

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(1)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

For each of the i) 1999-00, ii) 2000-01, iii) 2001-02, iv) 2002-03, v) 2003-04 financial years, did the Department include in its annual report a report on outcomes achieved for clients from diverse linguistic and cultural backgrounds?

Answer:

No.

Senate Finance and Public Administration Legislation Committee
ANSWERS TO QUESTIONS ON NOTICE
Finance and Administration Portfolio
Department of Finance and Administration
Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(2)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

If not, for each of the i) 1999-00, ii) 2000-01, iii) 2001-02, iv) 2002-03, v) 2003-04 financial years, did the Department otherwise publish a report on outcomes achieved for clients from diverse linguistic and cultural backgrounds? (If yes, please supply report).

Answer:

Yes – see attached reports (i, ii and iii).

i) The performance management framework for the Charter of the Public Service in a Culturally Diverse Society

The table below is the template for reporting against the performance indicators of the framework.

POLICY ADVISER ROLE Please check this box if this role is applicable to your organisation.

Performance Indicator	Performance Measure	In reporting against the Performance Indicators, please describe in dot points relevant programs, key initiatives undertaken and outcomes achieved.
<p>PI1: New or revised policy/programs that impact in different ways on the lives of people from different cultural and linguistic backgrounds, are developed in consultation with people from those backgrounds.</p>	<p>To ensure that policies are developed with the involvement of people from those cultural and linguistic backgrounds that are directly affected, may mean that people from different cultural and linguistic backgrounds are:</p> <ul style="list-style-type: none"> • involved directly through reference or advisory groups; • consulted through the various peak bodies; or • able to voice their views through the use of focus groups, surveys, or by commenting on discussion papers. <p>The consultation process should:</p> <ul style="list-style-type: none"> • take the time to properly identify the customers and stakeholder groups; • use targeted strategies, such as ethnic media and ethnic networks to request input; • allow time for those consulted to properly consider issues and respond to suggestions; • involve organisations/networks representing ethnic users and stakeholders; and • where possible, seek the views of individual customers. 	
<p>PI2: New or revised policy/program proposals assess the direct impact on the lives of people from a range of cultural and linguistic backgrounds prior to decision.</p>	<p>To ensure that major policies, being developed or reviewed by Government, fully consider the impact on the lives of people from a range of cultural and linguistic backgrounds before decisions are made, by:</p> <ul style="list-style-type: none"> • documenting the impact of new and revised policy proposals on people from a range of cultural and linguistic backgrounds as part of the policy proposal; 	

	<ul style="list-style-type: none"> • using the feedback gathered during consultations representing a range of cultural and linguistic backgrounds to develop and/or modify the new or revised policy proposals; • using case studies of people from particular cultural and linguistic backgrounds to highlight the impact of the new and/or revised policy proposal; and • incorporating in budget commitments, funding to facilitate access for people from particular cultural and linguistic backgrounds to new services and programs. For example, those funds may be used to access interpreter services for individual service users. 	
<p>PI3: New or revised policy/program initiatives have a communication strategy developed and sufficiently resourced to inform people from relevant cultural and linguistic backgrounds.</p>	<p>To ensure that people from various cultural and linguistic backgrounds know about new policies, as well as changes in policies that may impact on their lives, by:</p> <ul style="list-style-type: none"> • using the ethnic media and ethnic networks to distribute information; • using plain English to explain the new and/or revised policy/program initiative; • developing translated information; • involving community leaders to inform members of their communities; and • developing imagery rather than text based communication mediums. 	

REGULATOR ROLE

Please check this box if this role is applicable to your organisation.

Performance Indicator	Performance Measure	In reporting against the Performance Indicators, please describe in dot points the relevant regulations, key initiatives undertaken and outcomes achieved.
<p>PI1: Resources are provided so that publicly available and accessible information on regulations is communicated appropriately to people from a range of cultural and linguistic backgrounds, and especially to those identified as having a high level of non-compliance.</p>	<p>This indicator aims to ensure that people from a range of cultural and linguistic backgrounds know about the regulations that may impact on their lives. This can be achieved by:</p> <ul style="list-style-type: none"> • using the ethnic media and ethnic networks to distribute information; • using plain English to explain regulations; • developing translated information; and • involving community leaders to inform members of their communities. <p>Whatever the approach taken, it is important, that the information is understandable, comprehensible, intelligible and provided in a timely manner.</p>	

Please check this box if this role is applicable to your organisation.

PURCHASER ROLE

Performance Indicator	Performance Measure	In reporting against the Performance Indicators, please describe in dot points key outsourced programs, grants programs or cultural acquisition programs, initiatives undertaken and outcomes achieved.
<p>PI1: Purchasing processes that impact in different ways on the lives of people from different cultural and linguistic backgrounds are developed in consultation with people from those backgrounds.</p>	<p>To enable people from a range of cultural and linguistic backgrounds to be involved in the purchasing process in relation to outsourced services, grants programs and the purchase for display of cultural items, the consultation strategy may involve:</p> <ul style="list-style-type: none"> • the use of a Reference Group of people from a range of identified cultural and/or linguistic backgrounds to help inform the development of the purchasing processes; • liaison with the Federation of Ethnic Communities Councils of Australia and/or the State and Territory based Multicultural/Ethnic Communities' Councils and/or the Aboriginal and Torres Strait Islander Commission to ensure that the views of people from a range of cultural and linguistic backgrounds are considered; • the use of focus groups with representation of individuals from a range of cultural and linguistic backgrounds to inform the development process. Where possible representatives from newly arrived communities, as well as those more established communities, should be represented; and • the distribution of a discussion paper through established networks to reach people from a range of cultural and linguistic backgrounds. <p>This PI is targeted at major contracts linked to priorities identified in the business plan.</p>	<p>The CSS Board's major service provider is its scheme administrator, ComSuper. Under the <i>Superannuation Act 1976</i>, the Board is required to obtain administration services from ComSuper. The CSS Board does not have any other major contracts in respect of its administration activities.</p>

