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Description	Example 1: Health	Example 2: Education	Example 3: Policy development	Example 4: Regulation
<p>Vision</p> <p><i>What the agency aspires to be</i></p>	<ul style="list-style-type: none"> Describes what the agency aspires to be and/or achieve for Queensland by reflecting on how it wishes to be perceived by customers, stakeholders and the community and/or what it is working towards achieving for Queensland. This statement takes into account the current status of the agency and outlines its future direction. 	<ul style="list-style-type: none"> Providing Queenslanders with timely access to world class health and hospital services. Advancing education 	<ul style="list-style-type: none"> We make a real and tangible difference today and our contributions will be recognised by future generations 	<ul style="list-style-type: none"> A fair, safe and just Queensland
<p>Purpose</p> <p><i>What the agency is intended to do</i></p>	<ul style="list-style-type: none"> Specifies the overall aim of the agency – a simple statement of the agency’s reason for being. 	<ul style="list-style-type: none"> To provide high quality, safe and sustainable health services to meet the needs of our communities. To provide Queenslanders with the knowledge, skills and confidence to maximise their potential and contribute productively to the economy 	<ul style="list-style-type: none"> Enabling the Premier and the government to serve Queenslanders 	<ul style="list-style-type: none"> To contribute to a fair and just society and safe and healthy communities
<p>Objectives</p> <p><i>What the agency intends to achieve</i></p>	<ul style="list-style-type: none"> The effects or impacts that an agency seeks to have on its customers, stakeholders and the community. Objectives should deliver the agency business direction and align with Government’s objectives for the community. Agency objectives are progressively achieved over a number of years. Agency objectives describe: <ul style="list-style-type: none"> the effects that agency services will have on customers, stakeholders and the community how those effects relate to the Government’s objectives for the community. Agency objectives should: <ul style="list-style-type: none"> be focussed statements of what the agency intends to achieve and be clear and measurable focus on outcomes (end result or impact), not the means (actions or activities) of achieving the objective. Agency objectives should not be discrete services or products, or written as strategies (the way an agency intends to pursue its objectives). Objectives may not necessarily be entirely within an agency’s control. Ideally an agency should be able to influence the achievement of the objective particularly where the perception of customers and stakeholders is that the agency is accountable for the actual outcome. 	<ul style="list-style-type: none"> Reduced mortality rates for serious and life-threatening illnesses <i>(There is also a secondary objective to reduce demand for tertiary treatment services, but ultimately the intent is to improve health outcomes)</i> Every young Queenslander will be prepared with the educational foundations for successful transitions to further education, training and work 	<ul style="list-style-type: none"> Support the delivery of the government’s objectives and priorities for the community and improve the performance of public services <i>(Developing policy is a means to an end, rather than an end in itself. The objective will generally relate to the policy objective, rather than the policy function itself)</i> 	<ul style="list-style-type: none"> Queensland gets great service

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<p>Performance indicators</p> <p><i>How the agency will know if it is 'doing the right things'</i></p> <ul style="list-style-type: none"> Indicates the extent to which the outcomes achieved by an agency are meeting its objectives. Agencies responsible for the delivery of performance indicators and/or targets under COAG National Agreements and National Partnership Agreements must be able to clearly align these indicators and/or targets with their agency performance indicators. When dealing with outcomes, direct measures are often difficult – for this reason, measures often only 'indicate' the outcome rather than directly measure it. Often it takes more than one performance indicator to adequately capture an outcome. Performance indicators may not necessarily be entirely within an agency's control. Ideally an agency should be able to influence the achievement of the objective particularly where the perception of customers, stakeholders and the community is that the agency is accountable for the actual outcome. 	<ul style="list-style-type: none"> Mortality rates, e.g. for <ul style="list-style-type: none"> Cancer Heart disease Diabetes Influenza/ pneumonia Septicaemia 	<ul style="list-style-type: none"> Proportion of students at or above the national minimum standard and in the upper two bands in reading, writing and numeracy The gap between Indigenous and non-Indigenous attendance; reading, writing and numeracy achievements; and Year 12 outcomes Proportion of 20 – 24 year olds having attained Year 12 or equivalent Proportion of students who, in the year after completing Year 12, are participating in education, training or employment Proportion of parents satisfied with their child's school 	<ul style="list-style-type: none"> Cabinet's overall satisfaction with the agency's services Client satisfaction with the agency's leadership in developing policy advice 	<ul style="list-style-type: none"> Customer and stakeholder satisfaction Increased business and consumer confidence in the fair operation of the marketplace
