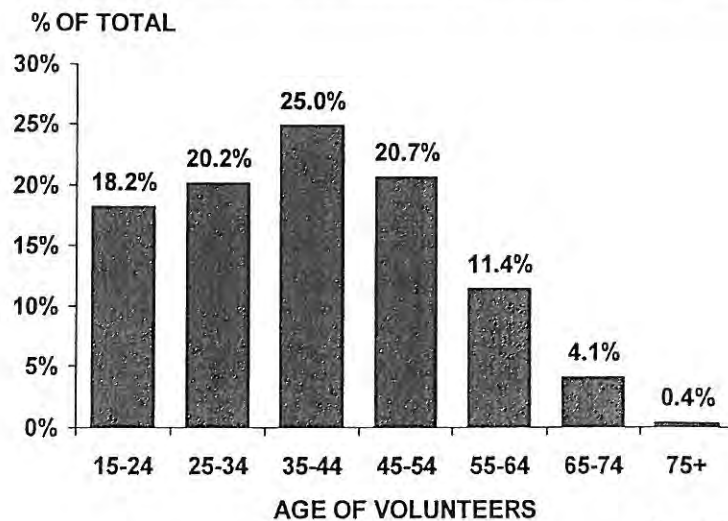


APPENDIX A

GRAPHICAL RESULTS OF SURVEY

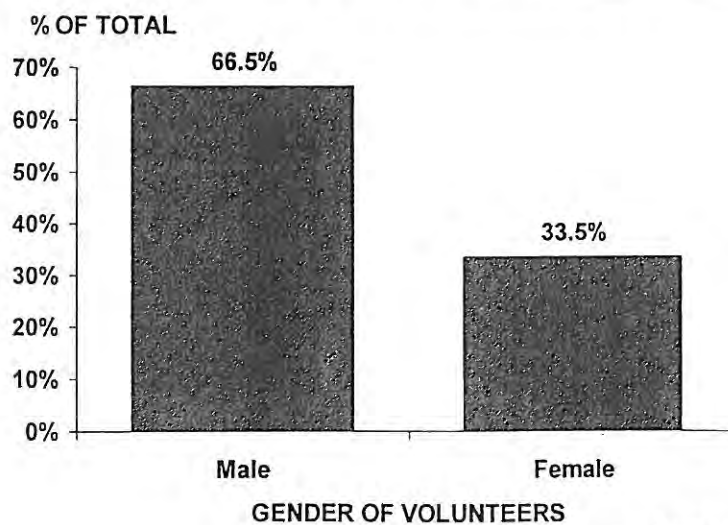
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Graphic 1 - Distribution of Age of Volunteers



Source: 2000 Volunteers Survey

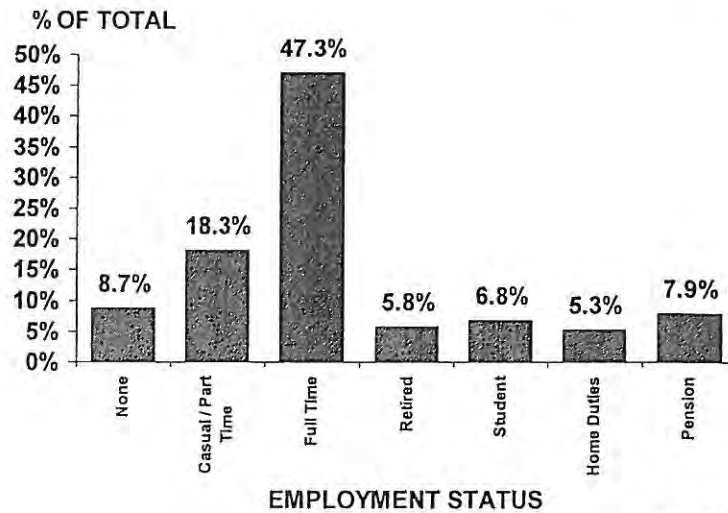
Graphic 2 - Distribution of Gender of Volunteers



Source: 2000 Volunteers Survey

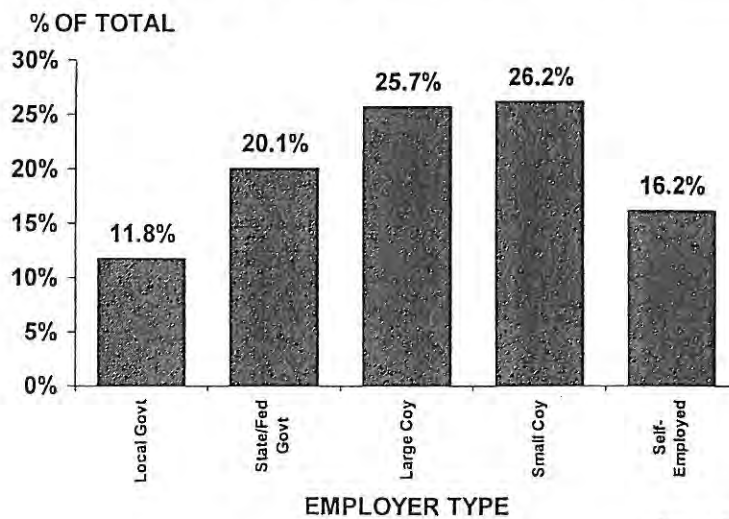
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Graphic 3 - Employment Status of Volunteers



Source: 2000 Volunteers Survey

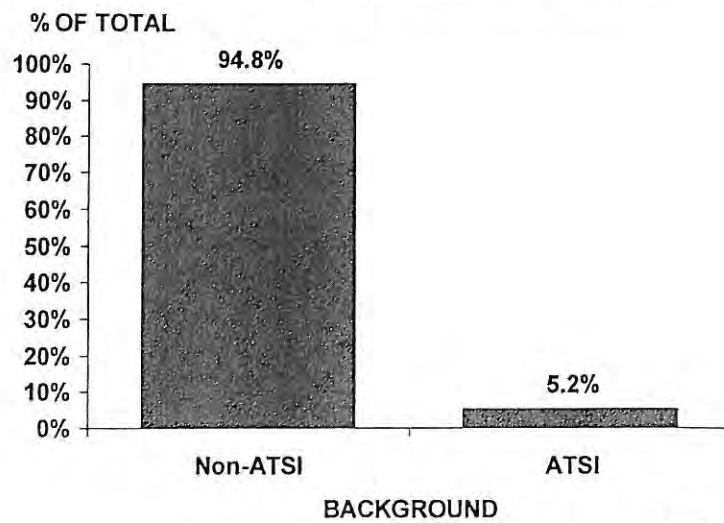
Graphic 4 - Employer Type for Volunteers



Source: 2000 Volunteers Survey

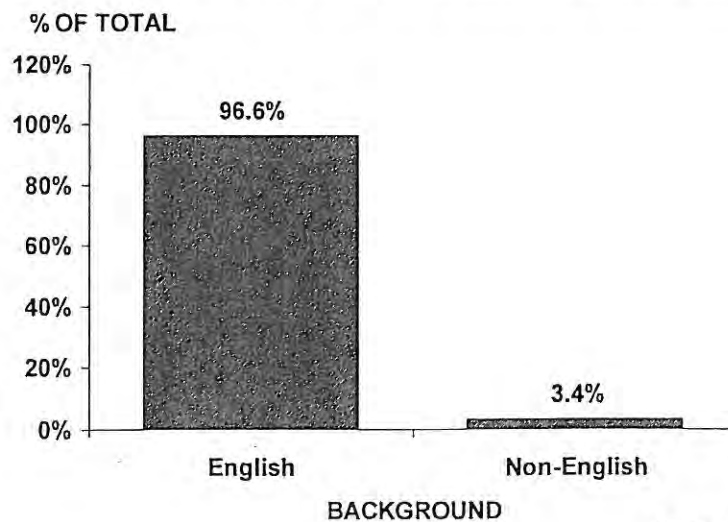
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Graphic 5 - ATSI Background



Source: 2000 Volunteers Survey

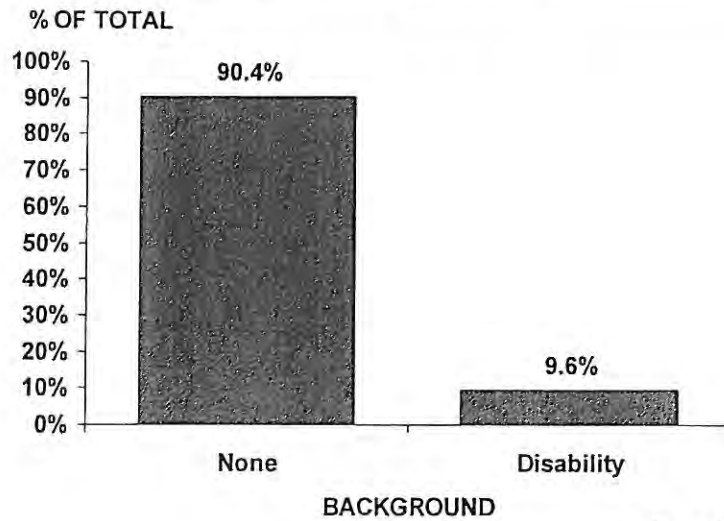
Graphic 6 - Non-English Speaking Background



Source: 2000 Volunteers Survey

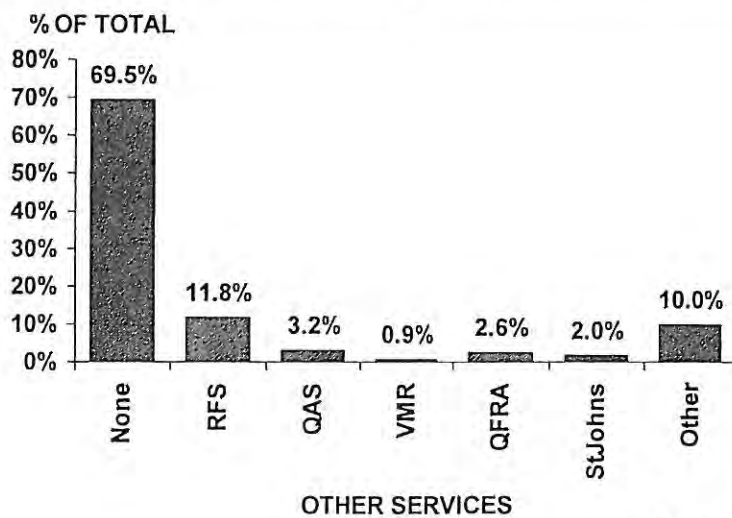
DRAFT

Graphic 7 - Disability



Source: 2000 Volunteers Survey

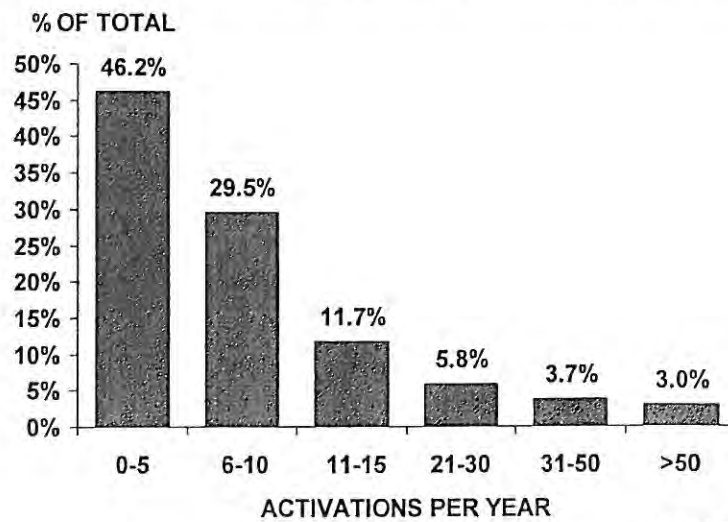
Graphic 8 - Other Emergency Service Membership



Source: 2000 Volunteers Survey

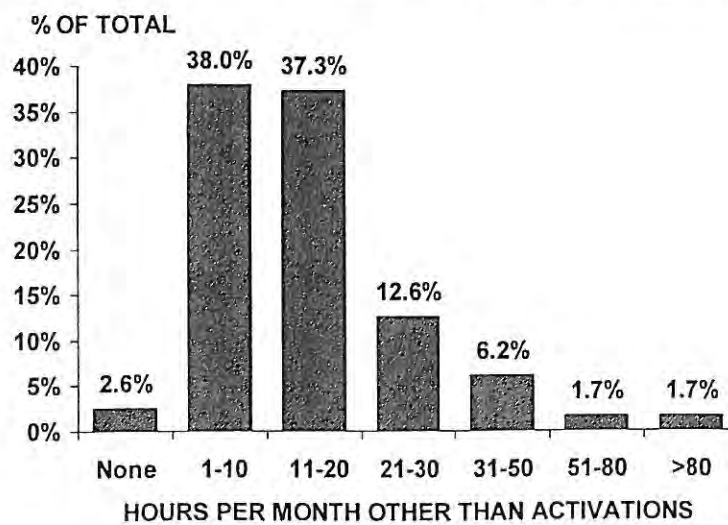
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Graphic 9 - Activations Attended Per Year



Source: 2000 Volunteers Survey

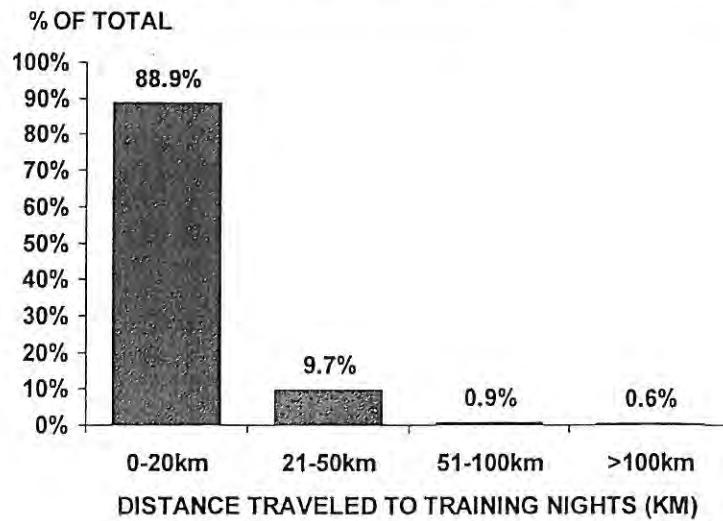
Graphic 10 - Hours Per Month Other Than Activations



