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Australian Government
Productivity Commission

About the **Productivity Commission**

Taiwan visit, Canberra office

17 June 2024

A snapshot of the Productivity Commission

Independent research and advisory body

Economic, social and environmental issues



Evidence-based
analysis



Policy ideas ↔
actionable outcomes

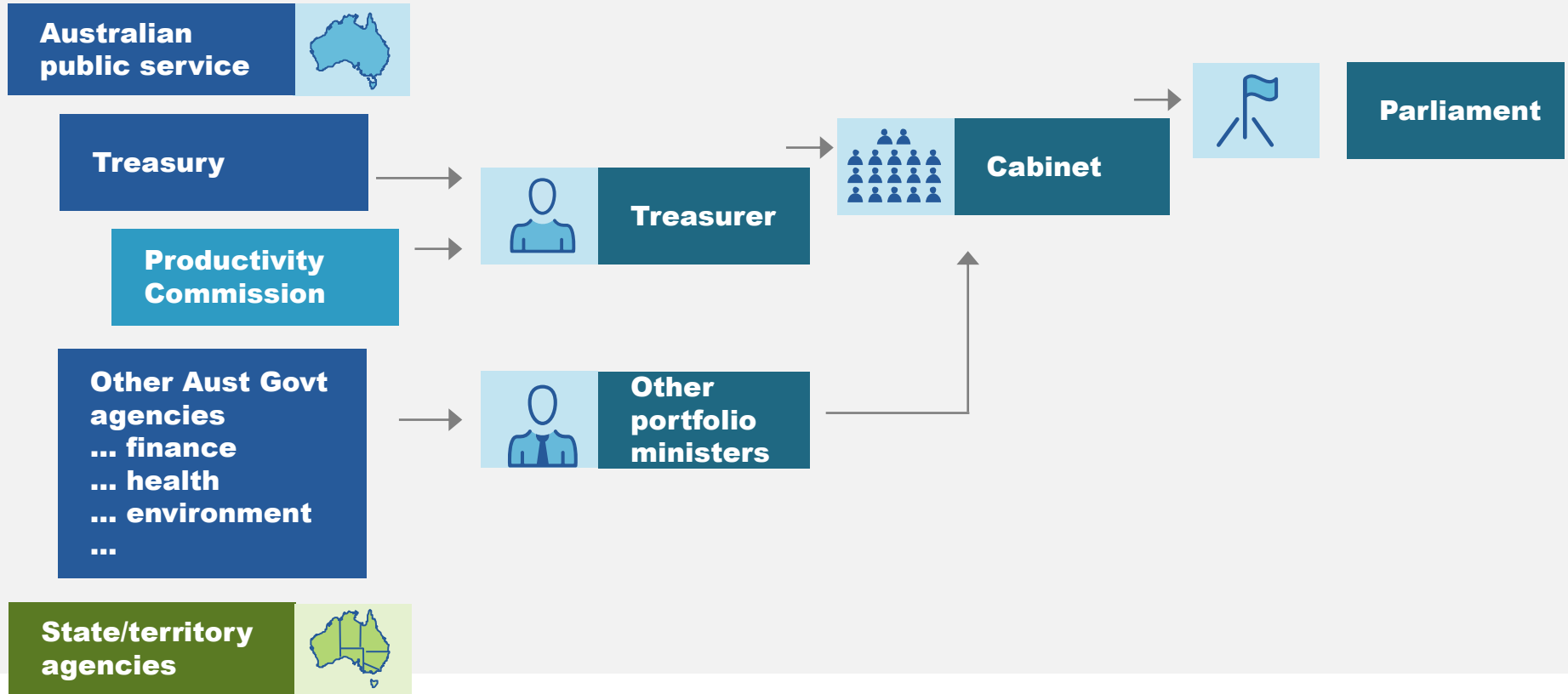


Inform
and educate

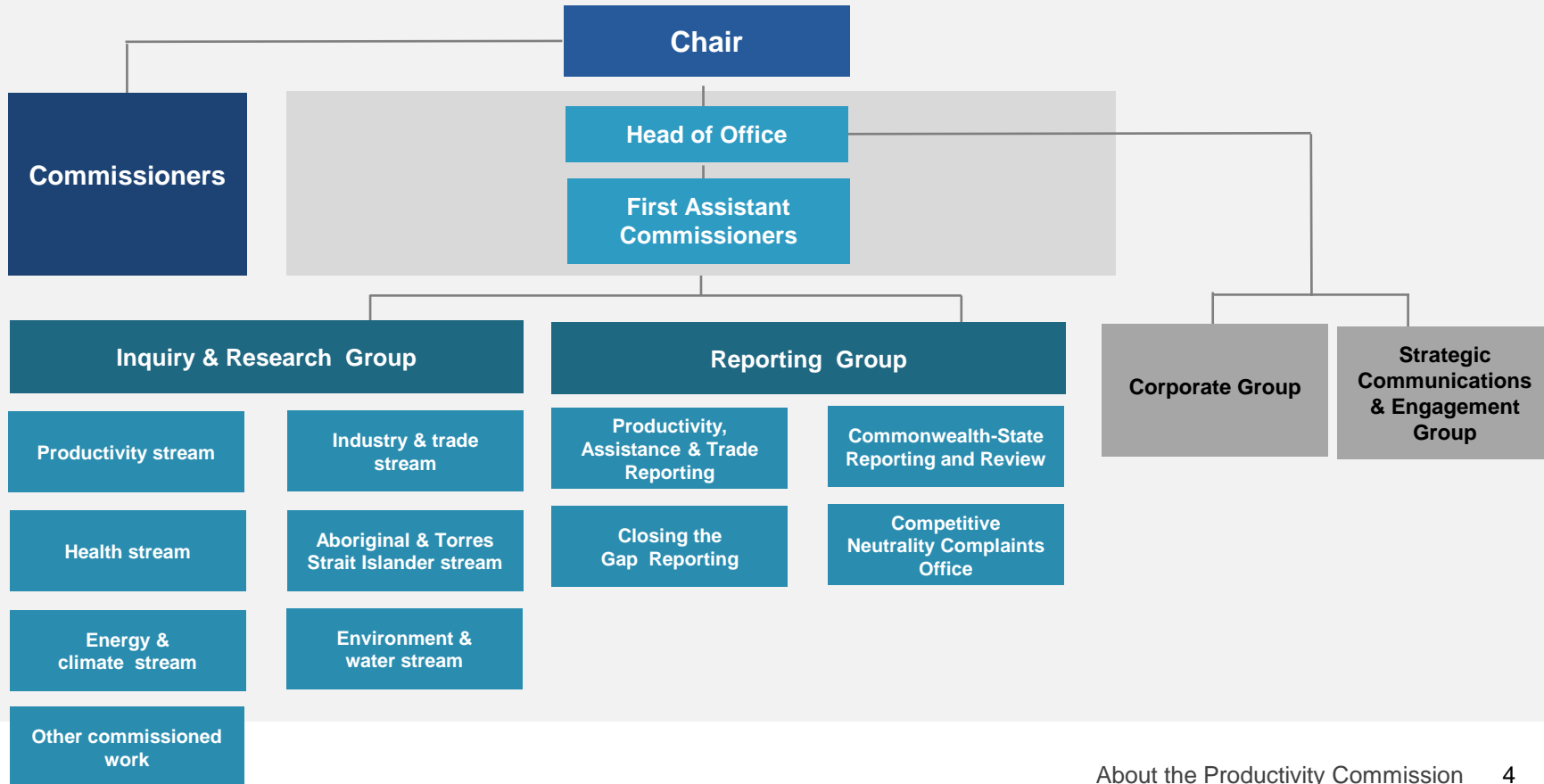
Enhance living standards for the Australian community
through a more productive & efficient economy



The broad institutional landscape



Organisational structure



Staffing

12 Commissioners
1 Associate

About 180 staff
(70-75% on core work;
25-30% support staff)



Around \$37 million annual appropriation

Current projects

Work requested by Government or required under PC Act



Early childhood education and care



National Competition Policy analysis



Closing the Gap reporting



Trade and assistance review #



National productivity reporting #



Report on Government services (ongoing)