<p>PI2: Tendering specifications and contract requirements for the purchase of goods or services are consistent with the requirements of the Charter.</p>	<p>Strategies to ensure that the needs of people from a range of cultural and linguistic backgrounds are met through the purchasing process, might include:</p> <ul style="list-style-type: none"> • tender specifications that identify the needs of people from a range of cultural and linguistic backgrounds, seek strategies from contracted Providers on how to address such needs in ways that are consistent with the Charter; • contracts specify data collection standards and reporting requirements which assist the Provider to monitor the needs of their culturally and linguistically diverse clientele; • contracts require Providers to establish complaints handling mechanisms that are responsive to complaints which are triggered by the cultural and linguistic background of the complainant; • grants programs are publicised using the ethnic media and ethnic networks; and • tender specifications for individual projects over \$5 million (\$6 million for construction and related facilities) that are in places where there are significant Indigenous populations with limited employment and training opportunities should comply with Commonwealth Procurement Guideline requirements regarding consideration of the opportunities for training and employment for local Indigenous communities, the capabilities of local Indigenous suppliers and consultation with ATSIC and/ or the relevant community council or group in planning the project. 	<p>CSS member entitlements are determined by the <i>Superannuation Act 1976</i>. The cultural and linguistic diversity of members does not impact on these entitlements.</p> <p>The Board is aware that its administrator, ComSuper, does and will, on request, provide interpreter services to assist in providing services to CSS members.</p>
<p>PI3: Complaints mechanisms enable people (regardless of cultural and linguistic backgrounds) to address issues and raise concerns about the performance of service providers (contracted or other), and the purchasing agency.</p>	<p>Strategies to ensure that complaints from people from a range of cultural and linguistic backgrounds are heard and addressed, may include:</p> <ul style="list-style-type: none"> • the provision of information on complaints handling processes and procedures in accessible formats for people from a range of cultural and linguistic backgrounds; • providing the TIS contact number in complaints brochures and client service charters; • the use of bilingual staff or interpreters to assist in the complaints lodgement and hearing process; and • analysis of complaints data to show the percentage triggered by issues of language and culture. 	<p>The CSS Board will arrange interpreter services if required.</p>

PROVIDER ROLE ✓

Please check this box if this role is applicable to your organisation.

Performance Indicator	Performance Measure	In reporting against the Performance Indicators, please describe in dot points relevant programs, key initiatives undertaken and outcomes achieved.
<p>PI1: Providers have established mechanisms for planning for implementation, monitoring and review that incorporate the principles underpinning the Charter.</p>	<p>To ensure that providers plan, deliver and monitor their services in ways that consider and account for the needs of their culturally diverse clientele, may include:</p> <ul style="list-style-type: none"> • having evidence of consideration of cultural and linguistic diversity in strategic and operational plans; • establishing consultative committees that include people from a range of cultural and linguistic backgrounds to advise on the provision of services; • based on service data collected, budgeting includes sufficient funds to meet the need for interpreters; • providing products that are tailored to respond to the needs of groups with specific cultural or linguistic backgrounds; • developing strategies that provide information in accessible formats that can be used by people from a range of cultural and linguistic backgrounds; • undertaking research to understand any differing needs of people that arise because of their cultural and linguistic background; and • in evaluating outcomes, assessing any differing impacts on people that arise because of their cultural and linguistic background. 	<p>The CSS Board is responsible for the administration of the Commonwealth Scheme (CSS Scheme). The CSS Board has outsourced the majority of its administration responsibilities to ComSuper.</p> <p>Membership of the CSS Scheme is only open to employees of Commonwealth departments and agencies. It is very rare for the issue of cultural background or language to arise in dealing with these clients.</p> <p>Notwithstanding this, the Scheme administrator, ComSuper, does offer CSS members and their beneficiaries, interpreter arrangements on an as needed basis.</p>
<p>PI2: Provider data collection systems incorporate the requirements of the Standards for Statistics on Cultural and Language Diversity (the Standards) for statistics on cultural and language diversity.</p>	<p>To ensure that Providers collect data on cultural and linguistic diversity consistent with the Standards, may include:</p> <ul style="list-style-type: none"> • data collection forms, that contain data on cultural and language diversity, are consistent with the Standards; • plans are in place to modify the data collection systems to comply with the Standards; • ABS census data (consistent with the Standards) is used by Providers servicing the entire community or by any Provider for communication and consultation campaigns; 	<p>The CSS Board does not collect data on cultural or language background of its clients as this is not relevant to their superannuation entitlements.</p>

	<ul style="list-style-type: none"> • maintenance of key databases on service users that are able to be interrogated to identify trends against cultural and linguistic diversity; and • service data on cultural and linguistic diversity being used to inform future service planning and new initiatives. 	
<p>PI3: Providers have established service standards that utilise the cultural and linguistic diversity of their staff, or their staff's cross-cultural awareness to facilitate and enhance service delivery.</p>	<p>To ensure that services are able to adequately meet the needs of clients, including those that arise because of a person's cultural or linguistic background, may include:</p> <ul style="list-style-type: none"> • tailoring of workforce skills to better respond to needs of clients from a range of cultural and linguistic backgrounds (including recruiting and using bilingual staff; multicultural or indigenous liaison officers), • the provision of cross-cultural awareness training; and • compiling and utilising a list of bilingual staff receiving a language allowance or with language skills for client service. 	<p>Members' entitlements are determined under the <i>Superannuation Act 1976</i> and those entitlements are not in anyway impacted by a member's cultural or linguistic background.</p> <p>The CSS Board and the scheme administrator, ComSuper, regularly and extensively monitor client satisfaction with all of its services. This feedback includes open ended responses on any matters related to service provision. To date, cultural and linguistic diversity has not been a factor in client satisfaction levels.</p>
<p>PI4: Complaints mechanisms enable people (regardless of cultural and linguistic background) to address issues and raise concerns about the performance of Providers.</p>	<p>To ensure that complaints from people from a range of cultural and linguistic backgrounds are heard and addressed, useful strategies may include:</p> <ul style="list-style-type: none"> • the provision of information on complaints handling processes and procedures in accessible formats for people from a range of cultural and linguistic backgrounds; • the use of interpreters to assist in the complaints lodgement and hearing process; and • analysis of complaints data to show the percentage triggered issues of language or culture. 	<p>The scheme administrator, ComSuper, has designed the CSS complaint form so that a member need only tick a box to indicate the nature of their complaint. Even if the member cannot communicate the nature of the complaint, the return of the form would prompt further enquiry from the administrator.</p> <p>The Board and ComSuper will provide translation services to members or their beneficiaries, if requested.</p>