Source: 2000 Volunteers Survey

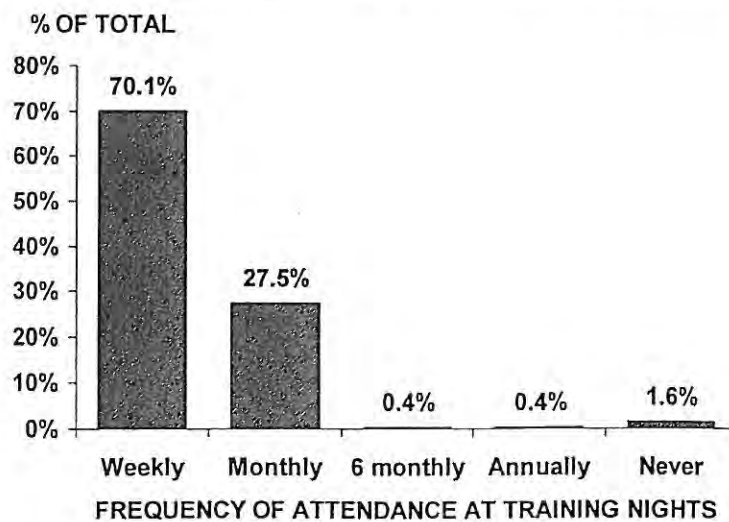
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Graphic 11 - Distance Travelled to Training Nights



Source: 2000 Volunteers Survey

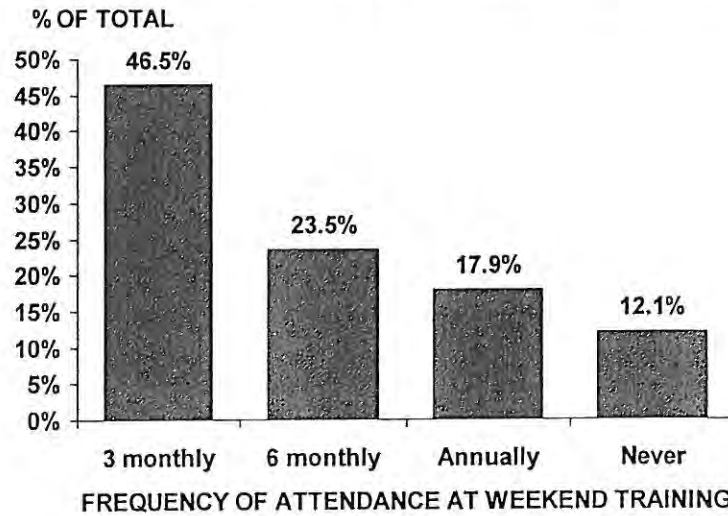
Graphic 12 - Frequency of Attendance at Training Nights



Source: 2000 Volunteers Survey

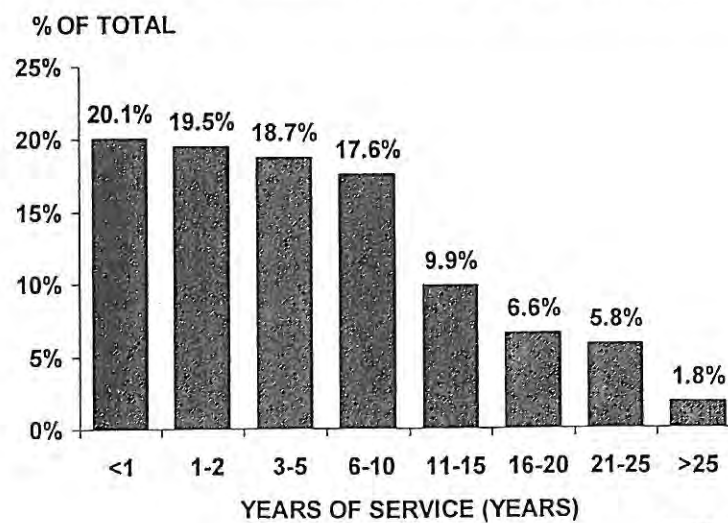
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Graphic 13 - Frequency of Attendance at Weekend Training



Source: 2000 Volunteers Survey

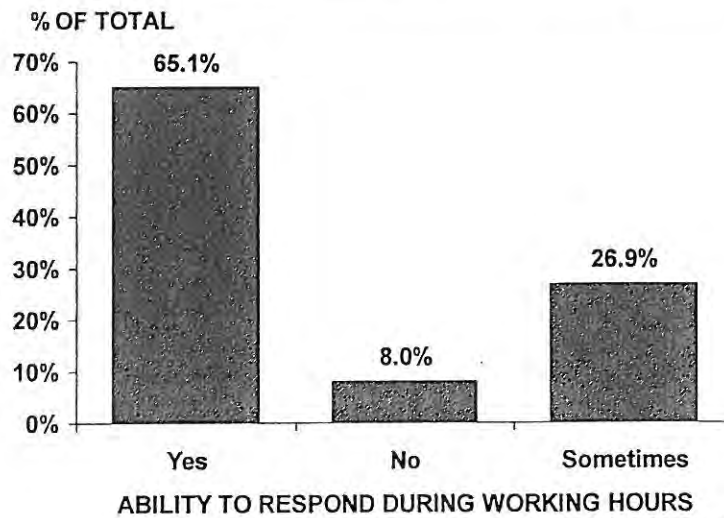
Graphic 14 - Years of Service



Source: 2000 Volunteers Survey

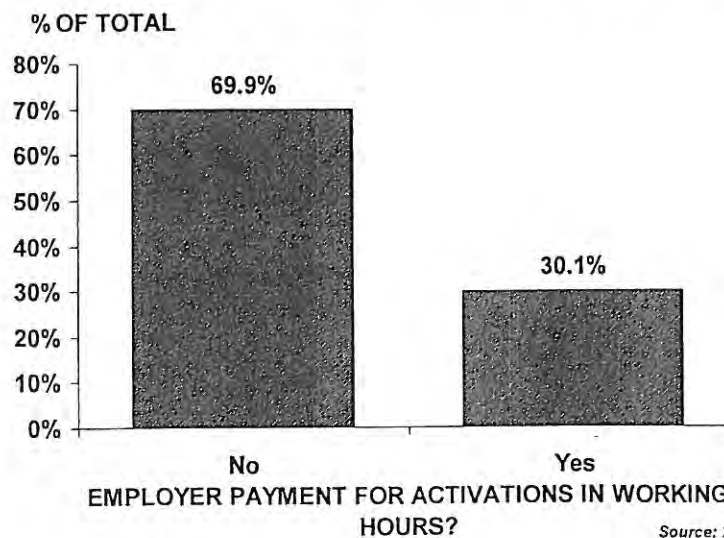
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Graphic 15 – Activation Response During Working Hours



Source: 2000 Volunteers Survey

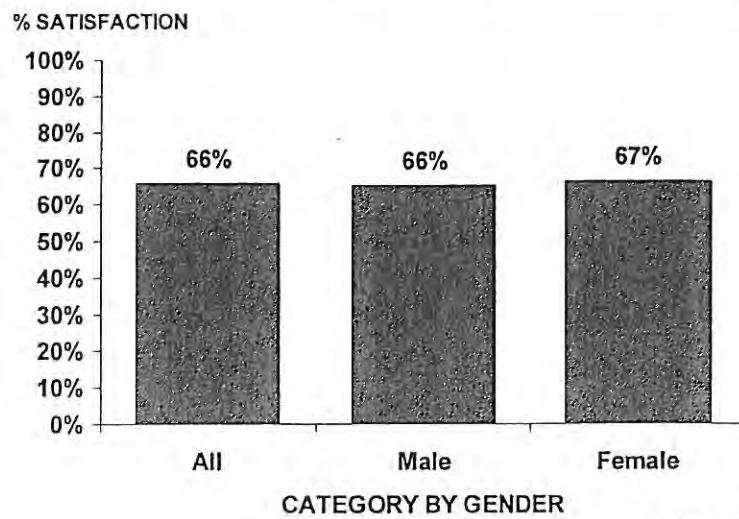
Graphic 16 – Payment for Activations In Working Hours



Source: 2000 Volunteers Survey

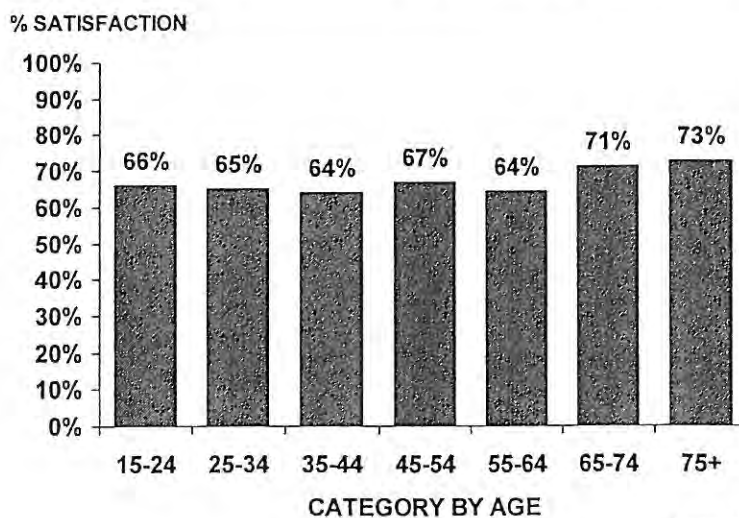
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Graphic 17 - Satisfaction with SES Activities - Gender



Source: 2000 Volunteers Survey

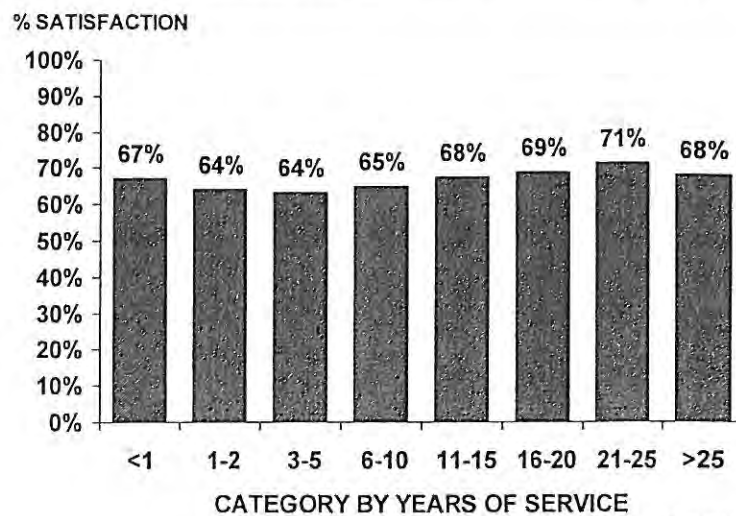
Graphic 18 - Satisfaction with SES Activities - Age



Source: 2000 Volunteers Survey

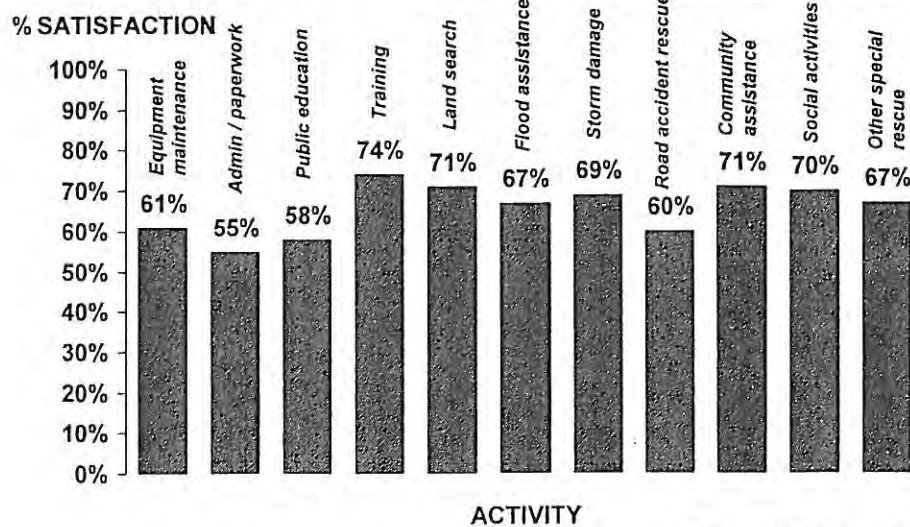
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Graphic 19 - Satisfaction with SES Activities - Years of Service



Source: 2000 Volunteers Survey

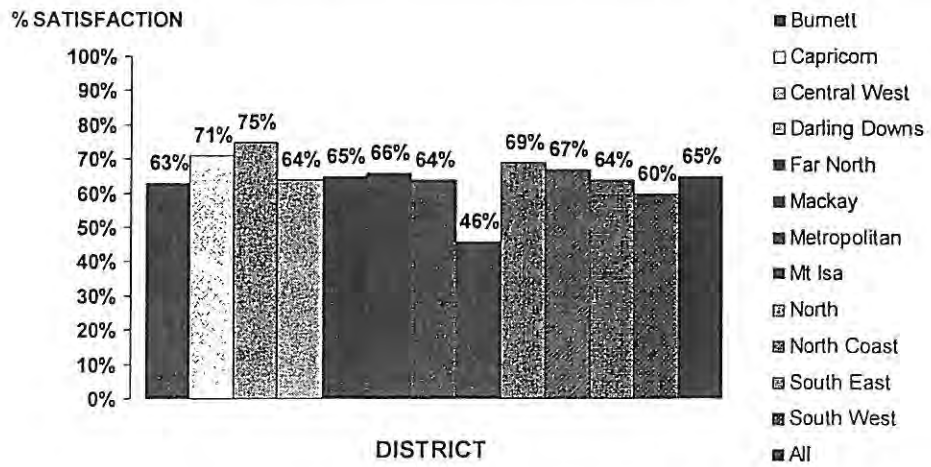
Graphic 20 - Satisfaction with SES Activities - By Activity



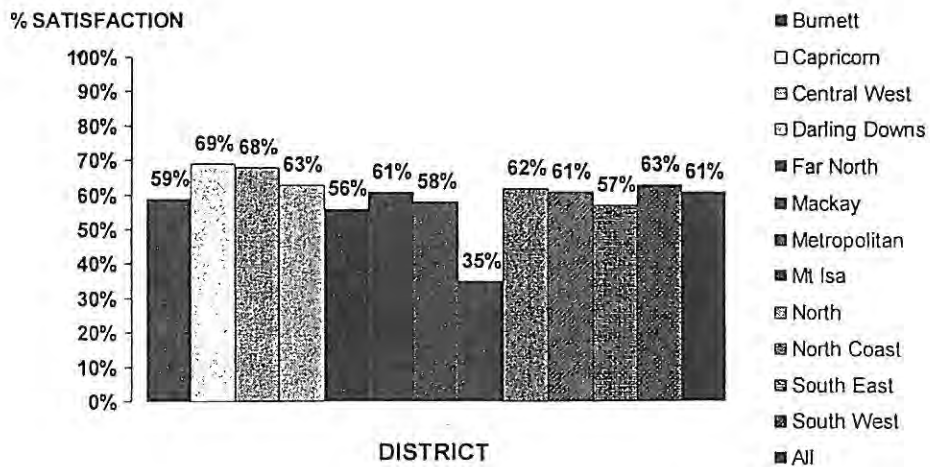
Source: 2000 Volunteers Survey

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Graphic 21 - Satisfaction - Overall