<p>Strategies</p> <p><i>How the agency intends to achieve its objective</i></p> <ul style="list-style-type: none"> The way in which the agency intends to pursue its objectives and deliver its services. Strategies occur at various levels within an agency. Strategies included in an agency's strategic plan would generally be longer term 'strategic' strategies that are pursued over a number of years. Strategies included in an agency's operational plan would generally be shorter term 'operational' strategies that are pursued over a year or less timeframe. An agency's strategies should collectively deliver its objectives. It is useful for agencies to develop some form of program logic or cause and effect relationship to provide assurance, both within the agency and to customers and stakeholders, that the agency is 'doing the right things' to achieve its objectives. Performance indicators (and service standards) should not directly measure strategies. Strategies should be measured through routine program evaluations. 	<p><i>(Focusing specifically on cancer prevention, diagnosis and treatment)</i></p> <ul style="list-style-type: none"> Establish xx new screening sites to improve access Implement a social marketing campaign to improve screening uptake Develop screening skills to improve the effectiveness of screening techniques Invest in R&D to improve screening effectiveness 	<ul style="list-style-type: none"> Strengthen partnerships with parents, communities and stakeholders to improve student learning outcomes Focus on the core learning priorities: reading, writing (including spelling, grammar and punctuation), numeracy and science Improve retention, attainment and transition of students at key junctures of schooling 	<ul style="list-style-type: none"> Provide quality advice and support for the Premier and Cabinet Provide leadership and work with government agencies and other stakeholders on policy development and performance improvement Strengthen policy capacity and capability across government Skill policy officers in research, analysis, consultation processes, legal processes and policy writing Follow best practice policy development processes as per the Australian Policy Handbook 	<ul style="list-style-type: none"> Ensure regulatory models encourage business growth while meeting community standards Make it easier for Queenslanders to do business Continue to support businesses to operate in an ethical, fair, safe and sustainable manner
<p>Services areas</p> <p><i>What the agency will deliver</i></p> <ul style="list-style-type: none"> Related services grouped into a high level service area for communicating the broad types of services delivered by an agency. The performance information published in the SDS is presented by service areas. Agencies that are not published in the SDS are not required to specify service areas. 	<ul style="list-style-type: none"> Primary health care 	<ul style="list-style-type: none"> Strong educational foundations 	<ul style="list-style-type: none"> Policy Advice, Coordination and Cabinet Support 	<ul style="list-style-type: none"> Liquor, gaming and fair trading

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<p>Services</p> <p><i>How the agency will deliver</i></p> <ul style="list-style-type: none"> The products and engagements undertaken by agencies that deliver outputs and result in outcomes for customers and stakeholders. Ideally, services generate benefits for customers and stakeholders and as a result, are valued by them. The efficiency and effectiveness of service delivery is measured using service standards. 	<ul style="list-style-type: none"> Preventive health outcomes 	<ul style="list-style-type: none"> School education 	<ul style="list-style-type: none"> Policy Advice 	<ul style="list-style-type: none"> Fair trading Liquor and gaming regulation
<p>Service standards</p> <p><i>How the agency will know if it is 'doing things right'</i></p>	<p>Define the level of performance that is appropriate for the service area/service and is expected to be achieved.</p> <p>In developing service standards, keep in mind the potential effect that measuring and reporting the standard will have on behaviour. Will monitoring the standard encourage improved performance? Are there potential unintended consequences for other aspects of performance (e.g. valuing timeliness of delivery rather than overall effectiveness)?</p>			
<p>Standards of efficiency</p> <p><i>How the agency's resources are being used</i></p>	<ul style="list-style-type: none"> Screening cost per patient (<i>i.e. input standard / activity standard</i>) 	<ul style="list-style-type: none"> Average cost of service per student: Primary (Prep - Year 7) Average cost of service per student: Secondary (Year 8 - Year 12) Average cost of service per student: Students with Disabilities 	<ul style="list-style-type: none"> Average cost of policy advice (<i>input standard per activity standard</i>) No. staff / time engaged in policy development : No. staff / time engaged in delivering the service 	<ul style="list-style-type: none"> Average cost per regulation activity (<i>input standard per activity standard</i>)
