseph	Medicine
Australian National University, Canberra	National Merit Scholarship	Nishant Anandan	Actuarial Science
		Ramanan Parameswaran	Actuarial Science
Melbourne University	National Scholarship	Michael Liu	Engineering
	National Scholarship	Yasuhito Nakajima	Science/ Engineering
Curtin University of Technology	2009 Hale School 150 th Anniversary Scholarship	Stephen Sherring	Commerce
Curtin University	Principal's Recommendation Award Undergraduate Scholarship	Grant Moriarty	Commerce
		Lindsay Ellis	Commerce
Franklin W. Olin College of Engineering, USA	Undergraduate Scholarship	Michael Heyns	Astronautical Engineering

CareerLink

The School's CareerLink Programme, which enables selected Year 12 students to have one day each week per week undertaking TAFE training in Semester 1 and one day per week in the workplace during Semester 2, has again been highly effective in providing post-secondary training outcomes for participating students.

The 20 students who participated in the CareerLink Programme in 2008 are now mainly at TAFE or have an apprenticeship. Three are at university and some have entered the workforce directly.

TAFE Entry

Of the five students offered TAFE places, two were CareerLink students. Courses in which students are enrolled are: two in Information Technology Certificates II and IV, two in pre-apprenticeship courses (Electrician & Plumbing and Gas Fitting) and one doing a Certificate IV in Plumbing and Gas Fitting.

Apprenticeships

Twelve students have started apprenticeships in a variety of areas including: roof carpentry, mechanical, electrical, boiler-making, construction and plumbing.



HALE
SCHOOL

Employment

Eight students have entered full-time work straight from school.

Course and Career Advice: The School Process

Advice to students is provided regularly during Years 10, 11 and 12 on careers, on post-school education and training generally, and on the university and TAFE courses and application procedures in particular. The process is collaborative, involving the contribution of the three school counsellors and the careers room manager, the ten Heads of Houses and the CareerLink coordinator and David Bean who coordinates the process across the school.

Activities which contribute to the course and career advice process in Years 10, 11 and 12 at Hale School include: a short course in Career Investigation for all Year 10 students, under the direction of their Heads of House; formal meetings for Year 10 and 11 students when discussing subject choice with Heads of House; these meetings include discussion of post-school course and career preferences and aptitudes; compulsory information and explanation talks on university and TAFE entry are given by David Bean; a series of lunchtime talks, optional for students, given by university representatives and other speakers on career opportunities runs on Thursdays with one of the new Library classrooms providing a outstanding venue; information sessions and assistance with the actual on-line application process itself, to university and TAFE, is provided for small, common interest groups such as international students, boarders and TAFE applicants. The process is flexible and aims to meet the very different needs of individual students.

3. Satisfaction

3.1 Parent, student and teacher satisfaction

Communication between the School (teachers and administration), parents and students is ongoing. The pastoral care and academic leaders within the school are in constant contact with parents and vice versa regarding issues that may arise, are likely to arise or have arisen. Issues of dissatisfaction are raised in these or other forms of communication that take place on a daily basis. Informal surveys are undertaken by teaching staff on a regular basis, exit surveys and interviews form part of the feedback mechanisms for the School. The Parents' and Friends' Association is another vehicle for feedback.

In June 2007, an audit of student perceptions about the social and learning environment was undertaken. The results have been used to gauge student satisfaction and address issues of significance that arise. Areas that have been highlighted for ongoing focus:

- Provision of a wider diversity of opportunities for leadership by students in the senior School
- Greater emphasis to be placed on developing a deeper understanding of cultural differences and diversity
- Regular and more effective day to day processes to be found to applaud the efforts of the students
- The transition of boys from Yr 7 ⇒ 8 and Year 10 ⇒ 11
- Provision of strategies for Junior School staff to increase quiet and reflective time for students
- Greater assistance in the Junior School when students claim they have a problem at school – eg the role of the Counsellor and Chaplain
- Develop a Parent Leadership Course to inform parents about ways they can assist in their child's education including information sessions, resource library
- Enhance strategies in the Junior School that promote active listening and positive social interaction amongst students

Whilst never complacent, the level of satisfaction in the wider community can be measured by the significant demand for enrolment places that is evident.