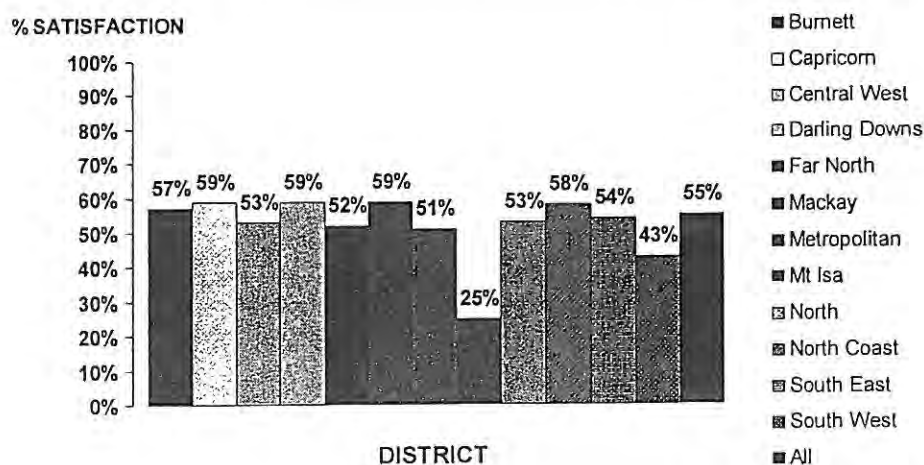


Graphic 22 - Satisfaction – Equipment Maintenance



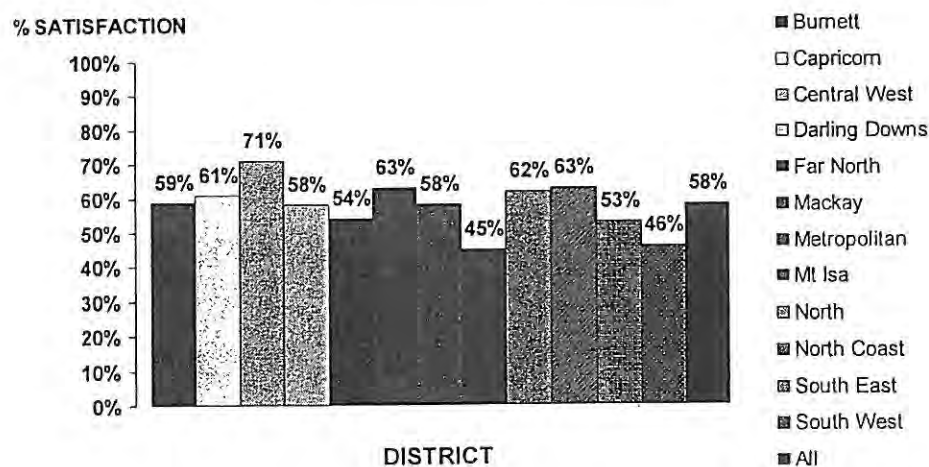
DRAFT

Graphic 23 - Satisfaction – Administration / Paperwork



Source: 2000 Volunteers Survey

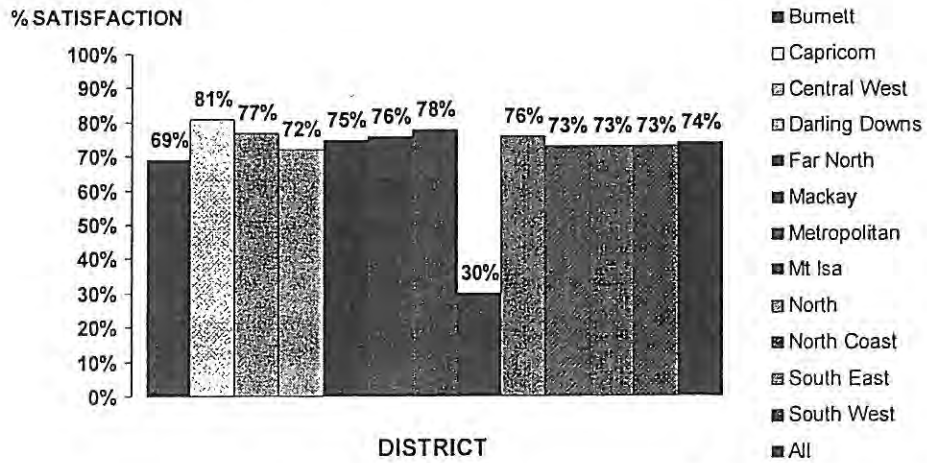
Graphic 24 – Satisfaction – Public Education



Source: 2000 Volunteers Survey

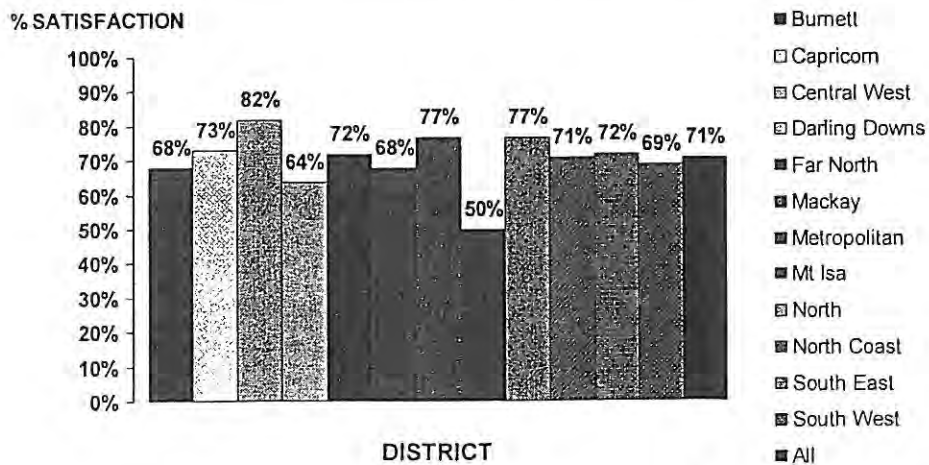
DRAFT

Graphic 25 - Satisfaction - Training



Source: 2000 Volunteers Survey

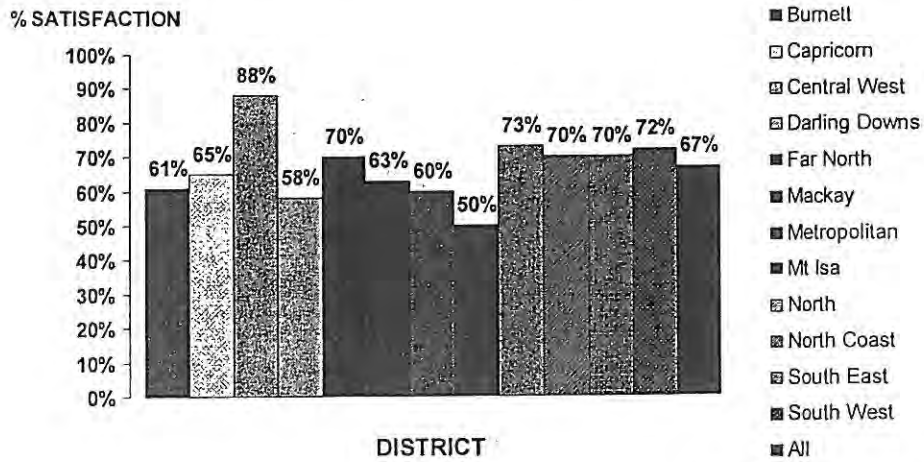
Graphic 26 - Satisfaction – Land Search



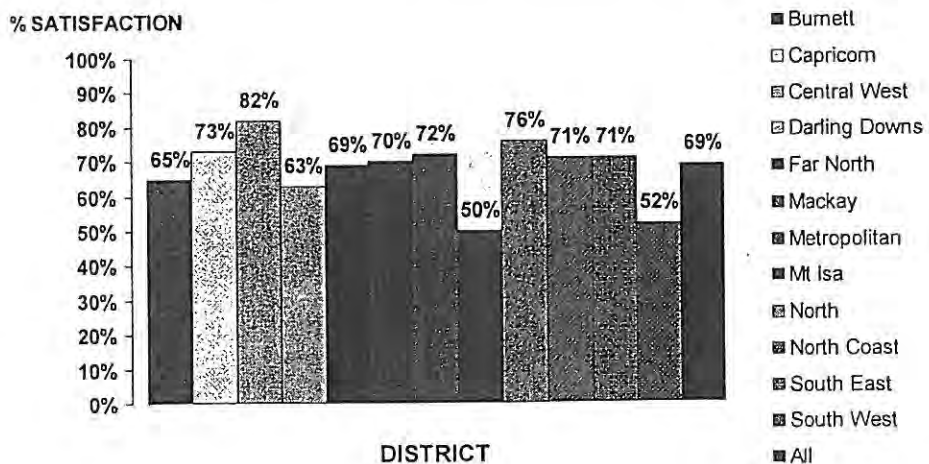
Source: 2000 Volunteers Survey

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Graphic 27 – Satisfaction – Flood Assistance

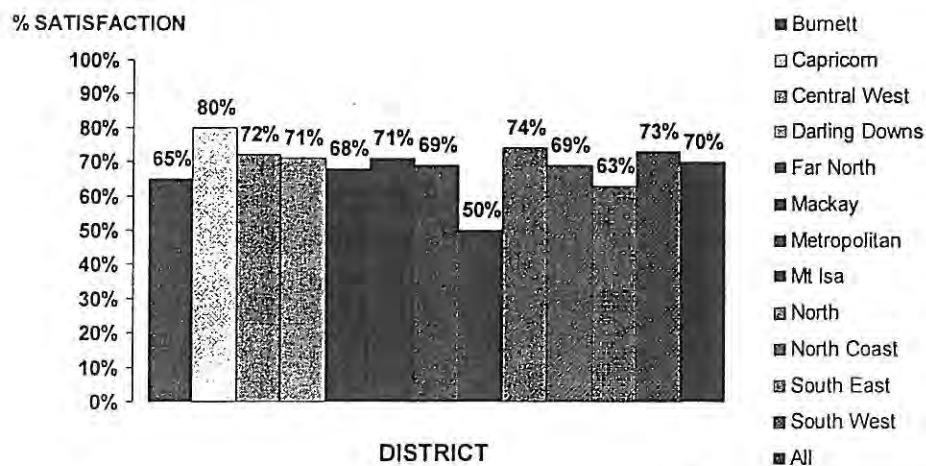


Graphic 28 - Satisfaction – Storm Damage

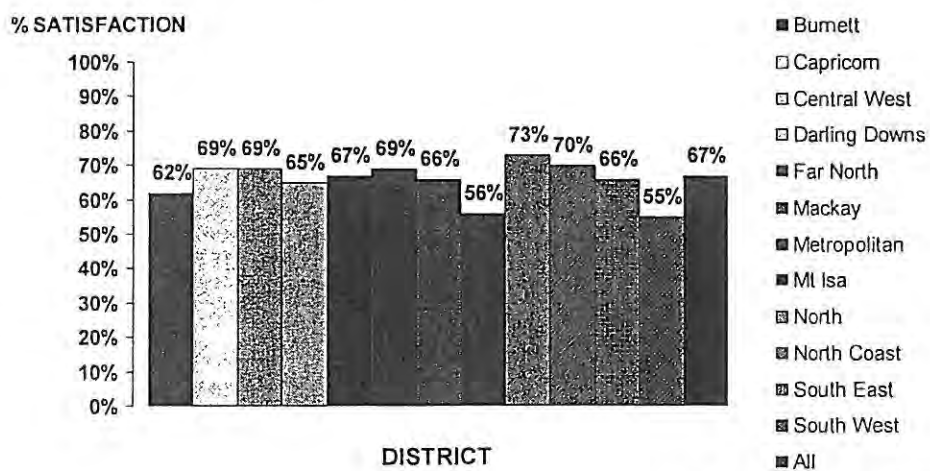


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Graphic 31 - Satisfaction – Social Activities

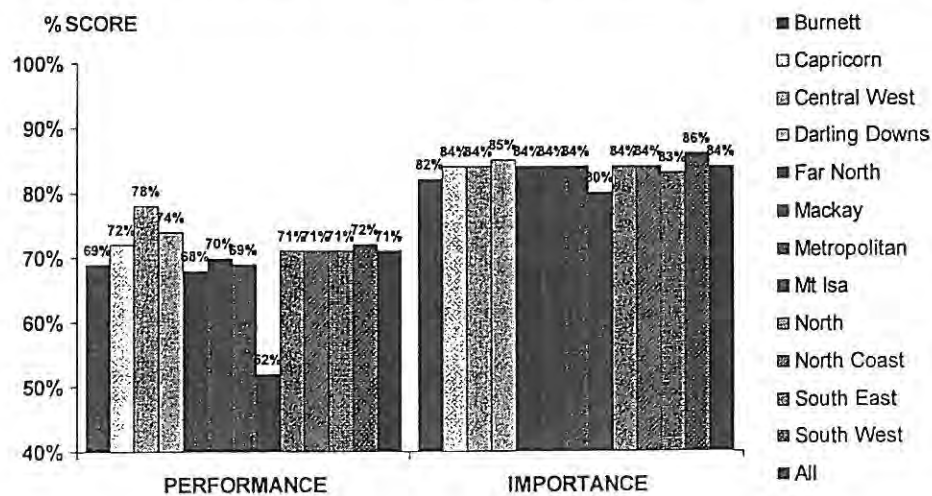


Graphic 32 - Satisfaction – Other Special Rescue



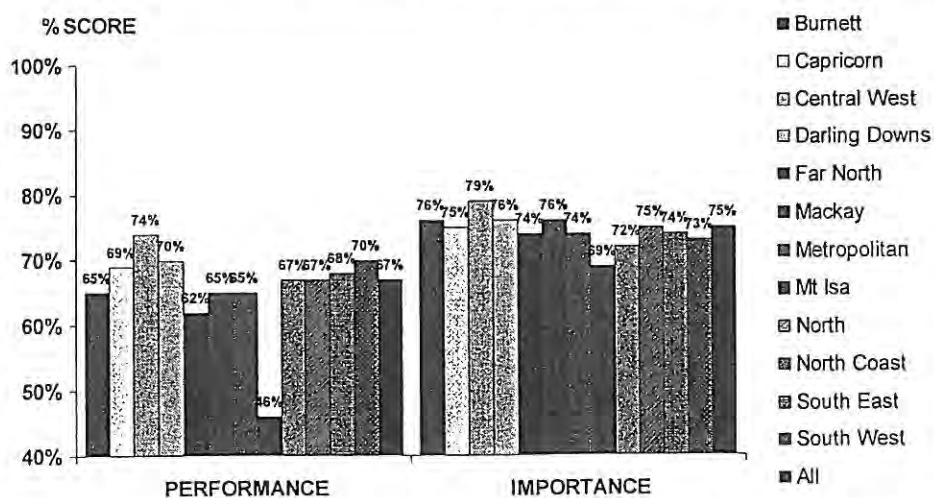
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Graphic 33 - Issues Performance & Importance – All Issues