ii) The performance management framework for the Charter of the Public Service in a Culturally Diverse Society

The table below is the template for reporting against the performance indicators of the framework.

POLICY ADVISER ROLE

Please tick if this role is applicable to your organisation.

Performance Indicator	Performance Measure	In reporting against the Performance Indicators, please describe in dot points key initiatives undertaken and outcomes achieved.
<p>PI1: New or revised policy/programs that impact in different ways on the lives of people from different cultural and linguistic backgrounds, are developed in consultation with people from those backgrounds.</p>	<p>To ensure that policies are developed with the involvement of people from those cultural and linguistic backgrounds that are directly affected, may mean that people from different cultural and linguistic backgrounds are:</p> <ul style="list-style-type: none"> • involved directly through reference or advisory groups; • consulted through the various peak bodies; or • able to voice their views through the use of focus groups, surveys, or by commenting on discussion papers. <p>The consultation process should:</p> <ul style="list-style-type: none"> • take the time to properly identify the customers and stakeholder groups; • allow time for those consulted to properly consider issues and respond to suggestions; • involve organisations/networks representing users and stakeholders; and • where possible, seek the views of individual customers. 	
<p>PI2: New or revised policy/program proposals assess the direct impact on the lives of people from a range of cultural and linguistic backgrounds prior to decision.</p>	<p>To ensure that major policies, being developed or reviewed by Government, fully consider the impact on the lives of people from a range of cultural and linguistic backgrounds before decisions are made, by:</p> <ul style="list-style-type: none"> • documenting the impact of new and revised policy proposals on people from a range of cultural and linguistic backgrounds as part of the policy proposal; 	

	<ul style="list-style-type: none"> • using the feedback gathered during consultations representing a range of cultural and linguistic backgrounds to develop and/or modify the new or revised policy proposals; • using case studies of people from particular cultural and linguistic backgrounds to highlight the impact of the new and/or revised policy proposal; and • incorporating in budget commitments, funding to facilitate access for people from particular cultural and linguistic backgrounds to new services and programs. For example, those funds may be used to access interpreter services for individual service users. 	
<p>PI3: New or revised policy/program initiatives have a communication strategy developed to inform people from relevant cultural and linguistic backgrounds.</p>	<p>To ensure that people from various cultural and linguistic backgrounds know about new policies, as well as changes in policies that may impact on their lives, by:</p> <ul style="list-style-type: none"> • using the ethnic media and ethnic networks to distribute information; • using plain English to explain the new and/or revised policy/program initiative; • developing translated information; • involving community leaders to inform members of their communities; and • developing imagery rather than text based communication mediums. 	

REGULATOR ROLE

Please tick if this role is applicable to your organisation.

Performance Indicator	Performance Measure	In reporting against the Performance Indicators, please describe in dot points key initiatives undertaken and outcomes achieved.
<p>PI1: Publicly available information on regulations is communicated to people from a range of cultural and linguistic backgrounds.</p>	<p>This indicator aims to ensure that people from a range of cultural and linguistic backgrounds know about the regulations that may impact on their lives. This can be achieved by:</p> <ul style="list-style-type: none"> • using the ethnic media and ethnic networks to distribute information; • using plain English to explain regulations; • developing translated information; and • involving community leaders to inform members of their communities. <p>Whatever the approach taken, it is important, that the information is understandable, comprehensible, intelligible and provided in a timely manner.</p>	
<p>PI2: Publicly available regulatory compliance reporting is available in accessible mediums for people from a range of cultural and linguistic backgrounds.</p>	<p>This indicator aims to ensure that all individuals within the community can access publicly available information about how well an organisation performs against the regulations that it must meet. This can be achieved by:</p> <ul style="list-style-type: none"> • using the ethnic media and ethnic networks to distribute information; • using plain English to explain regulations; • developing translated information; and • involving community leaders to inform members of their communities. 	

PURCHASER ROLE

✓ Please tick if this role is applicable to your organisation.

Performance Indicator	Performance Measure	In reporting against the Performance Indicators, please describe in dot points key initiatives undertaken and outcomes achieved.
<p>PI1: Purchasing processes that impact in different ways on the lives of people from different cultural and linguistic backgrounds are developed in consultation with people from those backgrounds.</p>	<p>To enable people from a range of cultural and linguistic backgrounds to be involved in the purchasing process, the consultation strategy may involve:</p> <ul style="list-style-type: none"> • the use of a Reference Group of people from a range of identified cultural and/or linguistic backgrounds to help inform the development of the purchasing processes; • liaison with the Federation of Ethnic Communities Councils of Australia and/or the State and Territory based Multicultural/Ethnic Communities' Councils to ensure that the views of people from a range of cultural and linguistic backgrounds are considered; • the use of focus groups with representation of individuals from a range of cultural and linguistic backgrounds to inform the development process. Where possible representatives from newly arrived communities, as well as those more established communities, should be represented; and • the distribution of a discussion paper through established networks to reach people from a range of cultural and linguistic backgrounds. <p>This PI is targeted at major contracts linked to priorities identified in the business plan.</p>	<p>The CSS Board's major service provider is its scheme administrator, ComSuper. The Board is required under the Superannuation Act 1976 to obtain administration services from ComSuper. The CSS Board does not have any other major contracts in respect of its administration activities.</p>
<p>PI2: Tendering specifications and contract requirements for the purchase of goods or services are consistent with the requirements of the Charter.</p>	<p>Strategies to ensure that the needs of people from a range of cultural and linguistic backgrounds are met through the purchasing process, might include:</p> <ul style="list-style-type: none"> • tender specifications that identify the needs of people from a range of cultural and linguistic backgrounds, seek strategies from Providers on how to address such needs in ways that are consistent with the Charter; 	<p>CSS member entitlements are determined by the provisions of the Superannuation Act 1976. The cultural and linguistic diversity of members does not impact on these entitlements.</p>