Competitive neutrality complaint investigations #

PC-initiated work



Inequality



Health research



Energy & climate change research



Indigenous policy research

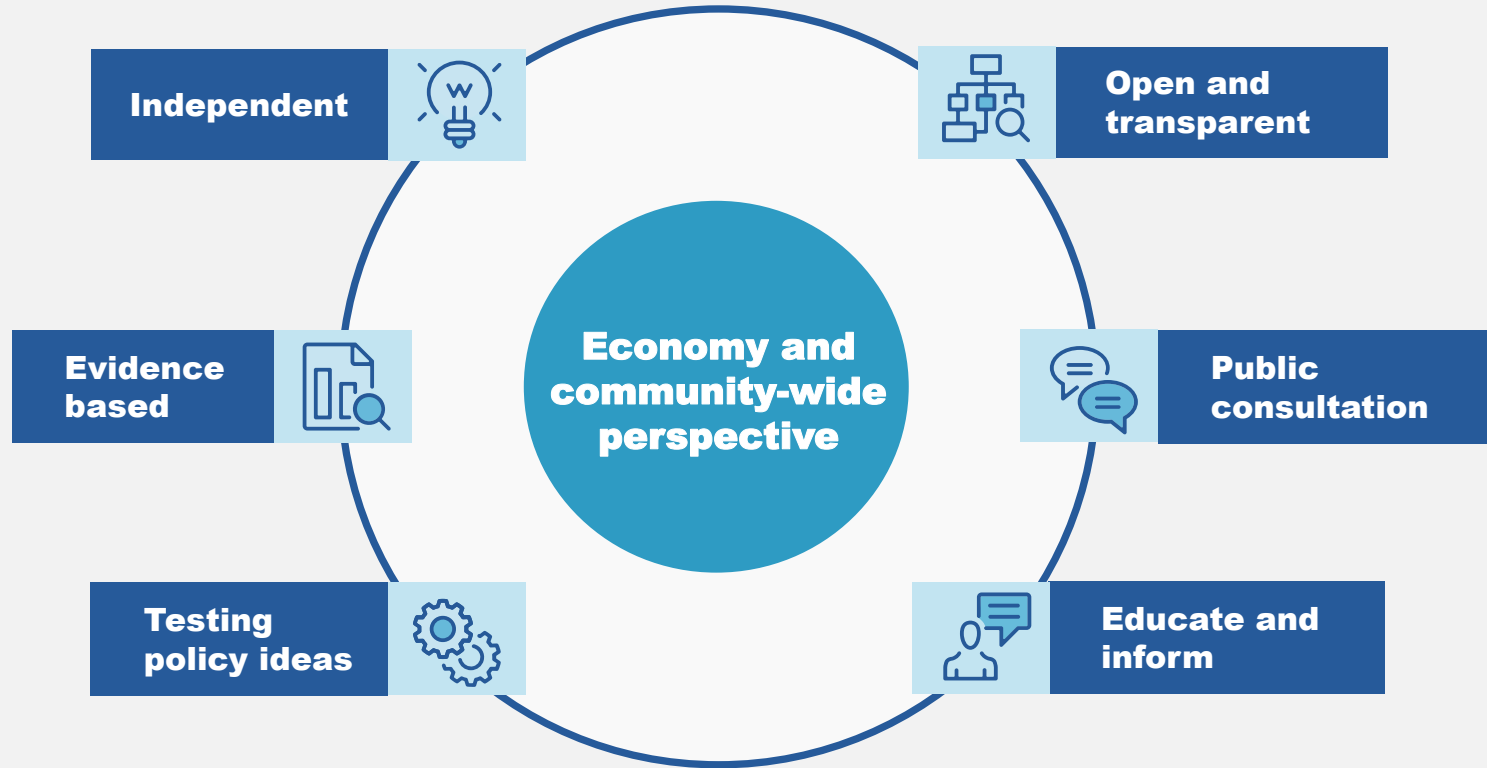


Productivity research



Industry & trade research

Key operating principles



Criteria for measuring our success



Delivery

- Engage effectively with the whole community
- Open, independent and transparent process
- Timely reporting
- Efficient



Impact

- Valuable source of robust, evidence-based and influential public policy analysis for the public good – ***'make a difference'***
- Generate effective public debate