Source: 2000 Volunteers Survey

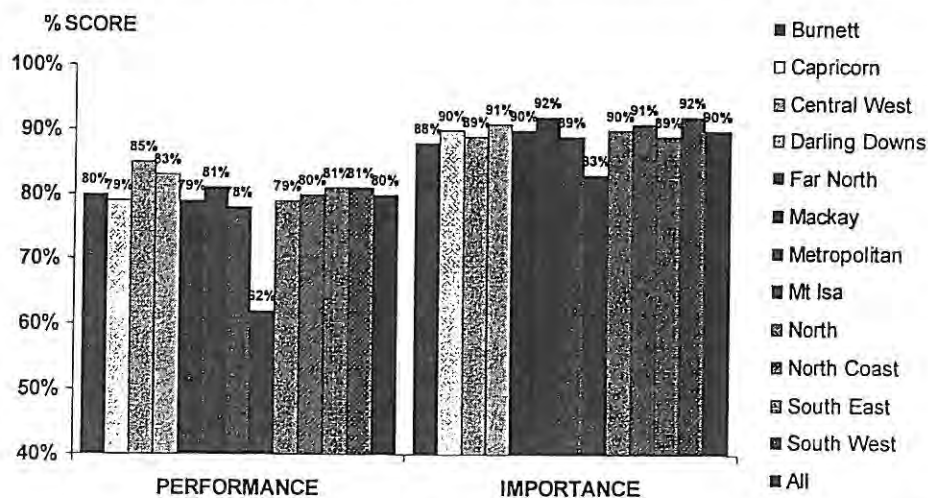
Graphic 34 - Issues Performance & Importance - Organisation



Source: 2000 Volunteers Survey

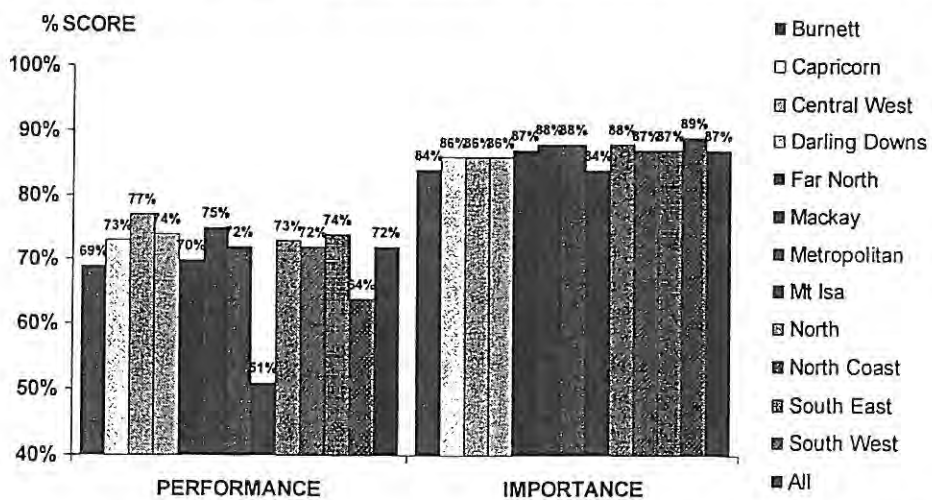
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Graphic 35 - Issues Performance & Importance - Operations



Source: 2000 Volunteers Survey

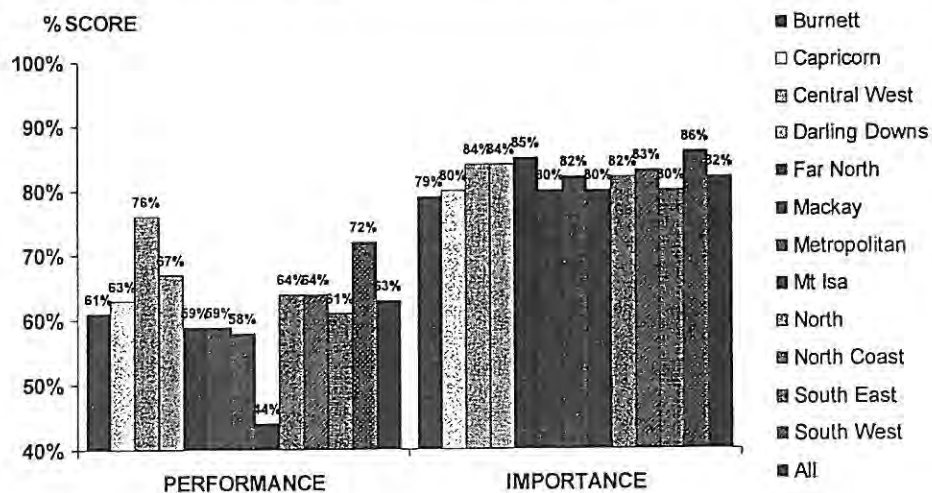
Graphic 36 - Issues Performance & Importance - Training



Source: 2000 Volunteers Survey

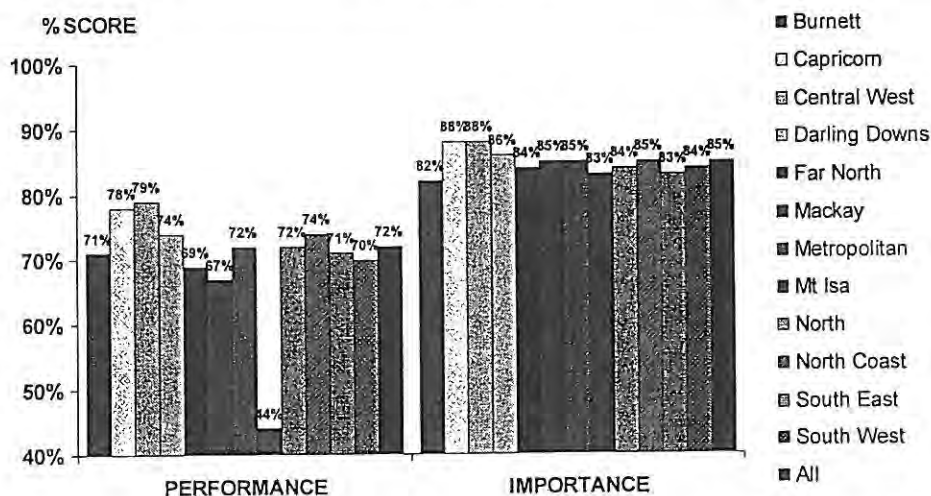
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Graphic 37 - Issues Performance & Importance – Management



Source: 2000 Volunteers Survey

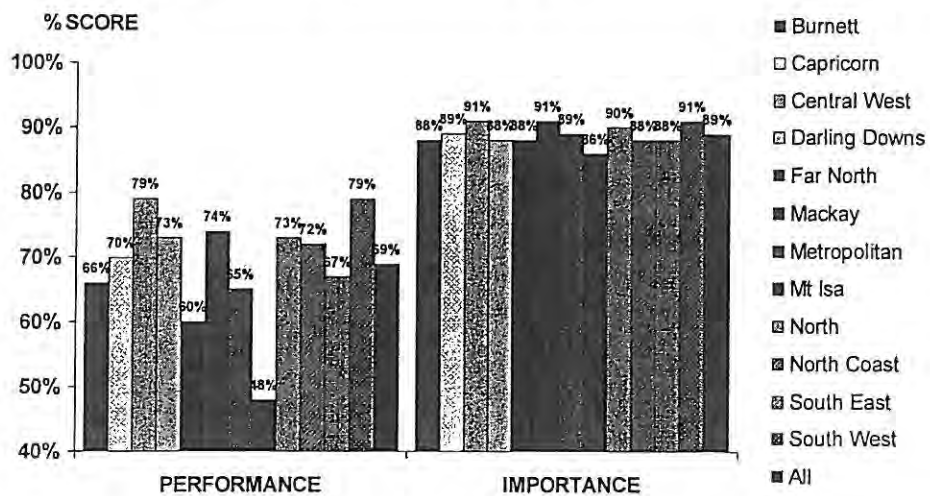
Graphic 38 - Issues Performance & Importance - Image



Source: 2000 Volunteers Survey

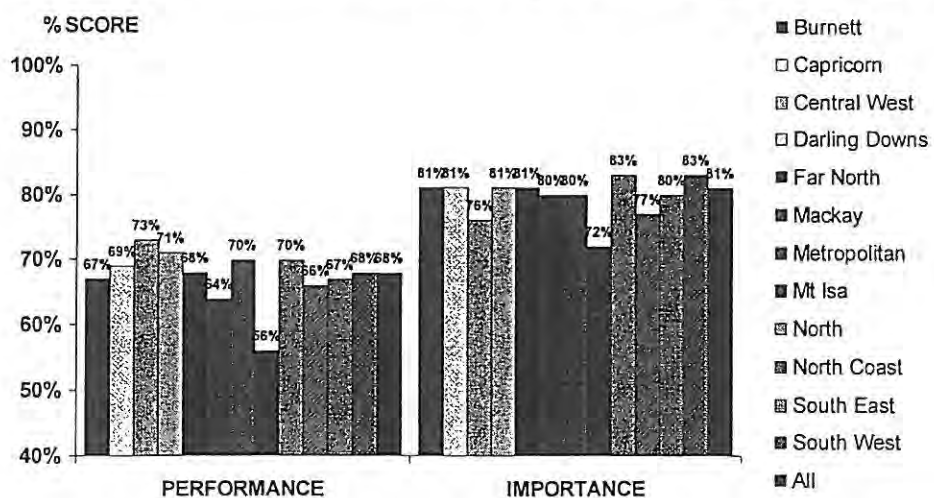
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Graphic 39 - Issues Performance & Importance - Equipment



Source: 2000 Volunteers Survey

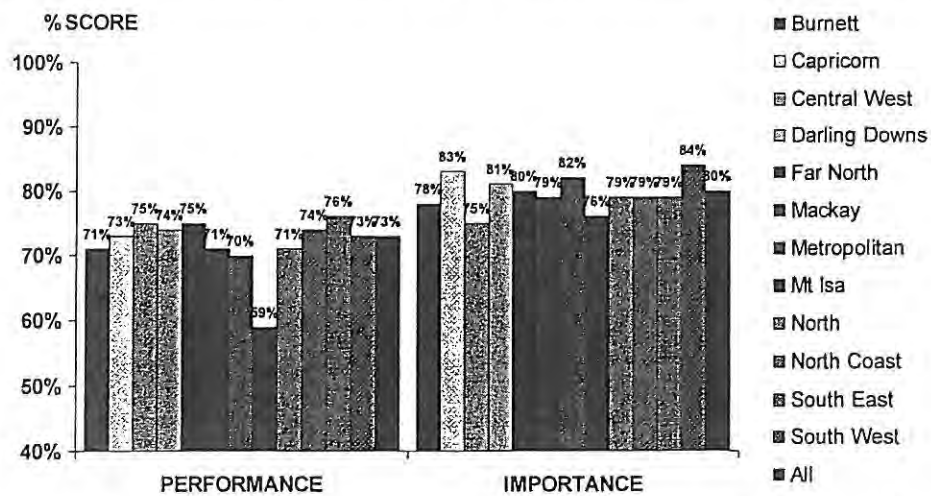
Graphic 40 - Issues Performance & Importance – Recruitment



Source: 2000 Volunteers Survey

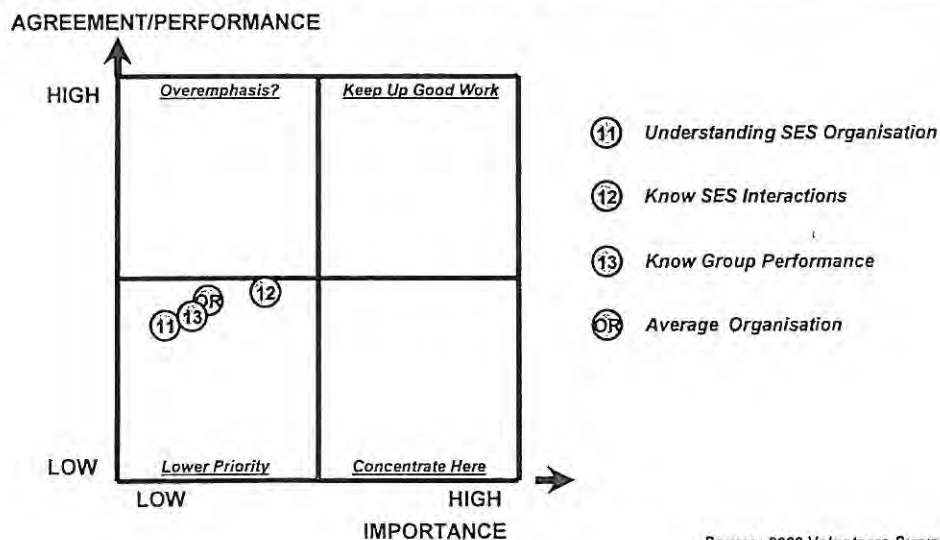
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Graphic 41 - Issues Performance & Importance – Information Flow