	<ul style="list-style-type: none"> contracts specify data collection standards and reporting requirements which assist the Provider to monitor the needs of their culturally and linguistically diverse clientele; and contracts require Providers to establish complaints handling mechanisms that are responsive to complaints which are triggered by the cultural and linguistic background of the complainant. 	<p>The Board is aware that its administrator, ComSuper does and will, on request, provide interpreter services to assist in providing services to CSS members.</p>
<p>PI3: Complaints mechanisms enable people (regardless of cultural and linguistic backgrounds) to address issues and raise concerns about the performance of Purchasers and Providers.</p>	<p>Strategies to ensure that complaints from people from a range of cultural and linguistic backgrounds are heard and addressed, may include:</p> <ul style="list-style-type: none"> the provision of information on complaints handling processes and procedures in accessible formats for people from a range of cultural and linguistic backgrounds; the use of interpreters to assist in the complaints lodgement and hearing process; and analysis of complaints data to show the percentage triggered by issues of language and culture. 	<p>The CSS Board will arrange interpreter services if required.</p>

PROVIDER ROLE ✓

Please tick if this role is applicable to your organisation.

Performance Indicator	Performance Measure	In reporting against the Performance Indicators, please describe in dot points key initiatives undertaken and outcomes achieved.
<p>PI1: Providers have established mechanisms for planning, implementation, monitoring and review that incorporate the principles underpinning the Charter.</p>	<p>To ensure that providers plan, deliver and monitor their services in ways that consider and account for the needs of their culturally diverse clientele, may include:</p> <ul style="list-style-type: none"> • having evidence of consideration of cultural and linguistic diversity in strategic and operational plans; • developing strategies that provide information in accessible formats that can be used by people from a range of cultural and linguistic backgrounds; • establishing consultative committees that include people from a range of cultural and linguistic backgrounds to advise on the provision of services; • undertaking research to understand any differing needs of people that arise because of their cultural and linguistic background; and • in evaluating outcomes, assessing any differing impacts on people that arise because of their cultural and linguistic background. 	<p>The CSS Board is responsible for the administration of the Commonwealth Superannuation Scheme (CSS Scheme). The CSS Board has outsourced the majority of its administration responsibilities to ComSuper.</p> <p>Membership of the CSS Scheme is only open to employees of Commonwealth departments and agencies. It is very rare for the issue of cultural background or language to arise in dealing with these clients.</p> <p>Notwithstanding this, the Scheme administrator, ComSuper, does offer CSS members and their beneficiaries, interpreter arrangements on an as needed basis.</p>
<p>PI2: Provider data collection systems incorporate the requirements of the Standards for Statistics on Cultural and Language Diversity (the Standards) for statistics on cultural and language diversity.</p>	<p>To ensure that Providers collect data on cultural and linguistic diversity consistent with the Standards, may include:</p> <ul style="list-style-type: none"> • data collection forms, that contain data on cultural and language diversity, are consistent with the Standards; • plans are in place to modify the data collection systems to comply with the Standards; • maintenance of key databases on service users that are able to be interrogated to identify trends against cultural and linguistic diversity; and • service data on cultural and linguistic diversity being used to inform future service planning and new initiatives. 	<p>The CSS Board does not collect data on cultural or language background of its clients as it is not relevant to their superannuation entitlements.</p>

<p>PI3: Providers have established service standards that do not disadvantage consumers because of their cultural or linguistic background.</p>	<p>To ensure that services are able to adequately meet the needs of clients, including those that arise because of a person's cultural or linguistic background, may include:</p> <ul style="list-style-type: none"> • monitoring the responsiveness of services to customers to ensure that, regardless of cultural or linguistic background, all customers receive the same level and responsiveness in service provision; • providing products that are tailored to respond to the needs of groups with specific cultural or linguistic backgrounds; • tailoring of workforce skills to better respond to needs of clients from a range of cultural and linguistic backgrounds; and • including representatives of people from a range of cultural and linguistic backgrounds in customer councils. 	<p>Members' entitlements are determined under the Superannuation Act 1976 and those entitlements are not in anyway impacted by a member's cultural or linguistic background.</p> <p>The CSS Board and the scheme administrator, ComSuper, regularly and extensively monitor client satisfaction with all of its services. This feedback includes open ended responses on any matters related to service provision. To date, cultural and linguistic diversity has not been a factor in client satisfaction levels.</p>
<p>PI4: Complaints mechanisms enable people (regardless of cultural and linguistic background) to address issues and raise concerns about the performance of Providers.</p>	<p>To ensure that complaints from people from a range of cultural and linguistic backgrounds are heard and addressed, useful strategies may include:</p> <ul style="list-style-type: none"> • the provision of information on complaints handling processes and procedures in accessible formats for people from a range of cultural and linguistic backgrounds; • the use of interpreters to assist in the complaints lodgement and hearing process; and analysis of complaints data to show the percentage triggered issues of language or culture. 	<p>The scheme administrator, ComSuper, has designed the CSS complaint form so that a member need only tick a box to indicate the nature of their complaint. Even if the member cannot communicate the nature of the complaint, the return of the form would prompt further inquiry from the administrator.</p> <p>The Board and ComSuper can provide translation services to members or their beneficiaries, if requested.</p>

EMPLOYER ROLE N.B. Agencies are no longer required to report against this role under the Charter. Future reporting will be covered by the statutory role of the Public Service Commissioner. This role has been included to guide you on the kinds of information you may wish to include, if you deem relevant. For non APS agencies this will be covered by the Equal Employment Opportunity (Commonwealth Authorities) Act.