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Australian Government
Productivity Commission

Report on Government Services

Jessica Read, Assistant Commissioner,
Commonwealth State Reporting and Review

June 2024

Role of the Report on Government Services

- The Report on Government Services provides information on the **equity, efficiency and effectiveness** of government services in Australia.
- The Report is used by governments to **inform planning and evaluation of policies**, for **budgeting** (including to assess the resource needs and performance of government agencies) and **to demonstrate government accountability**.
- A key focus of the Report is measuring the **comparative performance** of government services across jurisdictions.
 - Reporting on comparative performance can provide incentives for service providers to improve performance where there is no or little competition, and provides a level of accountability to consumers.

Early childhood education & training

Corrective services

School education

VET

Courts

Mental health

Public hospitals

There are 17 service delivery areas in the RoGS

Emergency services

Housing & homelessness

Aged care

Primary and community health

Police services

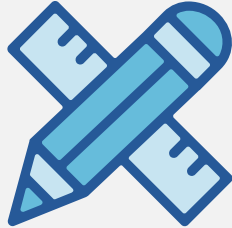
Services for people with a disability

Youth justice

Ambulance services

Child protection services

Performance measure design

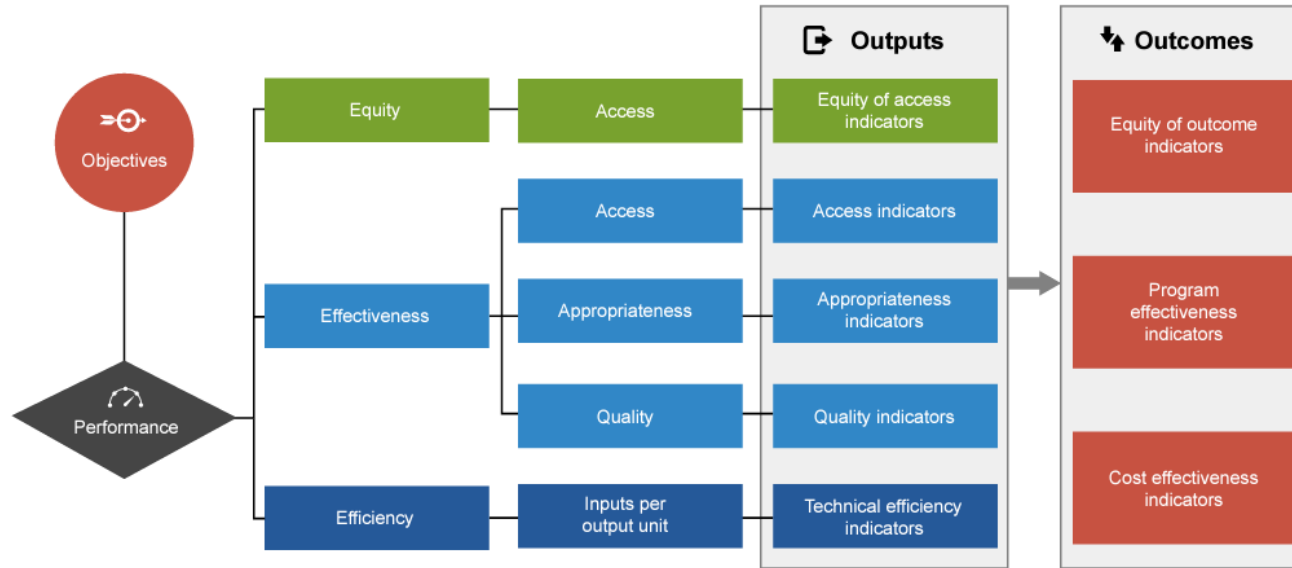


Principles for defining good RoGS performance measures

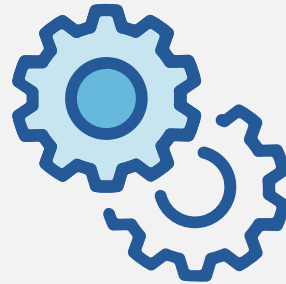
1. Scope is as broad as possible and covers a significant program, group or issue.
2. Enables comparative performance across jurisdictions, regions or groups (e.g., defined as a rate or proportion rather than numbers).
3. Clear and understood by the general public, without technical expertise or statistical knowledge.
4. Provide a good indication of success with an increase/decrease representing a clear improvement/reduction in performance.
5. Monitor performance that can predominately be attributed to a government service or action.
6. Avoids encouraging perverse incentives.