Source: 2000 Volunteers Survey

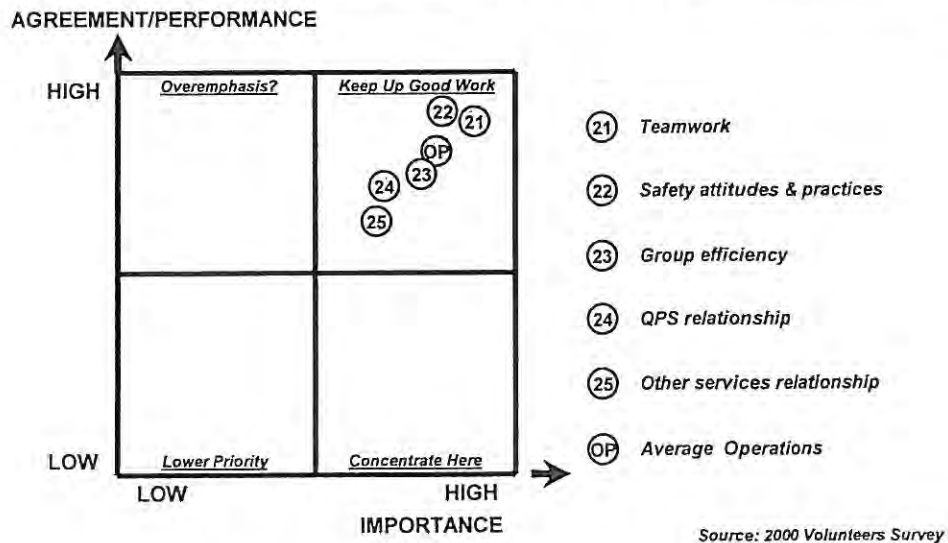
Graphic 42 - The SES Organisation



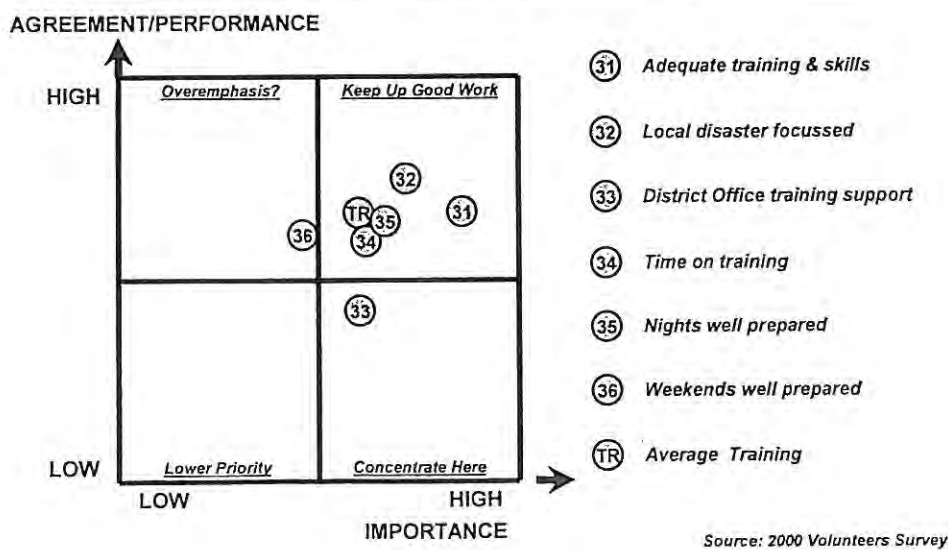
Source: 2000 Volunteers Survey

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Graphic 43 - SES Operations

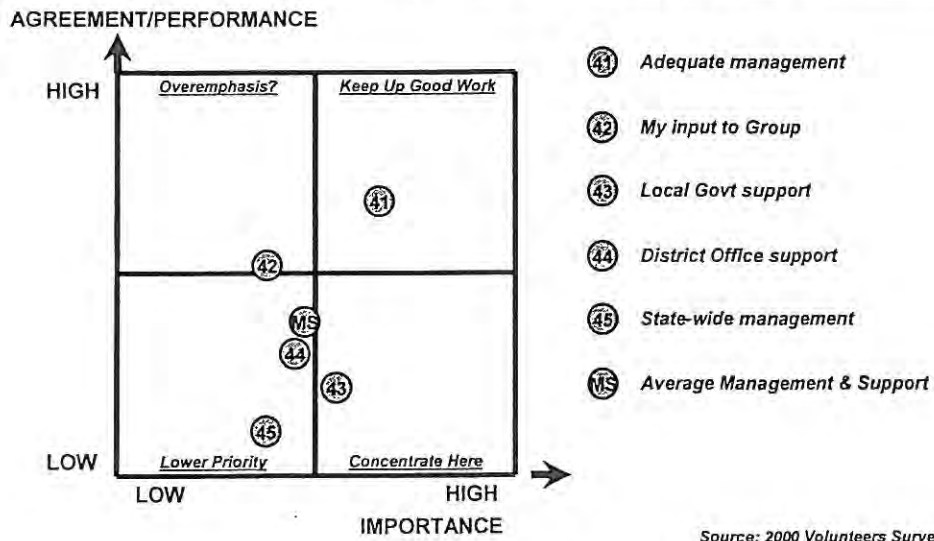


Graphic 44 - SES Training

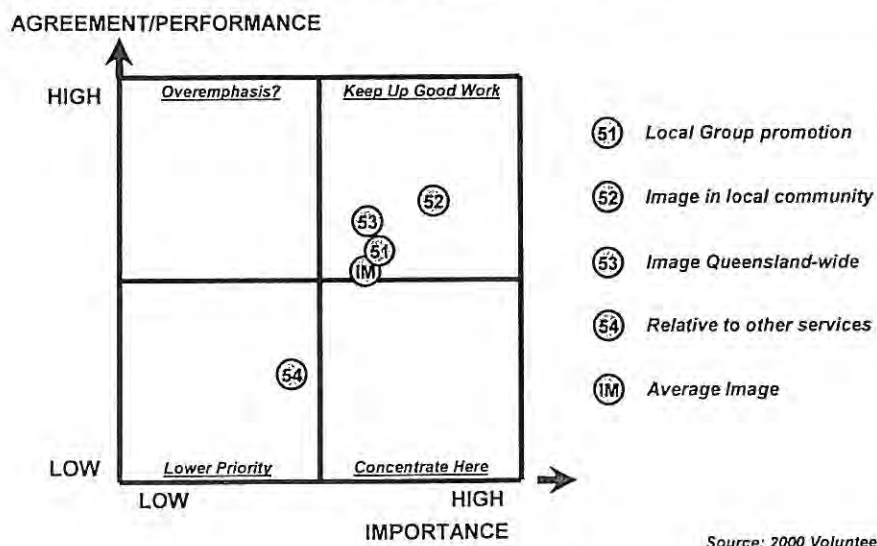


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Graphic 45 - SES Management & Support

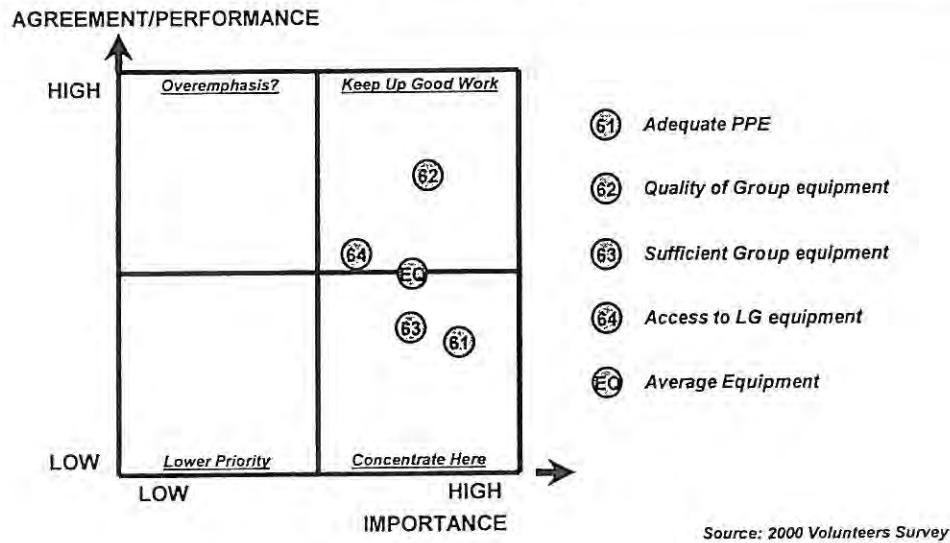


Graphic 46 - SES Image

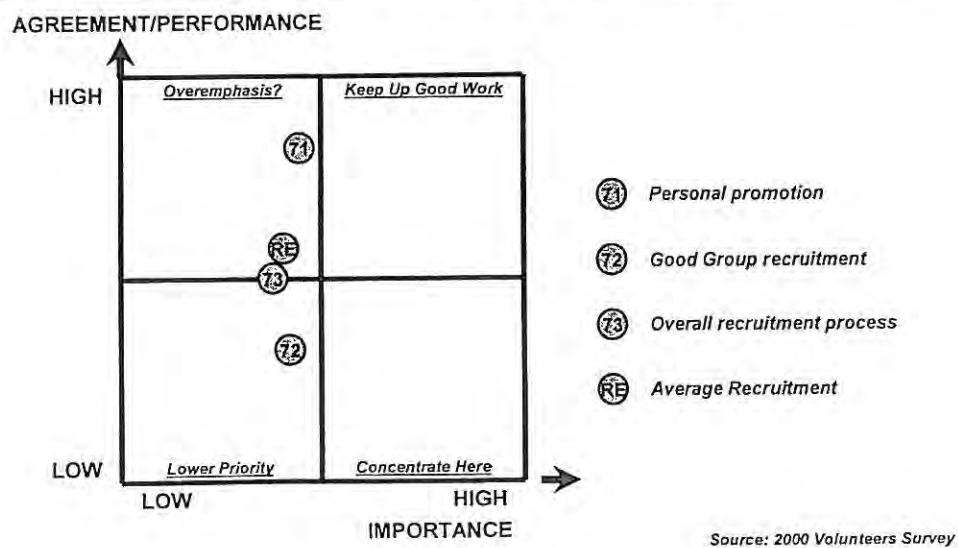


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Graphic 47 - SES Equipment

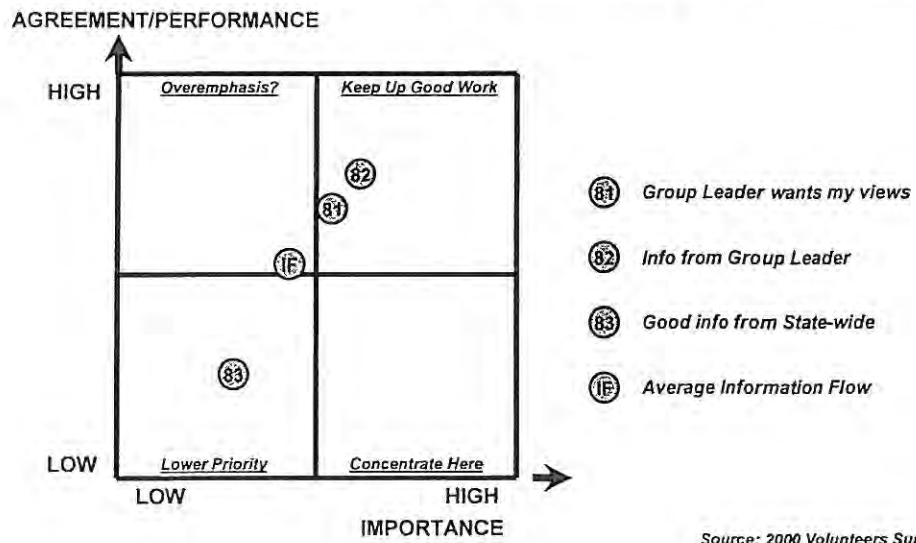


Graphic 48 - SES Recruitment

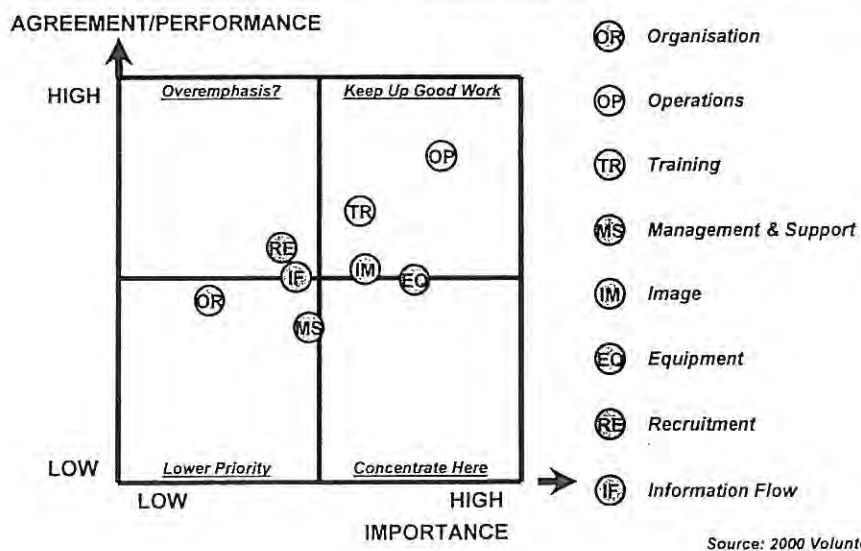


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Graphic 49 - SES Information Flow