Performance Indicator	Performance Measure	In reporting against the Performance Indicators, please describe in dot points key initiatives undertaken and outcomes achieved.
<p>PI1: Corporate governance mechanisms and processes give effect to the principles underpinning the Charter .</p>	<p>To ensure that the mechanisms and processes that support an organisation are aligned with, and enable the principles underpinning the <i>Charter</i> to be implemented. This may include:</p> <ul style="list-style-type: none"> • organisational values statements being consistent with the principles underpinning the <i>Charter</i>; • the use of examples of cultural and linguistic diversity in major addresses by the Executive within the organisation and on behalf of the organisation; • the organisation's strategic plan and unit business plans consider the business implications that arise when the organisation's work intersects with language or cultural diversity; and • organisational communication strategies being accessible to people from a range of cultural and linguistic backgrounds represented in the workforce. 	<p>Please note: Agencies are no longer required to report against this role under the Charter. Future reporting will be covered by the statutory role of the Public Service Commissioner. For non APS agencies this will be covered by the Equal Employment Opportunity (Commonwealth Authorities) Act.</p>
<p>PI2: Employment practices and procedures comply with the requirements of the Charter .</p>	<p>To ensure that organisations have employment policies that are consistent with, and support, the principles of the <i>Charter</i>. This may include having:</p> <ul style="list-style-type: none"> • employment policies and procedures that are communicated in a manner that is responsive to the needs of the employees from a range of cultural and linguistic backgrounds; • employee data collection systems that meet the <i>Standards for Statistics on Cultural and Language Diversity</i>; • workforce planning strategies that consider the needs of the agency's culturally diverse client base; and 	<p>Please note: Agencies are no longer required to report against this role under the Charter. Future reporting will be covered by the statutory role of the Public Service Commissioner. For non APS agencies this will be covered by the Equal Employment Opportunity (Commonwealth Authorities) Act.</p>

	<ul style="list-style-type: none"> • performance development systems that respond positively to individual preferences and needs, including those differences that arise from cultural or linguistic diversity. 	
<p>PI3: Training and development programs respond to and consider the needs arising from cultural diversity in the workplace.</p>	<p>Strategies to ensure that, where appropriate, training and development programs offered by an organisation include components aimed at helping people to approach diversity management constructively. This may include:</p> <ul style="list-style-type: none"> • induction programs that highlight the benefits of understanding how the cultural and linguistic background of work colleagues and clients can affect the provision of services; • course design and curriculum that incorporate examples and case studies of good diversity management practices; and • learning and development programs that help employees to respond to any business implications that arise as a result of the diversity of the workplace and/or clients. 	<p>Please note: Agencies are no longer required to report against this role under the Charter. Future reporting will be covered by the statutory role of the Public Service Commissioner. For non APS agencies this will be covered by the Equal Employment Opportunity (Commonwealth Authorities) Act.</p>
<p>PI4: Complaints mechanisms enable employees (regardless of cultural or linguistic background) to lodge complaints and grievances.</p>	<p>Strategies to ensure that complaints from people irrespective of their cultural and linguistic backgrounds are heard and addressed. This may include:</p> <ul style="list-style-type: none"> • the provision of information on complaints handling processes and procedures in accessible formats for people from a range of cultural and linguistic backgrounds; • the use of interpreters to assist in the complaints lodgement and hearing process; • the use of interpreters to assist the respondents in addressing complaints that are lodged against them; and • analysis of complaints/grievances data to show the percentage triggered by issues of language or culture. 	

iii) The performance management framework for the Charter of the Public Service in a Culturally Diverse Society

The table below is the template for reporting against the performance indicators of the framework.

POLICY ADVISER ROLE Please check this box if this role is applicable to your organisation.

Performance Indicator	Performance Measure	In reporting against the Performance Indicators, please describe in dot points relevant programs, key initiatives undertaken and outcomes achieved.
<p>P11: New or revised policy/programs that impact in different ways on the lives of people from different cultural and linguistic backgrounds, are developed in consultation with people from those backgrounds.</p>	<p>To ensure that policies are developed with the involvement of people from those cultural and linguistic backgrounds that are directly affected, may mean that people from different cultural and linguistic backgrounds are:</p> <ul style="list-style-type: none"> • involved directly through reference or advisory groups; • consulted through the various peak bodies; or • able to voice their views through the use of focus groups, surveys, or by commenting on discussion papers. <p>The consultation process should:</p> <ul style="list-style-type: none"> • take the time to properly identify the customers and stakeholder groups; • use targeted strategies, such as ethnic media and ethnic networks to request input; • allow time for those consulted to properly consider issues and respond to suggestions; • involve organisations/networks representing ethnic users and stakeholders; and • where possible, seek the views of individual customers. 	
<p>P12: New or revised policy/program proposals assess the direct impact on the lives of people from a range of cultural and linguistic backgrounds prior to decision.</p>	<p>To ensure that major policies, being developed or reviewed by Government, fully consider the impact on the lives of people from a range of cultural and linguistic backgrounds before decisions are made, by:</p> <ul style="list-style-type: none"> • documenting the impact of new and revised policy proposals on people from a range of cultural and linguistic backgrounds as part of the policy proposal; 	

	<ul style="list-style-type: none"> • using the feedback gathered during consultations representing a range of cultural and linguistic backgrounds to develop and/or modify the new or revised policy proposals; • using case studies of people from particular cultural and linguistic backgrounds to highlight the impact of the new and/or revised policy proposal; and • incorporating in budget commitments, funding to facilitate access for people from particular cultural and linguistic backgrounds to new services and programs. For example, those funds may be used to access interpreter services for individual service users. 	
<p>PI3: New or revised policy/program initiatives have a communication strategy developed and sufficiently resourced to inform people from relevant cultural and linguistic backgrounds.</p>	<p>To ensure that people from various cultural and linguistic backgrounds know about new policies, as well as changes in policies that may impact on their lives, by:</p> <ul style="list-style-type: none"> • using the ethnic media and ethnic networks to distribute information; • using plain English to explain the new and/or revised policy/program initiative; • developing translated information; • involving community leaders to inform members of their communities; and • developing imagery rather than text based communication mediums. 	