The performance indicator framework

- Each service area in the Report has a set of objectives and a performance indicator framework



Report governance & production



Report governance

- The report is produced under the direction of the Steering Committee for the Review of Government Service Provision (SCRGSP).
 - Comprises representatives from all jurisdictions. Usually two representatives - one from each of Prime Ministers / Premier's departments and Treasury departments
 - ABS and AIHW observers
- The Steering Committee is supported by sector-specific working groups comprised of technical / portfolio experts
- The Productivity Commission is the Secretariat to the Steering Committee

RoGS data

Administrative data

- Data comes directly from jurisdictions
- Aggregate data (not unit level)
- Mostly information about service delivery and expenditure
- Provided via collection sheets

Data from national agencies

- Customised data requests
- National data agencies – ABS, AIHW
- Specialist agencies – ACARA, quality and safety regulators (aged care, disability)
- Sometimes fee for service
- Provided via collection sheets

Data from existing reports

- “Self sourced” data from existing publications (ABS, AIHW)

Publication

- Online interactive annual publication Jan/Feb

Performance framework

| Context | Indicator framework | Indicator results | Indigenous data | Explanatory material |
|--|---------------------|-------------------|-----------------|----------------------|
| <p>The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of school education.</p> <p>The performance indicator framework shows which data are complete and comparable in this Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Section 1 discusses data comparability and completeness from a Report-wide perspective. In addition to the contextual information for this service area (see Context tab), the Report's statistical context (section 2) contains data that may assist in interpreting the performance indicators presented in this section.</p> <p>Improvements to performance reporting for school education are ongoing and include identifying data sources to fill gaps in reporting for performance indicators and measures, and improving the comparability and completeness of data.</p> | | | | |
| <p>Outputs</p> <p>Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see section 1). Output information is also critical for equitable, efficient and effective management of government services.</p> | | | | |
| <p>Outcomes</p> <p>Outcomes are the impact of services on the status of an individual or group (see section 1).</p> | | | | |
| <p>The diagram illustrates the Performance Framework. It starts with 'Objectives' leading to 'PERFORMANCE'. This branches into three main areas: Equity, Effectiveness, and Efficiency. Each area has associated indicators (e.g., Access, Appropriateness, Quality, Inputs per output unit) and outputs (e.g., Attendance and participation, Student engagement, Quality teaching, Recurrent expenditure per student). These lead to 'Outcomes' such as Student outcomes (national testing), Attainment, Student outcomes (international testing), and Destination.</p> | | | | |
| <p>Key to indicators*</p> <ul style="list-style-type: none"> Text Most recent data for all measures are comparable and complete Text Most recent data for at least one measure are comparable and complete Text Most recent data for all measures are either not comparable and/or not complete Text No data reported and/or no measures yet developed <p>* A description of the comparability and completeness is provided under the Indicator results tab for each measure.</p> <p>Text version of indicator framework</p> | | | | |

Results

- Reporting requirements and methodologies may vary between years. Refer to footnotes in the data tables.

Nationally in 2020-21, government recurrent expenditure per FTE student in all schools was \$17 992 (figure 4.6). Between 2011-12 and 2020-21, real government expenditure per FTE student increased at an average rate of 1.9 per cent per year (table 4A-14).

Nationally in 2020-21, government recurrent expenditure per FTE student in non-government schools was \$12 442 (does not include UCC). Between 2010-11 and 2020-21 real government expenditure per FTE student increased at an average rate of 2.8 per cent per year.

Nationally in 2020-21, government recurrent expenditure (including UCC) was \$20 940 per FTE student in government schools (excluding UCC this was \$17 683). Between 2011-12 and 2020-21, real government expenditure (including UCC) per FTE student increased at an average rate of 1.7 per cent per year.

- Data are comparable (subject to caveats) across jurisdictions and over time. (Note that as non-government schools data do not account for UCC nor non-government sources of funding, the data are not comparable for comparing the efficiency of government- and non-government schools.)
- Data are complete (subject to caveats) for the current reporting period.