SECTION 5.A
TELSTRA
SERVICE PERFORMANCE REPORT MARCH 2009 QUARTER

TELSTRA CORPORATION LIMITED

A.C.N. 051 775 556



TELSTRA SERVICE PERFORMANCE REPORT

March 2009 Quarter

Issue Date: 3 June 2009

Telstra Corporation Limited is Australia's principal telecommunications company. Telstra offers a broad range of telecommunications and information services and is permitted to compete in all telecommunications markets throughout Australia. The Company's principal activities include providing telephone exchange lines to homes and businesses, supplying local and long distance telephone calls in Australia, international calls to and from Australia, supplying mobile telecommunications services and providing a comprehensive range of data, Internet and on-line services and, through its affiliates, pay television. The Company is also the principal provider of directory services in Australia.

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SUMMARY

Telstra delivered strong service results to its customers in the March 2009 quarter as it continues with the largest end to end systems transformation ever undertaken to migrate customers from legacy systems to new systems. However, this has added to the complexity of processes associated with the preparation of this report.

National performance for total activation of services (combined inplace and new) against the CSG Standard was strong with 91% of orders meeting the CSG timeframes. National performance for inplace services, which account for two thirds of all new connections, remained strong at 92% while national performance for activation of new telephone services was strong at 90%. National restoration performance for the March quarter was strong at 90%.

Payphone restoration performance remained stable and strong in urban areas, but declined by 5% and 9% in rural and remote areas respectively. This decline was due to the combined impacts of extreme weather conditions and staff redeployments. However, unlike CSG performance, payphone fault repair performance does not take account of factors that are beyond Telstra's control. Accordingly, Telstra considers its performance was stable and satisfactory in rural areas, and sound in remote areas.

Copies of this report are available from the Telstra Internet site.

<http://www.telstra.com.au/abouttelstra/commitments/service/reports.cfm>

Telstra Service Performance Report – March 2009 Quarter

Table 1: Key results for the March 2009 quarter

Measure	March 2009 Result	Performance Comment
National CSG Activation		
Inplace Service and New Service Activation	91%	Stable and Strong
Inplace Service Activation	92%	Stable and Strong
New Service Activation	90%	Stable and Strong
Urban New Service Activation	90%	Stable and Strong
Major Rural New Service Activation	92%	Stable and Strong
Minor Rural New Service Activation	90%	Stable and Strong
Remote New Service Activation	84%	Stable and Satisfactory
National CSG Restoration		
Restoration	90%	Stable and Strong
Urban Restoration	91%	Stable and Strong
Rural Restoration	90%	Stable and Strong
Remote Restoration	89%	Stable and Satisfactory
National CSG Appointments		
Appointments	97%	Stable and Very Strong
OVERALL CSG PERFORMANCE		STRONG RESULTS
National Payphone Services Performance		
Customer Serviceability	93%	Stable and Strong
Payphone Availability	99%	Stable and Very Strong
Average Hours to clear a Fault	11	Stable and Strong
Trouble Reports per Payphone per Month	0.36	Stable and Strong
Percentage Faults Cleared: Urban	91%	Stable and Strong
Percentage Faults Cleared: Rural	82%	Stable and Satisfactory
Percentage Faults Cleared: Remote	59%	Sound given the impact of extreme weather conditions
OVERALL PAYPHONE SERVICES PERFORMANCE		STRONG RESULTS

1 CSG PERFORMANCE

1.1 Activation

1.1.1 Total Service Activation

National performance for total activation of services (combined in-place and new) against the CSG Standard was strong at 91%.

Table 2 - % New services and in-place services connected within CSG timeframes - Total

Urban, Major Rural, Minor Rural and Remote	March 2009 Qtr
National	91%
QLD	91%
NSW/ACT	91%
VIC	92%
TAS	91%
SA	90%
NT	90%
WA	91%

1.1.2 Inplace Service Activation

National performance for in-place services against the CSG Standard was strong at 92%.