REGULATOR ROLE

Please check this box if this role is applicable to your organisation.

Performance Indicator	Performance Measure	In reporting against the Performance Indicators, please describe in dot points the relevant regulations, key initiatives undertaken and outcomes achieved.
<p>PI1: Resources are provided so that publicly available and accessible information on regulations is communicated appropriately to people from a range of cultural and linguistic backgrounds, and especially to those identified as having a high level of non-compliance.</p>	<p>This indicator aims to ensure that people from a range of cultural and linguistic backgrounds know about the regulations that may impact on their lives. This can be achieved by:</p> <ul style="list-style-type: none"> • using the ethnic media and ethnic networks to distribute information; • using plain English to explain regulations; • developing translated information; and • involving community leaders to inform members of their communities. <p>Whatever the approach taken, it is important, that the information is understandable, comprehensible, intelligible and provided in a timely manner.</p>	

PURCHASER ROLE

Please check this box if this role is applicable to your organisation.

Performance Indicator	Performance Measure	In reporting against the Performance Indicators, please describe in dot points key outsourced programs, grants programs or cultural acquisition programs, initiatives undertaken and outcomes achieved.
<p>P11: Purchasing processes that impact in different ways on the lives of people from different cultural and linguistic backgrounds are developed in consultation with people from those backgrounds.</p>	<p>To enable people from a range of cultural and linguistic backgrounds to be involved in the purchasing process in relation to outsourced services, grants programs and the purchase for display of cultural items, the consultation strategy may involve:</p> <ul style="list-style-type: none"> • the use of a Reference Group of people from a range of identified cultural and/or linguistic backgrounds to help inform the development of the purchasing processes; • liaison with the Federation of Ethnic Communities Councils of Australia and/or the State and Territory based Multicultural/Ethnic Communities' Councils and/or the Aboriginal and Torres Strait Islander Commission to ensure that the views of people from a range of cultural and linguistic backgrounds are considered; • the use of focus groups with representation of individuals from a range of cultural and linguistic backgrounds to inform the development process. Where possible representatives from newly arrived communities, as well as those more established communities, should be represented; and • the distribution of a discussion paper through established networks to reach people from a range of cultural and linguistic backgrounds. <p>This PI is targeted at major contracts linked to priorities identified in the business plan.</p>	<p>The PSS and CSS Boards' major service provider is their scheme administrator, ComSuper. Under the Superannuation Acts 1976 and 1990, the Boards are required to obtain administration services from ComSuper. The Boards do not have any other major contracts in respect of its administration activities.</p>

<p>PI2: Tendering specifications and contract requirements for the purchase of goods or services are consistent with the requirements of the Charter.</p>	<p>Strategies to ensure that the needs of people from a range of cultural and linguistic backgrounds are met through the purchasing process, might include:</p> <ul style="list-style-type: none"> tender specifications that identify the needs of people from a range of cultural and linguistic backgrounds, seek strategies from contracted Providers on how to address such needs in ways that are consistent with the Charter; contracts specify data collection standards and reporting requirements which assist the Provider to monitor the needs of their culturally and linguistically diverse clientele; contracts require Providers to establish complaints handling mechanisms that are responsive to complaints which are triggered by the cultural and linguistic background of the complainant; grants programs are publicised using the ethnic media and ethnic networks; and tender specifications for individual projects over \$5 million (\$6 million for construction and related facilities) that are in places where there are significant Indigenous populations with limited employment and training opportunities should comply with Commonwealth Procurement Guideline requirements regarding consideration of the opportunities for training and employment for local Indigenous communities, the capabilities of local Indigenous suppliers and consultation with ATSIC and/ or the relevant community council or group in planning the project. 	<p>Not applicable, refer to answer at PI 1.</p>
<p>PI3: Complaints mechanisms enable people (regardless of cultural and linguistic backgrounds) to address issues and raise concerns about the performance of service providers (contracted or other), and the purchasing agency.</p>	<p>Strategies to ensure that complaints from people from a range of cultural and linguistic backgrounds are heard and addressed, may include:</p> <ul style="list-style-type: none"> the provision of information on complaints handling processes and procedures in accessible formats for people from a range of cultural and linguistic backgrounds; providing the TIS contact number in complaints brochures and client service charters; the use of bilingual staff or interpreters to assist in the complaints lodgement and hearing process; and analysis of complaints data to show the percentage triggered by issues of language and culture. 	<p>There are no formal arrangements but the Boards will arrange interpreter services if required.</p>

PROVIDER ROLE

Please check this box if this role is applicable to your organisation.