Select year(s): (Multiple values)
 Select school type:
 All schools
 Government schools
 Non-government schools

Figure 4.6 Real recurrent expenditure All schools, All school levels, 2020-21 dollars (\$) by jurisdiction, by year

The bar chart displays the real recurrent expenditure per FTE student in all schools across various Australian jurisdictions (NSW, VIC, QLD, WA, SA, Tas, ACT, NT, Aust) from 2011-12 to 2020-21. The y-axis represents the expenditure in dollars, ranging from 0 to 30,000. The x-axis shows the fiscal years. The bars show a general upward trend in expenditure over the period, with a notable dip in 2020-21. The 'Aust' bar represents the national average.

(a) Data for non-government schools does not include UCC. Source: table 4A-14

Data

The screenshot shows a spreadsheet with columns for Year, Jurisdiction, and Expenditure per FTE student. The rows are organized by jurisdiction: Government schools, Australian Government payments, and State and Territory government expenditure. The data shows a general increase in expenditure over time, with a significant dip in 2020-21.

| Year | NSW | VIC | QLD | WA | SA | Tas | ACT | NT | Aust |
|---------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| 2011-12 | 15,000 | 18,000 | 16,000 | 17,000 | 15,000 | 16,000 | 17,000 | 18,000 | 16,500 |
| 2012-13 | 16,000 | 19,000 | 17,000 | 18,000 | 16,000 | 17,000 | 18,000 | 19,000 | 17,500 |
| 2013-14 | 17,000 | 20,000 | 18,000 | 19,000 | 17,000 | 18,000 | 19,000 | 20,000 | 18,500 |
| 2014-15 | 18,000 | 21,000 | 19,000 | 20,000 | 18,000 | 19,000 | 20,000 | 21,000 | 19,500 |
| 2015-16 | 19,000 | 22,000 | 20,000 | 21,000 | 19,000 | 20,000 | 21,000 | 22,000 | 20,500 |
| 2016-17 | 20,000 | 23,000 | 21,000 | 22,000 | 20,000 | 21,000 | 22,000 | 23,000 | 21,500 |
| 2017-18 | 21,000 | 24,000 | 22,000 | 23,000 | 21,000 | 22,000 | 23,000 | 24,000 | 22,500 |
| 2018-19 | 22,000 | 25,000 | 23,000 | 24,000 | 22,000 | 23,000 | 24,000 | 25,000 | 23,500 |
| 2019-20 | 23,000 | 26,000 | 24,000 | 25,000 | 23,000 | 24,000 | 25,000 | 26,000 | 24,500 |
| 2020-21 | 17,992 | 21,000 | 19,000 | 20,000 | 18,000 | 19,000 | 20,000 | 21,000 | 19,500 |

2024 Report on Government Services release



Staggered release between 22 January and 5 February



Around 35,000 views of all RoGS landing pages in the month after the release



Mid-year 2024 RoGS update released 28 May 2024
(12 indicators updated across five sections)

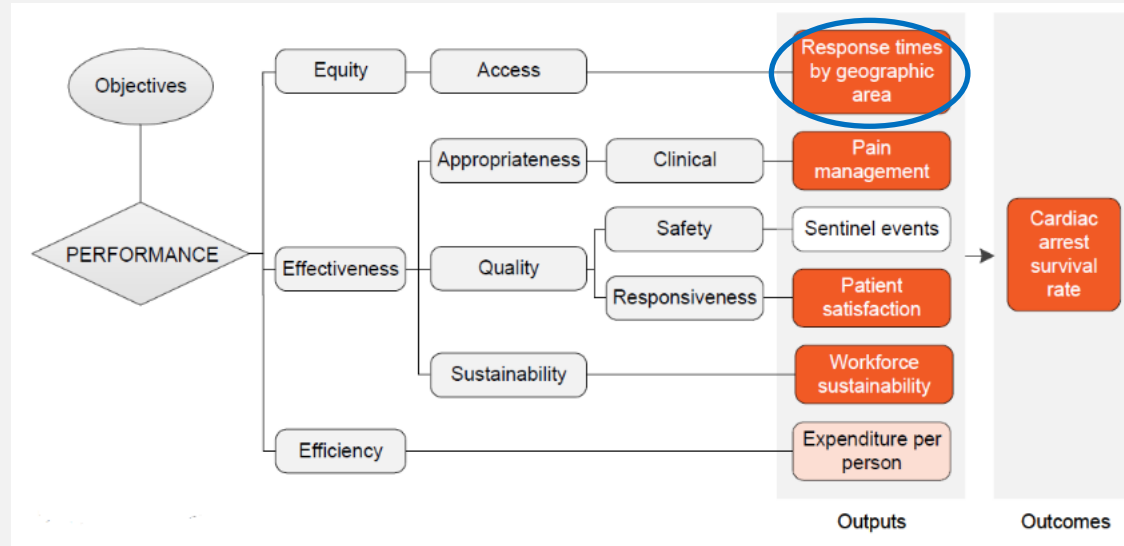
Analysis of selected indicators: Ambulance services