Table 3 - % Inplace services connected within CSG timeframes - Total

Urban, Major Rural, Minor Rural and Remote	March 2009 Qtr
National	92%
QLD	92%
NSW/ACT	92%
VIC	93%
TAS	92%
SA	91%
NT	91%
WA	91%

1.1.3 New Service Activation

National

National new service provisioning performance against the CSG Standard was strong at 90%.

Table 4 - % New services connected within CSG timeframes – Total

	Total
Urban, Major Rural, Minor Rural and Remote	March 2009 Qtr
National	90%
QLD	91%
NSW/ACT	90%
VIC	92%
TAS	90%
SA	89%
NT	87%
WA	89%

Urban

National urban new service provisioning performance against the CSG Standard was strong at 90%.

Table 5 - % New services connected within CSG timeframes – Urban

	Total
Urban	March 2009 Qtr
National	90%
QLD	90%
NSW/ACT	89%
VIC	93%
TAS	89%
SA	89%
NT	87%
WA	89%

Major Rural

National major rural new service provisioning performance against the CSG Standard was strong at 92%.

Table 6 - % New services connected within CSG timeframes – Major Rural

	Total
Major Rural	March 2009 Qtr
National	92%
QLD	93%
NSW/ACT	92%
VIC	94%
TAS	92%
SA	90%
NT	90%
WA	92%

Minor Rural

National minor rural new service provisioning performance against the CSG Standard was strong at 90%.

Table 7 - % New services connected within CSG timeframes – Minor Rural

	Total
Minor Rural	March 2009 Qtr
National	90%
QLD	90%
NSW/ACT	90%
VIC	90%
TAS	90%
SA	91%
NT	93%
WA	88%

Remote

National remote new service provisioning performance against the CSG Standard was satisfactory at 84%.

Table 8 - % New services connected within CSG timeframes – Remote

	Total
Remote*	March 2009 Qtr
National	84%
QLD	85%
NSW/ACT	87%
VIC	100%
SA	88%
NT	82%
WA	83%

*There are no service areas classified as remote for CSG purposes in Tasmania.

1.2 Restoration

National

National performance for fault restoration against the CSG Standard was strong at 90%.

Table 9 - % Faults restored within CSG timeframes - Total

Urban, Rural and Remote	March 2009 Qtr
National	90%
QLD	90%
NSW/ACT	91%
Vic	91%
TAS	90%
SA	90%
NT	89%
WA	88%

Urban

National performance for fault restoration in urban areas was strong at 91%.

Table 10 - % Faults restored within CSG timeframes - Urban

Urban	March 2009 Qtr
National	91%
QLD	91%
NSW/ACT	91%
Vic	91%
TAS	88%
SA	89%
NT	89%
WA	89%

Rural

National performance for fault restoration in rural areas was strong at 90%.

Table 11 - % Faults restored within CSG timeframes - Rural

Rural	March 2009 Qtr
National	90%
QLD	89%
NSW/ACT	91%
Vic	92%
TAS	91%
SA	91%
NT	88%
WA	84%

Remote

National performance for fault restoration in remote areas was satisfactory at 89%.

Table 12 - % Faults restored within CSG timeframes – Remote

Telstra Service Performance Report – March 2009 Quarter

Remote*	March 2009 Qtr
National	89%
QLD	89%
NSW/ACT	93%
VIC	100%
SA	98%
NT	87%
WA	88%

**There are no service areas classified as remote for CSG purposes in Tasmania.*

1.3 Service Disruption Declarations

Telstra has reported performance figures that take into account factors that are beyond its control and for which it has claimed additional time to provision services and repair faults, under the exemption provisions of the CSG Standard.

There were 15 CSG exemptions declared in the March 2009 quarter as a result of extreme weather conditions. CSG exemptions affected 5.91 per cent of Telstra's CSG eligible orders for the quarter. CSG exemptions were applied in Queensland, New South Wales, Victoria and Western Australia.