Performance Indicator	Performance Measure	In reporting against the Performance Indicators, please describe in dot points relevant programs, key initiatives undertaken and outcomes achieved.
<p>P11: Providers have established mechanisms for planning for implementation, monitoring and review that incorporate the principles underpinning the Charter.</p>	<p>To ensure that providers plan, deliver and monitor their services in ways that consider and account for the needs of their culturally diverse clientele, may include:</p> <ul style="list-style-type: none"> • having evidence of consideration of cultural and linguistic diversity in strategic and operational plans; • establishing consultative committees that include people from a range of cultural and linguistic backgrounds to advise on the provision of services; • based on service data collected, budgeting includes sufficient funds to meet the need for interpreters; • providing products that are tailored to respond to the needs of groups with specific cultural or linguistic backgrounds; • developing strategies that provide information in accessible formats that can be used by people from a range of cultural and linguistic backgrounds; • undertaking research to understand any differing needs of people that arise because of their cultural and linguistic background; and • in evaluating outcomes, assessing any differing impacts on people that arise because of their cultural and linguistic background. 	<p>The PSS Board is responsible for the delivery of the Public Sector Superannuation Scheme (PSS) and the CSS Board is responsible for the delivery of the Commonwealth Superannuation Scheme (CSS). Only employees of Commonwealth Government agencies are eligible for membership of the PSS and CSS schemes.</p> <p>The Boards do not collect data on cultural or language background of its members. The scheme legislation sets out entitlements and there is no differentiation between members' linguistic or cultural backgrounds in terms of benefit entitlements.</p> <p>The Boards do arrange interpreter services for members on an as needed basis.</p>
<p>P12: Provider data collection systems incorporate the requirements of the Standards for Statistics on Cultural and Language Diversity (the Standards) for statistics on cultural and language diversity.</p>	<p>To ensure that Providers collect data on cultural and linguistic diversity consistent with the Standards, may include:</p> <ul style="list-style-type: none"> • data collection forms, that contain data on cultural and language diversity, are consistent with the Standards; • plans are in place to modify the data collection systems to comply with the Standards; • ABS census data (consistent with the Standards) is used by Providers servicing the entire community or by any Provider for communication and consultation campaigns; 	<p>The Boards do not collect data on cultural or language background of its members as this is not relevant to their superannuation entitlements.</p> <p>The Boards and ComSuper regularly and extensively monitor client satisfaction with all of its services. Their feedback includes open ended responses on any matters relating to service provision. To date, cultural and linguistic diversity has not been a factor in client satisfaction levels. Nor has it arisen as part of the Boards' complaint mechanisms.</p>

	<ul style="list-style-type: none"> • maintenance of key databases on service users that are able to be interrogated to identify trends against cultural and linguistic diversity; and • service data on cultural and linguistic diversity being used to inform future service planning and new initiatives. 	
<p>PI3: Providers have established service standards that utilise the cultural and linguistic diversity of their staff, or their staff's cross-cultural awareness to facilitate and enhance service delivery.</p>	<p>To ensure that services are able to adequately meet the needs of clients, including those that arise because of a person's cultural or linguistic background, may include:</p> <ul style="list-style-type: none"> • tailoring of workforce skills to better respond to needs of clients from a range of cultural and linguistic backgrounds (including recruiting and using bilingual staff; multicultural or indigenous liaison officers); • the provision of cross-cultural awareness training; and • compiling and utilising a list of bilingual staff receiving a language allowance or with language skills for client service. 	<p>The Boards do not currently collect data on the cultural and linguistic backgrounds of their staff.</p>
<p>PI4: Complaints mechanisms enable people (regardless of cultural and linguistic background) to address issues and raise concerns about the performance of Providers.</p>	<p>To ensure that complaints from people from a range of cultural and linguistic backgrounds are heard and addressed, useful strategies may include:</p> <ul style="list-style-type: none"> • the provision of information on complaints handling processes and procedures in accessible formats for people from a range of cultural and linguistic backgrounds; • the use of interpreters to assist in the complaints lodgement and hearing process; and • analysis of complaints data to show the percentage triggered issues of language or culture. 	<p>ComSuper has designed PSS and CSS complaint forms so that members need only tick a box to indicate the nature of their complaint. Even if the member cannot communicate the nature of the complaint, the return of the form would prompt further enquiry from ComSuper.</p> <p>No data has been collected that suggests that there have been complaints relating to issues of language or culture.</p>

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(3)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

For each of the i) 1999-00, ii) 2000-01, iii) 2001-02, iv) 2002-03, v) 2003-04 financial years, did the Department budget for costs associated with developing culturally responsive and accessible services?

Answer:

No.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(4)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

For the 2003-2004 financial year, how much did the Department budget for this purpose?

Answer:

Nil

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(5)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

For each of the i) 1999-00, ii) 2000-01, iii) 2001-02, iv) 2002-03, v) 2003-04 financial years, how many Departmental programs or services were delivered via an intermediary service provider, such as another level of government or a non-government organisation?

Answer:

In accordance with the *Superannuation Act 1976* the Commissioner for Superannuation provides administrative services to the Board.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(6)

Outcome : CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

Of these programs or services, in each financial year how many did the funding conditions in contracts specify relevant access and equity accountabilities (for example, collection and reporting of information on client characteristics)?

Answer:

Service Level Agreement does not include any such clauses.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(7)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

For each of these, is the provision a standard clause? If so, can the Department please supply the clause?

Answer:

Not applicable – refer to answer F3(6).

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(8)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

If there is no standard provision, is a copy of the provision available for each of these?

Are the provisions subsequently audited? If yes, what were the results?

(Please supply).

Answer:

Not applicable – refer to answer F3(6).

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(9)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

Can the Department provide a current list of each community information publication it publishes in English as at a) the current date (2 December 2004) or if this is unavailable b) 30 June, 2004 (and take from then to 2 December 2004 On Notice) or if this is unavailable c) 1 January 2004 (and take from then to 2 December 2004 On Notice) or if this is unavailable d) the last date for which they were available (specify date and take from then to 2 December 2004 On Notice)?

Answer:

No – the CSS Board do not publish community information publications.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(10)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

For the above list, what publications are translated into languages other than English and for each, what languages are they translated into?

Answer:

Not applicable – refer to answer F3(9).

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(11)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

For the above list, how many copies were printed?

Answer:

Not applicable – refer to answer F3(9).

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(12)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

For the above list, what was the total cost of each document in translation, publication, printing and distribution?

Answer:

Not applicable – refer to answer F3(9).