Ambulance performance indicator framework

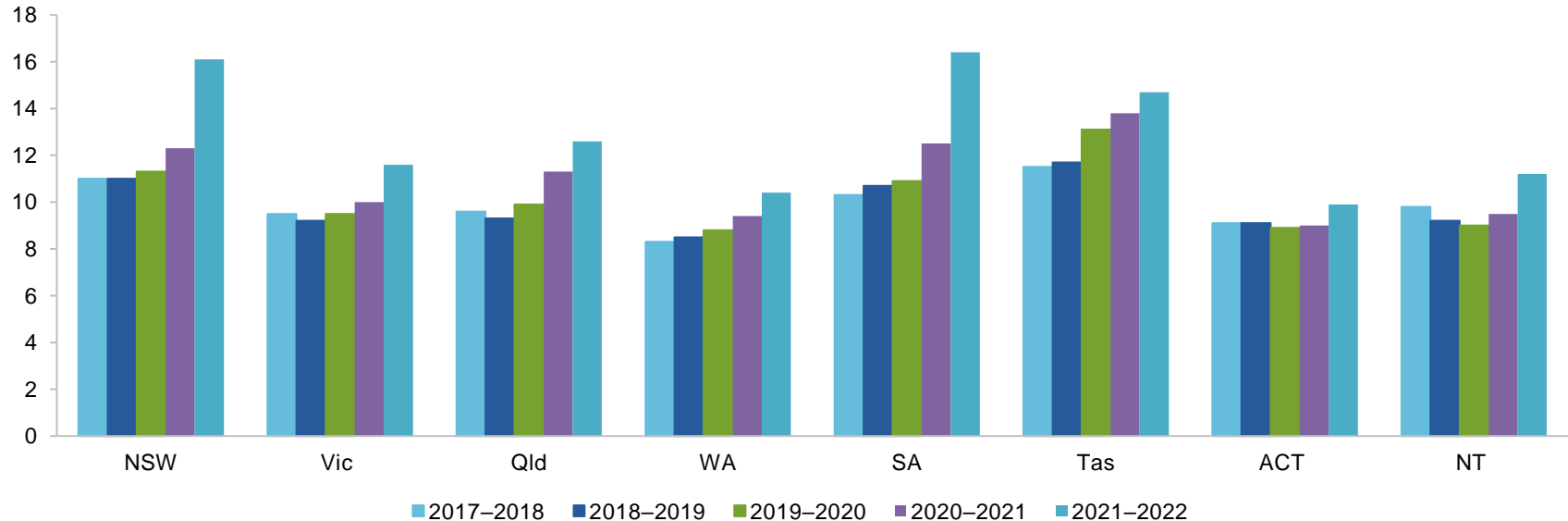
Ambulance service objectives:

- accessible and timely
- meet patients' needs through delivery of appropriate health care
- high quality — safe, co-ordinated and responsive health care
- sustainable.



OFFICIAL Ambulance emergency response times are increasing

Median response time (in minutes), capital cities



In 2021-22, the time within which 50% of first responding ambulance resources arrived at the scene of an emergency in code 1 situations ranged from 9.9 minutes (ACT) to 16.4 minutes (SA) in capital cities.



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@productivity-commission