<p>Standards of effectiveness</p> <p><i>How well the agency's service delivery is creating the desired results</i></p>	<ul style="list-style-type: none"> No. stage 1 XYZ cancers detected through screening service as a proportion of total patients diagnosed with XYZ cancer. Rate of adoption of new technologies developed as a result of R&D strategies % reduction in demand for tertiary treatment services for XYZ cancer 	<ul style="list-style-type: none"> Years 3, 5, 7 and 9 Test - Proportion of students at or above the National Minimum Standard: Reading, Writing and Numeracy Proportion of Year 12 students awarded a QCE Proportion of Year 12 students who are completing or have completed a SAT or were awarded one or more of: QCE, IBD or VET qualification Proportion of OP/IBD students who received an OP 1 to 15 or an IBD 	<ul style="list-style-type: none"> Proportion of Cabinet submissions that meet or exceed agreed quality criteria 	<ul style="list-style-type: none"> Percentage of consumer complaints finalised with a positive outcome Proportion of disputes / conciliations satisfactorily finalised
<p>Other types of measures</p>	<p><i>Service standards are intended to demonstrate efficiency and effectiveness. Measures of activity, process, input, quality or access/equity may be relevant to and retained for your agency's internal monitoring, but generally do not need to be included in the Service Delivery Statement. However, in some cases, inclusion of these measures may be justified because of public interest to demonstrate changes in demand for a service, or as a proxy where it is not cost effective to collect information to measure efficiency or effectiveness. In such cases, the agency should include a notation to the measure to explain the purpose of the measure and why it is considered an important measure of the agency's performance.</i></p>			
<p>Activity measures</p>	<ul style="list-style-type: none"> Number of patients screened 	<ul style="list-style-type: none"> Number of students 	<ul style="list-style-type: none"> Number of policies developed 	<ul style="list-style-type: none"> Number of complaints and/or suspected breaches investigated Number of compliance audits and reviews conducted

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Process measures <ul style="list-style-type: none"> Measure throughput, or the means by which the agency delivers the service, rather than the service itself. They demonstrate how the agency delivers services, rather than how effectively services are delivered. Process measures are sometimes used as proxies for effectiveness measures if it is impractical or uneconomical to measure the effectiveness of the service or its outcome. 	<ul style="list-style-type: none"> Average time for screening service Compliance with medical protocols 	<ul style="list-style-type: none"> Average attendance rate for all students P-12 full time 	<ul style="list-style-type: none"> % of policy submissions assessed as compliant with the Queensland Cabinet Handbook 	<ul style="list-style-type: none"> % of front-end licensing activities completed within nominated timeframes
Input (cost) measures <ul style="list-style-type: none"> Measure the resources consumed in delivering a service, either as an absolute figure or as a percentage of total resources. Input measures demonstrate what it costs to deliver a service. Input measures can often be converted to efficiency measures by combining them with activity measures to show the unit cost of the activity. 	<ul style="list-style-type: none"> Total cost of screening services 	<ul style="list-style-type: none"> Number of state schools 	<ul style="list-style-type: none"> Total cost of policy advice 	<ul style="list-style-type: none"> Total cost of regulation
Quality measures <ul style="list-style-type: none"> Measure whether a service is fit for purpose, for example, extent to which outputs conform to specifications. Quality itself is one dimension of effectiveness, but does not necessarily fully represent how effective a service is - a service could be high quality, but still not effective, and vice versa. The quality of a service can be measured in various ways – timeliness, accuracy, completeness, accessibility and equity of access, continuity of supply, and/or customer satisfaction. 	<ul style="list-style-type: none"> Average waiting time (accessibility) % population screened (market penetration) 	<ul style="list-style-type: none"> Proportion of parents satisfied with their child's school 	<ul style="list-style-type: none"> % of policy advice returned for clarification % of policy advice meets the department's quality criteria <p><i>(it is generally accepted to use measures of the quality of process, where possible in conjunction with measures of effectiveness and/or effect, to assess the quality of policy)</i></p>	<ul style="list-style-type: none"> Proportion of complaints / conciliations resolved to satisfaction of the individual concerned
Equity measures <ul style="list-style-type: none"> Measure how well a service is meeting the needs of particular groups that have special needs or difficulties in accessing government services. Equity measures focus on any gap in performance between special needs groups and the general population. Equity measures may reflect equity of access – all Australians are expected to have appropriate access to services; and equity to outcome – all Australians are expected to achieve appropriate outcomes from service use. 	<ul style="list-style-type: none"> Mortality rates by indigenous status 	<ul style="list-style-type: none"> Years 3, 5, 7 and 9 Test - Proportion of students at or above the National Minimum Standard: Reading, Writing and Numeracy; by Indigenous status Number of students with disabilities who have completed 12 years of schooling 		<ul style="list-style-type: none"> Number of compliance activities conducted in Aboriginal and Torres Strait Islander communities