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(13)

Outcome : CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

What efforts has the Department made to identify employees from a non-English Speaking background and what languages they are fluent in?

Answer:

The CSS Board employs 19 full time employees. We have no requirement for language skills in our organisation so no efforts have been made to identify employees from a non-English speaking background.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(14)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

What proportion of the Department's personnel have a non-English speaking background?

Answer:

Not applicable – refer to answer F3(13).

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(15)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

For each language other than English that the Department has identified employees with fluency, can the Department provide how many employees were fluent? For each language other than English, how many were identified as being fluent?

Answer:

Not applicable – refer to answer F3(13).

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(16)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

Of these employees, what efforts has the Department made to identify the language proficiency of these employees? For each language other than English, how many were identified as having proficiency?

Answer:

Not applicable – refer to answer F3(13).

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(17)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

Of these employees, how many has the Department identified as possessing accredited language skills to either translator or interpreter standard? For each language other than English, how many were identified as having accreditation at the a) translator and b) interpreter level?

Answer:

Not applicable – refer to answer F3(13).

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(18)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

Of these employees, how many has the Department funded in whole or in part accreditation of language skills to either a) translator and b) interpreter level?

Answer:

Not applicable – refer to answer F3(13).

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(19)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

How much did the Department spend engaging language a) translator and
b) interpreter level in each of the financial years i) 2001-02, ii) 2002-03, iii) 2003-04?

Answer:

Nil.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(20)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

How many times did the Department engage an a) translator and b) interpreter in each of the following years i) 2001-02, ii) 2002-03, iii) 2003-04?

Answer:

Nil.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(21)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

For each language in which a) a translator and b) an interpreter was engaged, how many engagements occurred in each of the following years i) 2001-02, ii) 2002-03, iii) 2003-04?

Answer:

Not applicable – refer to F3(20).

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(22)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

What was the total cost of those engagements by language for a) translators and b) interpreters in each of the following years i) 2001-02, ii) 2002-03, iii) 2003-04?

Answer:

Not applicable – refer to F3(20).

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(23)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

For each of the financial years i) 1995-96, ii) 1996-97, iii) 1997-98, iv) 1998-99, v) 1999-00, vi) 2000-01, vii) 2001-02, viii) 2002-03, ix) 2003-04 how much was spent in advertising or advertorial in the ethnic press?

Answer:

Nil.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(24)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

For each of the above years, could the Department please specify each title in which advertising was bought, the language of that title and the total annual spend on advertising and advertorial in each title.

Answer:

Not applicable – refer to answer F3(23).

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(25)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

For each of the financial years i) 1995-96, ii) 1996-97, iii) 1997-98, iv) 1998-99, v) 1999-00, vi) 2000-01, vii) 2001-02, viii) 2002-03, ix) 2003-04 how much was spent in advertising and or advertorials on ethnic radio? For each financial year, could the Department please specify which station, broadcast language and how much was spent on each language at each station?

Answer:

Not applicable – refer to answer F3(23).

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(26)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

How many break-ins were there on Departmental property in 2000-01, 2001-02, 2002-03, 2003-04? For each incident:

- a) What was the location and the cost of damage associated with each break in?
- b) What was the cost of damage conducted during each break in?
- c) What was the subject of theft in each break in?
- d) What was the cost of any theft associated with each break in?
- e) Was anyone charged with the break in (specify if they were employed by the Department)?
- f) Was anyone convicted of the break in (specify if they were employed by the Department)?

Answer:

Nil.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(27)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

How many thefts of Departmental property occurred in 2000-01, 2001-02, 2002-03, 2003-04? For each incident:

- a) What was stolen in each instance?
- b) What was the value of the stolen item/s?
- c) Where was it stolen from?
- d) Was anyone charged with the theft (specify if they were employed by the Department)?
- e) Was anyone convicted of the theft (specify if they were employed by the Department)?
- f) Were any of the items recovered?

Answer:

Nil.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(28)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

How many incidents of fraud were detected against the Department in 2000-01, 2001-02, 2002-03, 2003-04? For each incident:

- a) What was the subject of the fraud in each instance?
- b) What was the value of the fraud?
- c) Which administrative unit was the subject of the fraud?
- d) Was anyone charged with the fraud (specify if they were employed by the Department)?
- e) Was anyone convicted of the fraud (specify if they were employed by the Department)?
- f) Were any of the defrauded items or was any of the defrauded money recovered?

Answer:

Nil.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(29)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

How many incidents of loss (excluding theft, accident, breakage and vandalism) of Departmental property were reported to the Department in 2000-01, 2001-02, 2002-03, 2003-04? For each incident:

- a) What was the loss in each instance?
- b) What was the value of the loss?
- c) Which administrative unit lost the property?
- d) Were any of the lost item/s recovered?
- e) Was anyone disciplined over the loss?

Answer:

Nil.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(30)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

How many vehicular accidents in which Departmental vehicles (including vehicles leased by the Department) were involved were reported to the department in 2000-01, 2001-02, 2002-03, 2003-04? For each incident:

- a) What was the value of the damage?
- b) Which administrative unit was the vehicle attached to?
- c) Was anyone charged over the accident (specify charges)?

Answer:

Please refer to the Departmental response.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(31)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

How many Ministerial staff does the Department provide?

Answer:

Please refer to the Departmental response.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(32)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

To what Minister or Parliamentary Secretary are they assigned?

Answer:

Please refer to the Departmental response.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(33)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

What is the total cost of these staff?

Answer:

Please refer to the Departmental response.

Senate Finance and Public Administration Legislation Committee

ANSWERS TO QUESTIONS ON NOTICE

Finance and Administration Portfolio

Department of Finance and Administration

Estimates 2004-05 – Supplementary written questions November 2004

Question: F3(34)

Outcome: CSS

Topic: General

Written Question on Notice: 2 December 2004

Senator Ludwig asked:

Can the Department provide data on how many staff are in each salary band?

Answer:

Please refer to the Departmental response.