Graphic 50 - Summary of Categories – All Districts



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APPENDIX B

RATINGS OF PERFORMANCE AND IMPORTANCE

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ORDERING BY CATEGORY			
NO.	CATEGORY	ROLE	Agreement / Performance Importance
4.11	Organisation	My understanding of how the SES is organised throughout Queensland is adequate	65% 71%
4.12	Organisation	My knowledge of how SES interacts with other emergency services is adequate	69% 79%
4.13	Organisation	I know how my Group performs in relation to other SES Groups in Queensland	66% 74%
4.21	Operations	There is good teamwork within my SES Group	82% 92%
4.22	Operations	There are good safety attitudes and practices within my Group	83% 92%
4.23	Operations	I am satisfied with the efficiency of operations of my group	77% 89%
4.24	Operations	My Group has a good working relationship with local Police	81% 88%
4.25	Operations	My Group has a good working relationship with other emergency services	77% 87%
4.31	Training	My training and skills are adequate for me to perform my duties	75% 91%
4.32	Training	My training is well focussed on our local disaster related activities that happen most often in my area	77% 89%
4.33	Training	The quality of training support given by my District Office is adequate	65% 85%
4.34	Training	The quantity of time spent on training in my Group is adequate	72% 86%
4.35	Training	Training nights are well prepared and interesting	71% 87%
4.36	Training	Training weekends are well prepared and interesting	72% 82%
4.41	Management	I feel that my Group's management is adequate	74% 86%
4.42	Management	I get an adequate say in how my SES Group is operated	69% 80%
4.43	Management	I get the impression that the support provided by the Local Government to my Group is adequate	55% 84%
4.44	Management	I get the impression that the support provided by the District Office to my Group is adequate	61% 81%
4.45	Management	I get the impression that the State-wide management of the SES is adequate	54% 79%
4.51	Image	Our Group actively promotes itself in my local community	72% 84%
4.52	Image	The image of my SES Group in my local community is good	78% 87%
4.53	Image	The overall image of the SES in Queensland is good	76% 86%
4.54	Image	SES has a good public profile compared to other emergency service organisations	63% 82%
4.61	Equipment	My personal protective equipment (PPE) are adequate for disaster related work	64% 89%
4.62	Equipment	My Group's equipment is maintained and in good working order	79% 91%
4.63	Equipment	My Group has sufficient equipment for the Group's primary role	64% 89%
4.64	Equipment	My Group has ready access to the Local Council's equipment if necessary	69% 85%
4.71	Recruitment	I personally promote being a SES volunteer to my friends and workmates	81% 81%
4.72	Recruitment	My Group is successful in attracting enough new volunteers	60% 81%
4.73	Recruitment	The SES recruitment process is adequate considering the checks and administration involved	64% 80%
4.81	Information Flow	My Group leader is keen to hear my views	75% 85%
4.82	Information Flow	I get good information from my Group leader on SES activities at the local level	77% 86%
4.83	Information Flow	I get good information on what is happening in SES State-wide	60% 77%
4.84	Information Flow	A newsletter is a good way for SES information to be distributed	81% 81%
4.85	Information Flow	An internet web-page is a good way for SES information to be distributed	71% 70%

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ORDERING BY AGREEMENT / PERFORMANCE			
NO.	CATEGORY	ROLE	Agreement / Performance Importance
4.22	Operations	There are good safety attitudes and practices within my Group	87% 94%
4.21	Operations	There is good teamwork within my SES Group	86% 94%
4.71	Recruitment	I personally promote being a SES volunteer to my friends and workmates	85% 85%
4.84	Information Flow	A newsletter is a good way for SES information to be distributed	85% 85%
4.24	Operations	My Group has a good working relationship with local Police	85% 91%
4.62	Equipment	My Group's equipment is maintained and in good working order	83% 93%
4.52	Image	The image of my SES Group in my local community is good	82% 90%
4.32	Training	My training is well focussed on our local disaster related activities that happen most often in my area	82% 91%
4.82	Information Flow	I get good information from my Group leader on SES activities at the local level	82% 89%
4.23	Operations	I am satisfied with the efficiency of operations of my group	81% 91%
4.25	Operations	My Group has a good working relationship with other emergency services	81% 90%
4.53	Image	The overall image of the SES in Queensland is good	81% 89%
4.81	Information Flow	My Group leader is keen to hear my views	80% 88%
4.31	Training	My training and skills are adequate for me to perform my duties	80% 93%
4.41	Management	I feel that my Group's management is adequate	79% 89%
4.34	Training	The quantity of time spent on training in my Group is adequate	78% 89%
4.36	Training	Training weekends are well prepared and interesting	78% 86%
4.51	Image	Our Group actively promotes itself in my local community	77% 87%
4.35	Training	Training nights are well prepared and interesting	77% 89%
4.85	Information Flow	An internet web-page is a good way for SES information to be distributed	77% 76%
4.12	Organisation	My knowledge of how SES interacts with other emergency services is adequate	75% 83%
4.64	Equipment	My Group has ready access to the Local Council's equipment if necessary	75% 88%
4.42	Management	I get an adequate say in how my SES Group is operated	75% 84%
4.13	Organisation	I know how my Group performs in relation to other SES Groups in Queensland	73% 79%
4.11	Organisation	My understanding of how the SES is organised throughout Queensland is adequate	72% 76%
4.33	Training	The quality of training support given by my District Office is adequate	72% 88%
4.63	Equipment	My Group has sufficient equipment for the Group's primary role	72% 92%
4.61	Equipment	My personal protective equipment (PPE) are adequate for disaster related work	71% 92%
4.73	Recruitment	The SES recruitment process is adequate considering the checks and administration involved	71% 84%
4.54	Image	SES has a good public profile compared to other emergency service organisations	71% 86%
4.44	Management	I get the impression that the support provided by the District Office to my Group is adequate	69% 85%
4.72	Recruitment	My Group is successful in attracting enough new volunteers	68% 85%
4.83	Information Flow	I get good information on what is happening in SES State-wide	68% 81%
4.43	Management	I get the impression that the support provided by the Local Government to my Group is adequate	64% 87%
4.45	Management	I get the impression that the State-wide management of the SES is adequate	63% 83%

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ORDERING BY ISSUE IMPORTANCE			
NO.	CATEGORY	ROLE	Agreement / Performance Importance
4.22	Operations	There are good safety attitudes and practices within my Group	87% 94%
4.21	Operations	There is good teamwork within my SES Group	86% 94%
4.62	Equipment	My Group's equipment is maintained and in good working order	83% 93%
4.31	Training	My training and skills are adequate for me to perform my duties	80% 93%
4.63	Equipment	My Group has sufficient equipment for the Group's primary role	72% 92%
4.61	Equipment	My personal protective equipment (PPE) are adequate for disaster related work	71% 92%
4.23	Operations	I am satisfied with the efficiency of operations of my group	81% 91%
4.32	Training	My training is well focussed on our local disaster related activities that happen most often in my area	82% 91%
4.24	Operations	My Group has a good working relationship with local Police	85% 91%
4.25	Operations	My Group has a good working relationship with other emergency services	81% 90%
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4.64	Equipment	My Group has ready access to the Local Council's equipment if necessary	75% 88%
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4.73	Recruitment	The SES recruitment process is adequate considering the checks and administration involved	71% 84%
4.12	Organisation	My knowledge of how SES interacts with other emergency services is adequate	75% 83%
4.45	Management	I get the impression that the State-wide management of the SES is adequate	63% 83%
4.83	Information Flow	I get good information on what is happening in SES State-wide	68% 81%
4.13	Organisation	I know how my Group performs in relation to other SES Groups in Queensland	73% 79%
4.11	Organisation	My understanding of how the SES is organised throughout Queensland is adequate	72% 76%
4.85	Information Flow	An internet web-page is a good way for SES information to be distributed	77% 76%



Queensland Government
Counter Disaster and Rescue Services
Department of Emergency Services

Queensland State Emergency Services

Stakeholder Satisfaction Survey Report

2002

2002 SES Volunteer Satisfaction Survey

Notes:

This is the third annual SES Stakeholder Satisfaction Survey. The primary focus of this survey is investigating the extent to which SES Volunteers are satisfied with training provided. As the survey has been further developed over the past three years a number of additional factors have been included in the survey. These include questions about resourcing, public image etc... There is also a section for SES Volunteer Instructors.

The most important development this year, is the move from simply identifying the mean answer on a scale of one to five, and instead reporting the number of respondents who elected four or five as their answer, and who can thus be said to be satisfied. Additionally, this survey has also investigated the extent to which each satisfaction variable is considered important to Volunteers. This information is considered in part two of the report.

This year's results can be divided both by question and by District. It must be noted, however, that some District had very low response rates, and as such the data from these districts when isolated from the other data, cannot be considered reliable.

Of more than 900 surveys distributed, only 79 were returned completed. Many more were returned to sender, or returned with a note explaining that the person to whom the survey was sent was no longer an SES Volunteer. It is imperative that the database be improved before next year's survey in order to maximise the response rate.

Comments are also included in this report and they have been divided by District and by question.

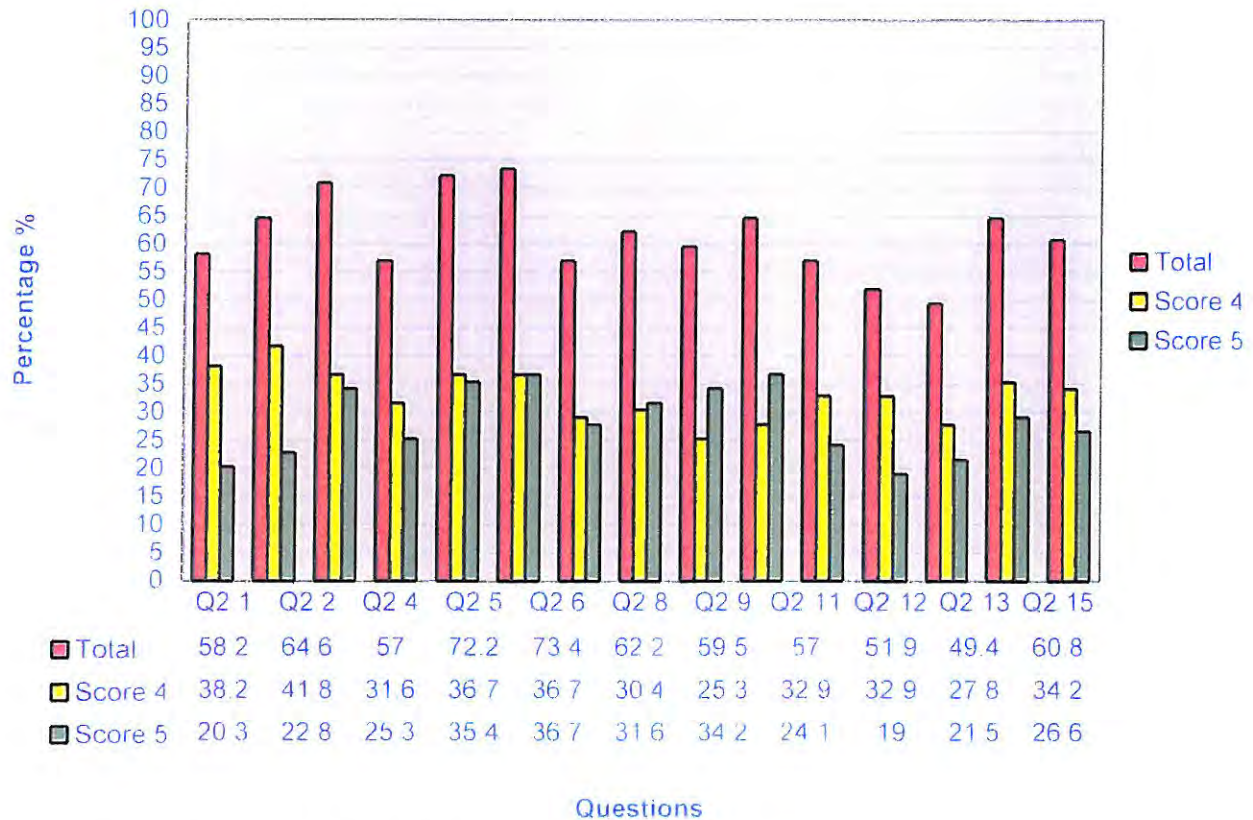
Contents:

Report Sections	Page
Part One: Stakeholder Satisfaction Results	3
Part Two: Importance and Satisfaction	4
Part Three: General Information	5
Part Four: Demography of Respondents by District	6
Part Five: Volunteer Instructor Results by District	7
Part Six: Respondents Comments by Question	8
Part Seven: Respondent Comments by District	14

Part One: Satisfaction Questions

This section contains information about the percentage of total respondents answering 5 or 4 on a scale of 1 to 5 (1 being unsatisfied, 5 being satisfied, 3 being indifferent). This information is not divided by District.

Percentage of Respondents answering 4 or 5 (thus satisfied)



- 2.1 I am satisfied with the range of SES training that I receive annually.
 2.2 The training that is being delivered is relevant and interesting to me.
 2.3 The competencies (skills, knowledge and behaviours) that I have gained from the SES enable me to perform my role within the SES Unit safely and effectively.
 2.4 I am able to maintain my competencies through the current level of skills maintenance training and assessment.
 2.5 SES instructors/assessors have a sound level of knowledge, skill and experience as trainers.
 2.6 SES instructors/assessors have a sound level of content knowledge and experience.
 2.7 The District Training Officer supports my training needs.
 2.8 Training activities provide a variety of opportunities through direct training, assessment and Recognition of Prior Learning (RPL).
 2.9 Student handouts and reference materials are useful.
 2.10 SES training and assessment has long-term advantages to me.
 2.11 I know what training and assessment processes are available to me.
 2.12 I can attend the training and assessment I want to when and how I want to.
 2.13 Training and assessment times and venues are convenient to me.
 2.14 I am satisfied with the training and assessment delivered by SES Volunteer instructors (Volunteers training Volunteers).
 2.15 I am satisfied with the personal and professional development offered by SES training.

(This information can also be extracted by District.)

Part Two - Importance and Satisfaction

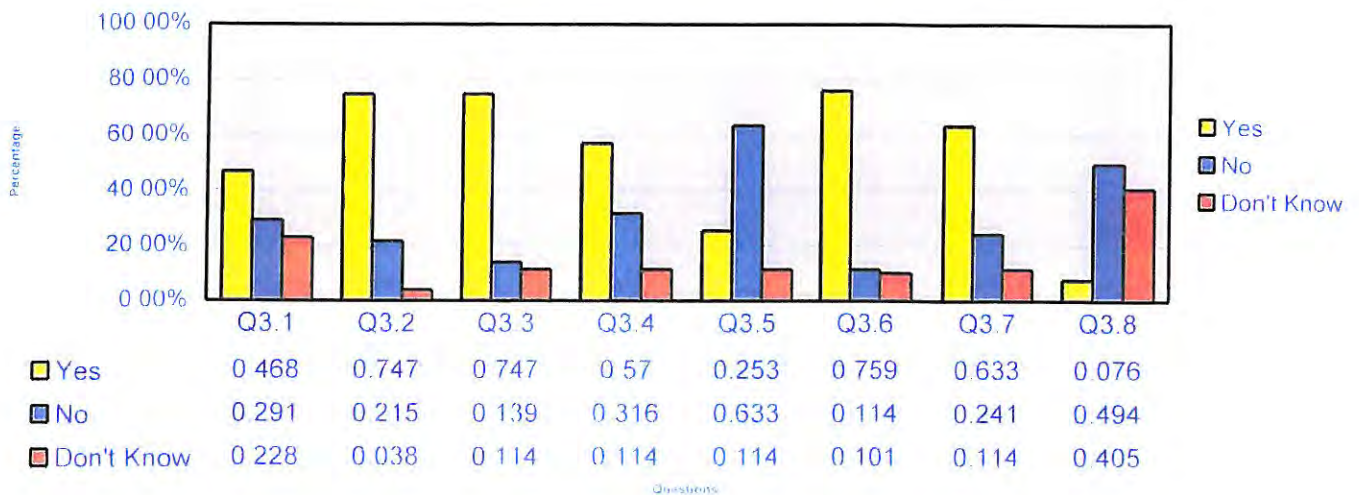
This section contains information about the extent to which each of the satisfaction components are considered important by Volunteers. This information is in the form of a mean score on a scale of 1 (that is a score where half of respondents responded below and half responded above)

In contrast, the second column shows the percentage of respondents who responded 4 or 5, and thus can be considered to be satisfied.