Copies of the Public Notices containing details of individual exemptions can be found on Telstra's Internet site at:

<http://www.telstra.com.au/msd/index.cfm>

1.4 Glossary of Terms – CSG

1.4.1 Activation

Total Activation

Total activation represents the provision of both new services and in-place services.

New Service

A new service connection is the initial connection of service to the customer's premises involving the provision of a new network access line from the local telephone exchange to the network boundary.

Inplace Service

An in-place service connection means the connection of a standard telephone service at a site where a previous working standard telephone service has been cancelled and is available for automatic re-connection (or re-activation) by Telstra. In such a situation, Telstra is not required to do any other additional electrical or physical connection work between the Network Boundary at the said site and Telstra's local telephone exchange nor any work at that exchange.

Where the request for service is to a site where 'Inplace' conditions are met Telstra will aim to supply a standard telephone service within 2 working days of the request.

Definition of Urban, Major Rural, Minor Rural and Remote for provisioning performance of new services against the CSG Standard

LOCATION	DEFINITION OF LOCATION	CONNECTION TIME	
		AVAILABLE INFRASTRUCTURE	NO AVAILABLE INFRASTRUCTURE
Urban	Areas in Australia with a population greater than 10,000 people	Within 5 working days of customer request	Within 1 month of customer request
Major Rural	Areas in Australia with a population between 2,500 and 10,000 people	Within 10 working days of customer request	Within 1 month of customer request
Minor Rural	Areas in Australia with a population between 200 and 2,500 people	Within 10 working days of customer request	Within 1 month of customer request
Remote	Areas in Australia with a population less than 200 people	Within 15 working days of customer request	Within 1 month of customer request

Demographic Categories

The classification of customers into urban, major rural, minor rural and remote location categories for this report is based upon the exchange service area (ESA) serving a particular customer and the population of the largest township/community grouping within that ESA. Telstra uses population data from the latest Australian Bureau of Statistics Census (currently the 2006 census) as the basis for determining the service location category of townships and communities throughout Australia.

Reporting Principles

For those areas where a CSG Exemption Declaration has been made, the timeframes for meeting of the CSG have been extended to the termination of the exemption.

1.4.2 Restoration

Standard Hours of Business

Telstra's standard hours of business are between 8.00 am and 5.00 pm Monday to Friday, excluding gazetted public holidays. Telstra will provide a 24-hour fault reporting service for the lodgement of telephone service faults, but maintenance and repair will normally be confined to Telstra's standard hours of business. In addition, faults reported after 5.00 pm are treated as being received on the following working day.

Maintenance Commitments

Telstra aims to repair faults that occur on the telephone service and to restore the service to full working order, within standard business hours, unless the customer has entered a contract for alternative maintenance arrangements.

Restoration Standards

Telstra will aim to repair services by the date agreed with the customer and will comply with the CSG Standard as specified below:

- in urban areas - by the end of first full working day after being notified of a fault (i.e. COB +1 working day),
- in rural areas - by the end of the second full working day after being notified of a fault (i.e. COB +2 working days),
- in remote areas - by the end of the third full working day after being notified of a fault (i.e. COB +3 working days), where COB means close of business.

Fault statistics do not include working services (faults where the customer is still able to use the phone), customer (premises) equipment and wiring, or situations where customers did not keep their appointments (not allowing Telstra to detect the cause of the fault). Faults subjected to force majeure conditions are included in the measures.

Demographic Categories

The classification of customers into urban, major rural, minor rural and remote location categories for this report is based upon the exchange service area (ESA) serving a particular customer and the population of the largest township/community grouping within that ESA. Telstra uses population data from the latest Australian Bureau of Statistics Census (currently the 2006 census) as the basis for determining the service location category of townships and communities throughout Australia.

Reporting Principles

For those areas where an exemption has been made, the timeframes for meeting of the CSG have been extended to the termination of the declared exemption period.

1.4.3 Appointment Standards

Telstra will meet the service appointment by the date and time window agreed with the customer and will comply with the CSG Standard as specified.