Question	Importance Rating (mean score)	Satisfaction Rating (percentage of those answering 4 or 5)
2.1 I am satisfied with the range of SES training that I receive annually.	90.4%	58.2%
2.2 The training that is being delivered is relevant and interesting to me.	91%	64.6%
2.3 The competencies (skills, knowledge and behaviours) that I have gained from the SES enable me to perform my role within the SES Unit safely and effectively.	95.4%	70.9%
2.4 I am able to maintain my competencies through the current level of skills maintenance training and assessment.	89%	57%
2.5 SES instructors/assessors have a sound level of knowledge, skill and experience as trainers.	95.4%	72.2%
2.6 SES instructors/assessors have a sound level of content knowledge and experience.	96.2%	73.4%
2.7 The District Training Officer supports my training needs.	95.8%	57%
2.8 Training activities provide a variety of opportunities through direct training, assessment and Recognition of Prior Learning (RPL).	90.2%	62%
2.9 Student handouts and reference materials are useful.	90.6%	59.5%
2.10 SES training and assessment has long-term advantages to me	86.8%	64.6%
2.11 I know what training and assessment processes are available to me.	87.2%	57%
2.12 I can attend the training and assessment I want to when and how I want to.	81.8%	51.9%
2.13 Training and assessment times and venues are convenient to me.	84.4%	49.4%
2.14 I am satisfied with the training and assessment delivered by SES Volunteer instructors (Volunteers training Volunteers).	89.4%	64.6%
2.15 I am satisfied with the personal and professional development offered by SES training.	91%	60.8%

Part Three –General Information

Section Three, General Information - Overall District Scores



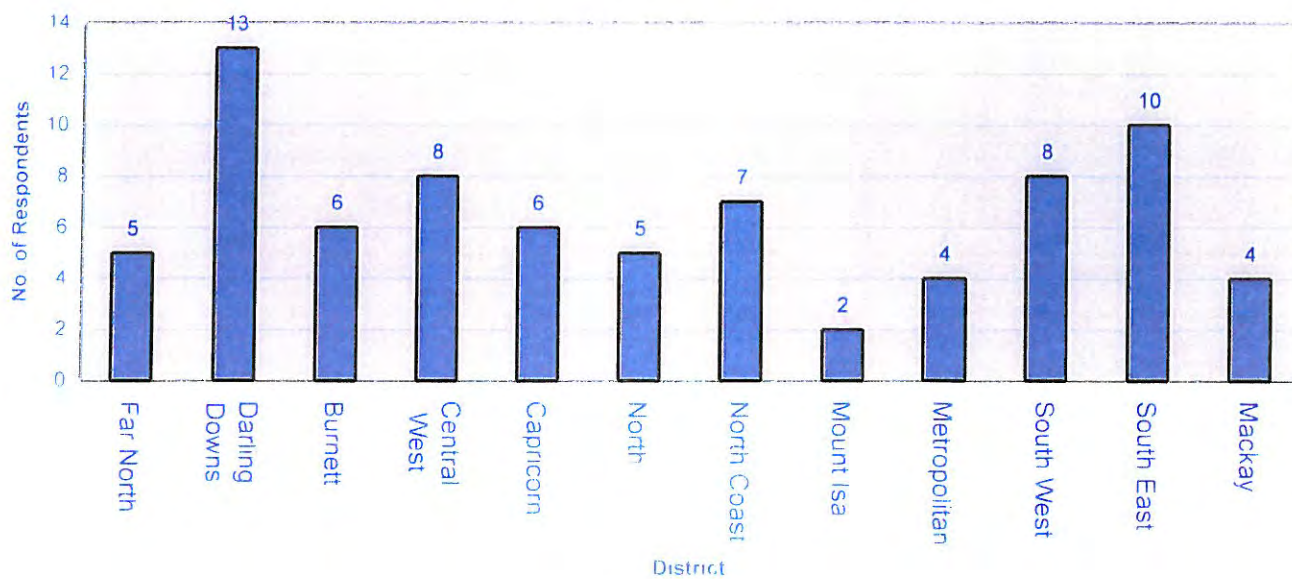
Questions:

- 3.1 On joining the SES were your current skills, knowledge and experience recognised by the SES training system?
- 3.2 Do the skills you learn in SES Training benefit you outside your SES service?
- 3.3 Are you satisfied with the public image of the SES?
- 3.4 Do you think that other Emergency Services Organisations regard the SES as an equally important organisation?
- 3.5 Have you received any Disaster Management Training?
- 3.6 Do you think SES Volunteers should receive Disaster Management Training?
- 3.7 Are you provided with adequate resources to fulfill your role?
- 3.8 Have you used the SES Volunteer Portal?

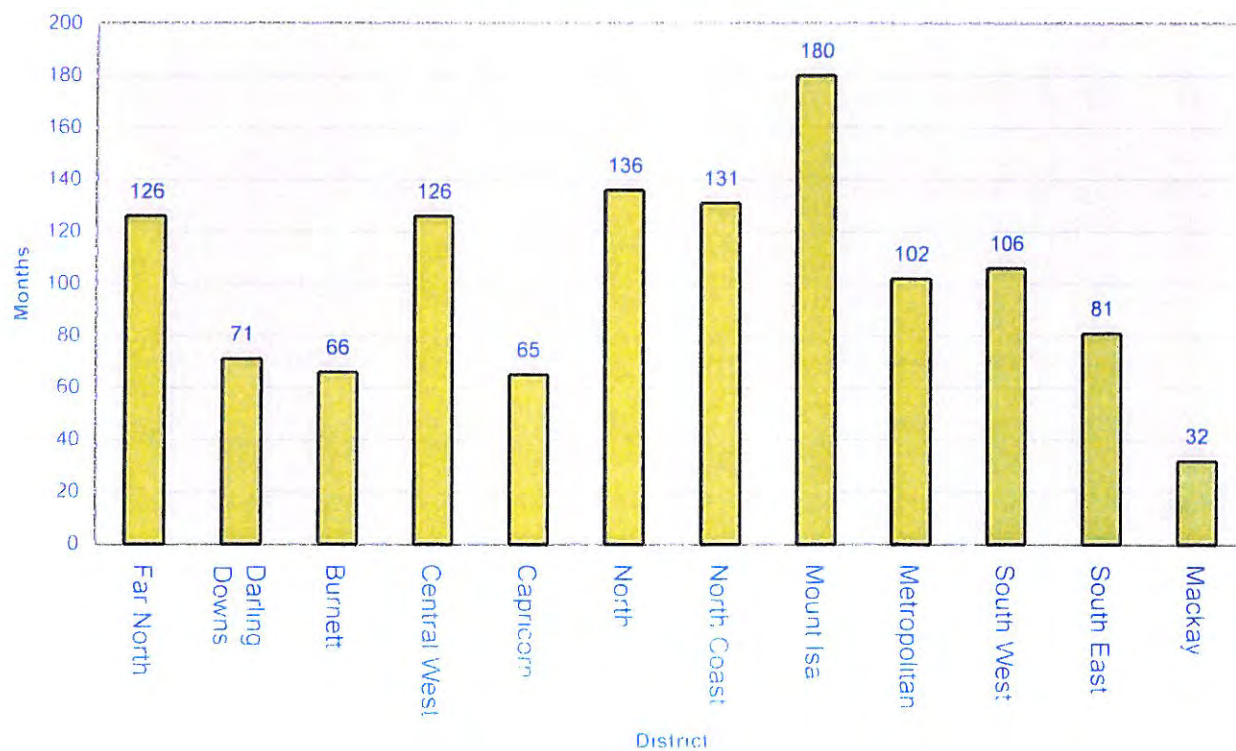
(This information is also available by District.)

Part Four – Demography of Respondents by District

Number of Respondents in each District



Mean Length of Active Membership in each district



Part Five - Volunteer Instructor Results by District

NB – Note that due to the small number of Volunteer Instructors responding this is not a statistically reliable result.

Also note there was no response to this section of the survey from Far North, Capricorn, North, North Coast or Metropolitan Districts.

		Darling Downs	Burnett	Central West	Mt Isa	South West	South East	Mackay
4.1	Yes	100%	100%	100%	100%	100%	100%	100%
	No							
	Don't Know							
4.2	Weekly	25%						
	Monthly	50%	100%	100%		100%	50%	
	Annually	25%			100%		50%	100%
4.3	Yes					100%		
	No	50%					50%	
	Don't Know	50%	100%	100%	100%		50%	100%
4.4	Yes	75%				100%	100%	100%
	No		100%	100%	100%			
	Don't Know	25%						
4.5	Yes	75%	0	100%			50%	100%
	No		0		100%	100%	50%	
	Don't Know	25%	0					

4.1 Do you find the current training material (State Training Resource Kits) useful?

4.2 How often do you deliver training?

4.3 Are you a DSU Instructor?

4.4 Are you comfortable with your level of knowledge and ability to perform as a good SES Instructor?

4.5 Do you feel that you receive adequate professional development?

Question Number	Comments
2.2	<p>The training that is delivered is relevant and interesting to me.</p> <p>2.2 Becoming boring with going over basic stuff all the time. No new or advanced training.</p> <p>2.2 It is updated all the time.</p> <p>2.2 Most SES activations are based on common sense which we are no longer allowed to possess.</p> <p>2.2 While I am already trained at a fairly high level. There appears to be little on offer to develop training further – no challenge.</p> <p>2.2 Never did anything other than tie knots in rope.</p> <p>2.2 After 3 years there were some parts a little boring but the program I remember was pretty good.</p> <p>2.2 The training is not relevant.</p> <p>2.2 When I get it, it is.</p> <p>2.2 Some topics are covered fairly regularly.</p> <p>2.2 Sometimes training goes over the top to the average person.</p>
2.3	<p>The competencies (skills, knowledge and behaviours) that I have gained from the SES enable me to perform my role within the SES safely and effectively.</p> <p>2.3 Group management skills need to be taught at a group level.</p> <p>2.3 Since a full-time Training Officer has been appointed to Longreach skill levels have improved.</p> <p>2.3 As we are all taught how to do things correctly.</p> <p>2.3 The training only shows me that SES is more worried about lawsuits than getting on with training people to do a job effectively and efficiently.</p> <p>2.3 Provided there are regular updates.</p>
2.4	<p>I am able to maintain my competencies through the current level of skills maintenance training and assessment.</p> <p>2.4 I maintain my competencies through actual operations.</p> <p>2.4 No back up</p> <p>2.4 It would help if the training was industry approved to use in employment so when rescue is required, the skills would be more fluent.</p> <p>2.4 Small units have not always the ability to have all skills maintained.</p> <p>2.4 This is a vexed topic. Take a member with 23 years of SES experience with commensurate skills and knowledge BUT some task crucial to current competency is now difficult for him/her eg CPR, rescue techniques etc... This member is therefore not competent??? Can we, then, take him/her on a call out, even though their assigned task is in the vital HG/Comms area etc??</p> <p>2.4 I have not done much skills maintenance training but I believe if you don't practice you soon forget.</p>

Question Number	Comments
2.5	<p>SES Instructors have a sound level of knowledge, skill and experience as trainers.</p> <p>2.5 Skills as presenters of training modules often poor.</p> <p>2.5 Maybe other units/areas</p> <p>2.5 Lack of basic drill ground safety rules.</p> <p>2.5 It would help if instructors followed the manual.</p> <p>2.5 Different areas (locations) can require slightly different techniques – instructors/assessors have to be aware of this.</p> <p>2.5 Instructors may have a reasonable level of knowledge but the majority of them can't teach.</p> <p>2.5 Some do and some don't, or can't present the training well in an interesting format.</p> <p>2.5 Most do a fantastic job and should be commended for their work.</p> <p>2.5 I feel they need a better understanding on any subject and have the ability to do what they teach fluently, but also to have the experience to just look at something and say that'll work or that won't work or it's easier to do it this way.</p> <p>2.5 Instructors that I have been involved with seem knowledgeable and easy to approach.</p>
2.6	<p>SES Instructors have sound level of content knowledge and experience.</p> <p>2.6 Most important otherwise we are getting incorrect knowledge.</p> <p>2.6 Not enough experienced people. Older SES people not keeping up with new ways.</p> <p>2.6 Most do</p> <p>2.6 Don't go anymore</p> <p>2.6 Some younger instructors have limited experience naturally.</p>
2.7	<p>The District Training Officer supports my training needs.</p> <p>2.7 Maybe in other locations. Ours seems always left out.</p> <p>2.7 If a request is made – Training Officer will endeavour to fulfil the request – i.e. specialist training for the area.</p> <p>2.7 As a trainer I find that administrative support is often lacking. Also courses are scheduled without consulting me first (for availability to train).</p> <p>2.7 Peter McNamee is great with plenty of advice.</p> <p>2.7 I feel that he (the DTO) does not support his surrounding Shires compared to Mt Isa Shire.</p> <p>2.7 When I am able to attend.</p> <p>2.7 If the Training Officer knew he/she probably would.</p> <p>2.7 Need more training sessions especially in Murrumbidgee</p> <p>2.7 District Training Officers have too many to train, but not enough finance to train everyone. This is a downfall as all groups need to be highly trained and efficient at what they do, in order to complete tasks more proficiently.</p> <p>2.7 District Training Officer in this area are excellent.</p>

Question Number	Comments
2.8	<p>Training activities provide a variety of opportunities through direct training, assessment and Recognition of Prior Learning (RPL).</p> <p>2.8 What training activities?</p> <p>2.8 The RPL process doesn't seem to happen. Coast Guard doesn't seem to recognise qualifications and experience that they should recognise.</p> <p>2.8 If they feel you can do it correctly then they will be happy to RPL</p> <p>2.8 The training I have received does not provide opportunities for prior learning as the training is geared more for litigation rather than common sense. (The use of gloves in any situation can be more dangerous than useful in some situations).</p> <p>2.8 This is needed badly.</p> <p>2.8 RPL is often difficult to get – could be made simpler. What about the plumber with 20 years of experience? Do we refuse to let him on a roof till he has a Storm Damage Course? Or do we inform him of SES regulations and carry on?</p>
2.9	<p>Student handouts and reference material are useful.</p> <p>2.9 When they are available</p> <p>2.9 Must be up to date, important tool if used prior to and as a follow up to practice.</p> <p>2.9 Needs updating.</p> <p>2.9 If it is made common knowledge these are available.</p> <p>2.9 Usually good.</p> <p>2.9 Good to look back on.</p> <p>2.9 Handouts allow prestudy prior training and revision after training.</p> <p>2.9 Notes, reference are always useful, as it is easy to look through notes regularly, rather than put more people out of place and bring everyone together, and try to cram things down their throats.</p> <p>2.9 Handouts etc... are very important. Very few of us have aural memories; and long term retention of detail is always helped by being able to refer back to handouts or reference material.</p>
2.10	<p>SES training and assessment has long-term advantage to me.</p> <p>2.10 As training is not always industry accredited, the skills and abilities have to be shelved until a situation arises and then takes a bit to recall what to do.</p> <p>2.10 Many members (particularly older ones) join SES to help their community and to fulfil a sense of personal satisfaction rather than any consideration of the advantages of training and assessment for a career.</p>

Question Number	Comments
2.11	<p>I know what training and assessment processes are available to me.</p> <p>2.11 Not enough feedback from training HQ or when I ask, no or little response.</p> <p>2.11 I am asked all the time what training courses I would like to do.</p> <p>2.11 My own doing (mostly). I miss meetings where they tell about them due to work.</p> <p>2.11 The training processes available to my level are a complete mystery.</p> <p>2.11 Very little discussion on training and assessment processes.</p> <p>2.11 Due to a lack of interest in SES because of politics and litigation, I don't always have information on courses available.</p> <p>2.11 "QSES Education and Curriculum Framework" and Training Calendars are prominently displayed and members are encouraged to read them.</p> <p>2.11 Sometimes</p>
2.12	<p>I can attend the training and assessment I want to, when and how I want to.</p> <p>2.12 I think it is important to have it when it suits the majority not just "me – I" as I feel that SES is a team working together, so it is important that a time that suits most is better.</p> <p>2.12 Courses are not available, not close enough (travelling time) or at wrong times</p> <p>2.12 Training must be regular and consistent but must fit in with family and work commitments.</p> <p>2.12. First Aid certificate barrier, further exasperated by mix up and hold up by issue of same. Personality factors locally.</p> <p>2.12 There is no pressure when to do it but I do most training if not all that is offered to me.</p> <p>2.12 If I can't do it then they find someone else to do it.</p> <p>2.12 If I attended a forty hour vertical rescue course it would have taken a year to complete. 3 hr every fortnight. Bit of a joke. One day per month. Drummed in over 4 months may be more attractive.</p> <p>2.12 Very difficult for me at present. Other commitments conflict at present.</p> <p>2.12 Any training I have received, I have been times to turn up, I'm not allowed to drive out in my vehicle, so due to work I have had to let the course go.</p> <p>2.12 Not available in small groups</p> <p>2.12 People who join an organisation need to be prepared to fit in with its training calendar, after all many/most of the trainers are volunteers also.</p> <p>2.12 Not all the time.</p>

Question Number	Comments
2.13	<p>Training and assessment times and venues are convenient to me.</p> <p>2.13 Helps with ones commitment.</p> <p>2.13 Current venue inadequate for training.</p> <p>2.13 As in 2.12 – It times and venues are not convenient to some people, perhaps they have chosen the wrong organisation. Need to choose an organisation where you can attend most of its events etc...</p> <p>2.13 Due to size of area we should realise that we may have to travel.</p>
2.14	<p>I am satisfied with the training and assessment delivered by SES Volunteer Instructors (Volunteers training Volunteers).</p> <p>2.14 The testing/exam process at the end of training courses is a joke. No one could possibly fail as instructors even give out answers if asked. The tests are not a test of assimilated knowledge.</p> <p>2.14 Skills, competencies, experience need maintaining and upgrading.</p> <p>2.14 Lacking in experience.</p> <p>2.14 I will be a instructor one day hopefully.</p> <p>2.14 I feel most instructors teach from a book rather than experience.</p>
2.15	<p>I am satisfied with the personal and professional development offered by SES training.</p> <p>2.15 For a volunteer organisation, there are too many demands and orders for someone who works for a living.</p> <p>2.15 No recognition by other emergency services.</p>

Part Seven – Respondent's Comments by District

Comments by District SES Survey 2002

Burnett

Burnett, 2 Years

- 2.1 Due to lack of interest, from the political aspects of SES, I don't receive training annually.
- 2.3 The training only shows me that SES is more worried about lawsuits than getting on with training people to do a job effectively and efficiently.
- 2.4 It would help if the training was industry approved to use in employment so when rescue is required, the skills would be more fluent.
- 2.5 I feel they need a better understanding on any subject and have the ability to do what they teach fluently, but also to have the experience to just look at something and say that'll work or that won't work or it's easier to do it this way.
- 2.7 District Training Officers have too many to train, but not enough finance to train everyone. This is a downfall as all groups need to be highly trained and efficient at what they do, in order to complete tasks more proficiently.
- 2.8 The training I have received does not provide opportunities for prior learning as the training is geared more for litigation rather than common sense. (The use of gloves in any situation can be more dangerous than useful in some situations).
- 2.9 Notes, reference are always useful, as it is easy to look through notes regularly, rather than put more people out of place and bring everyone together, and try to cram things down their throats.
- 2.10 As training is not always industry accredited, the skills and abilities have to be shelved until a situation arises and then takes a bit to recall what to do.
- 2.11 Due to a lack of interest in SES because of politics and litigation, I don't always have information on courses available.
- 2.12 Any training I have received, I have been times to turn up, I'm not allowed to drive out in my vehicle, so due to work I have had to let the course go.
- 2.14 I feel most instructors teach from a book rather than experience.
- 2.15 For a volunteer organisation, there are too many demands and orders for someone who works for a living.

General Comments

1. There is really no practical content in training, as it is more about litigation rather than the issue at hand, and I feel there are too many big heads in the higher qualified personnel.
2. Competency requirements are assessed on knowledge of the system, and legal obligation rather than actual ability to efficiently complete a task.
3. The image of the SES is poor in most opinions, as the attitude of a lot of members is to bossy for the general public.
4. I am not really familiar with the SRP, but from what I understand of the Counter Disaster Plan there is too much info to learn and store in your/my

head on top of knowing my role and knowing how to fulfill it, and on top of this I need to keep up with my everyday job which happens to be self-employment. I would rather relinquish my membership in SES than be trained as I could not be bothered with the rubbish that goes on.

Burnett, 11 Years

General Comments

I belong to a small unit with minimum call-outs. We are well-equipped. Unfortunately I work long hours most days and can not be as actively involved as I would like. Hope this is of some assistance to you. Keep up the good work.

Burnett

2.6 Most important otherwise we are getting incorrect knowledge.
2.12 I think it is important to have it when it suits the majority not just "me - I" as I feel that SES us a team working together, so it is important that a time that suits most is better.

General Comments:

Have not been in long enough to make an unbiased and accurate assessment.

Burnett

General Comments:

I have not attended SES for a few years but have left my name on the books if needed for a callout in an emergency. I do feel I need a refresher or upgrade or reeducation on what has happened in the time since I last attended - to be of any benefit should I be required. Maybe a recall of inactive members could swell the ranks of active members and with an update - be good support to today's teams if called up.

Capricorn

Capricorn - Non Active

2.1 I was basically told being female my role was to make sandwiches.
2.2 Never did anything other than tie knots in rope.
2.6 Don't go anymore

General Comments

I was treated as an inferior by male members and treated as a China Doll. I joined to be hands on and helpful.

Capricorn, Since 1995

2.1 I feel what I receive in training is not enough.
2.2 When I get it, it is.
2.4 No back up
2.7 If the Training Officer knew he/she probably would.

General Comments

Practical far outweighs academic. Not many adults like being in a classroom for 2 days.

Competency is all important in our line of work.

In our area the image of the SES is a little lacking. In other districts that I have visited the SES work hand in hand with other services. It might be endemic of the area.

I can't always access the resources that I need.

Lack of basic stores, lack of training aids and lack of not knowing where or who to ask. I'm still waiting for a reply via email from the volunteer internet address.

Apart from that I love being a member of the State Emergency Service. Thanks.

Capricorn, 24 Years

2.1 There appears to be very little updates or instructor workshops available.

2.3 Provided there are regular updates.

2.4 Small units have not always the ability to have all skills maintained.

2.12 Not available in small groups

2.15 No recognition by other emergency services.

General Comments

This organisation has difficulty recognising outside skills and training the R{PL system turns people away who have existing skills, volunteers are not going to waste "their" time proving their qualifications again.

Difficulty attracting and maintaining membership in small groups which do not have many activations, becomes a problem in fulfilling our roles within the local CD plan.

If the group can not maintain the required competencies or interest, their roles in the CD plan may not be able to be fulfilled at all times.

Instructors Comments

No regular instructor updates in information or procedures. Resource kits have not been updated for years, some, but not all have access to new information.

Capricorn - Gave up the SES - disenchanted with Rockhampton administration

General Comments: A good leader who is competent and a good communicator is essential. In rural communities that leader must be respected to have a following. A well-organised leader is also essential. E.g. a plan for the meeting night. Some leaders have too many other positions in the community to be an efficient leader.

Central West

Central West, 15 to 20 Years

2.1 Central West need more training sessions.

2.7 Need more training sessions especially in Muttaborra

General comments: Need more training in this town of Muttaborra.

Central West, 25 Years

General Comments

Up until 15 months ago we only had basic training in our area, but since we have had Winston Williams as our Training Officer appointed. Training is going ahead in leaps and bounds. Which is great for us as groups and especially good for the sake of the SES. We will only get better from his training and his approach to people

and training. As far as I'm concerned Winston is the best thing that has happened to SES in Central Coast. (Local Controller Blackall).

Central West, 11 ½ Years

General Comments

When I was in my previous Unit in the city I found that my work interfered with my attendance and ability to attend courses. This also made people form opinions of me which weren't true. However, since moving to Blackall I have found that the unit is in the same situation as myself with regards to work commitments as most of the unit and myself were also members of QFRA and also being from the country we have mutual respect for each other. The training received is not often but in the same hand it is not repetitive as in the city and in my opinion is much better.

Central West, 6 Months

2.3 As we are all taught how to do things correctly.

2.8 If they feel you can do it correctly then they will be happy to RPL

2.12 If I can't do it then they find someone else to do it.

Central West, 7 Years

General Comments

I have done SES Training in Longreach but have done nothing in Isisford because not much is done down here, nobody does training in Isisford. But I am prepared to travel to Longreach for training.

Central West, 10 Years

2.1 Due to times of training and commitment to other pastimes is hard to attend all training. The training I have been involved in has been interesting and satisfying.

2.2 Sometimes training goes over the top to the average person.

2.4 I have not done much skills maintenance training but I believe if you don't practice you soon forget.

2.5 Instructors that I have been involved with seem knowledge and easy to approach.

2.11 Sometimes

2.12 Not all the time.

2.13 Due to size of area we should realise that we may have to travel.

Darling Downs

Darling Downs, 2 Years

General Comments

Unfortunately too few volunteers turn up for training nights when the instructor has gone to a lot of trouble to prepare a training session. This has happened a lot. I would like to see much more in Branch Training.

Darling Downs, 6 years

2.1 Unfortunately due to work commitments I have been unable to attend most of the training I would like to.

2.5 Most do a fantastic job and should be commended for their work.

2.11 My own doing (mostly). I miss meetings where they tell about them due to work.

2.12 Very difficult for me at present. Other commitments conflict at present.

Darling Downs, 22 Years

General Comments

I don't expect to attend many courses as, at 70 years of age I do not expect to be in the service for many more years. I would rather see the resources spent on someone who may be active for 10 years or more. I do, however wish to retain my current skills.

Training must be basic and of a practical nature.

Some new recruits are baulked by first aid requirements.

The SES does not receive full cooperation from our Council, but is supported by the general public. We have not had many emergencies in our district but try to keep in the public eye by helping at local functions, marching in ANZAC Parade etc...

We have enough resources to meet our role, but do keep upgrading where needed.

I have left this survey rather late to better assess our new Training Officer () who seems to be very keen and efficient (he is coming to our next training night).

Darling Downs, 1 $\frac{1}{4}$ years

General Comments:

I live in Chinchilla and have been a member for the SES long enough to know how to finish our job successfully for the public. The public here are not well informed enough to know what our role is as the SES. One job that I have went on, we had to tarp a roof, but the victim of the house wanted to know how much it was going to cost. We don't get many callouts, but our training enables us to complete our job. Our resources are limited, but we manage as we are. I'm very grateful in the SES and I have learnt a lot. I'm eager to stay on many more years to come.

Darling Downs - 2 years

3 day training Friday night is a waste of time

General Comments:

Training needs to be standardized or aligned with other training eg main roads traffic control.

Darling Downs - Five Months

2.9 Must be up to date, important tool if used prior to and as a follow up to practice.

2.12 Training must be regular and consistent but must fit in with family and work commitments.

2.13 Helps with one's commitment.

General Comments: As I have only been a member for less than a year I have tried to answer as best I can. At the moment I feel I have not been in the organisation for long enough to make any major judgements or assessments.

I do think practice is probably more important than academic training.

Manuals etc are very handy for reference and definitely an asset after practice sessions.

In our area the SES is considered an asset to the community.

What I have seen so far makes me wish I had joined earlier but due to shift work this was not possible.

Competency assessment although important can be a disadvantage if over "emphasised" and can be a stress factor. If it became more important to the organisation than training practice and membership, it could be a negative factor to me to firstly stay in the SES or if thinking of joining SES a put off.

Darling Downs, 1 year

General comments: I think that SES training is a good idea and I think it will help me if I have a problem further on in life (eg if a car gets bogged).

Darling Downs, 15 Months

2.7 [REDACTED] is great with plenty of advice.

2.9 Good to look back on.

2.11 I am asked all the time what training courses I would like to do.

2.12 There is no pressure when to do it but I do most training if not all that is offered to me.

2.14 I will be an instructor one day hopefully.

General Comments:

We have plenty of rough terrain to need to train for vertical rescue but told we don't need to train for it and won't issue equipment to train for it. I personally would love to do this type of training.

I think it is great to be in the SES but there is no point if you can't be any help to the District.

Thank you for taking the time to do this survey.

Darling Downs, about 8 years

2.1 Courses not readily available.

2.12 Courses are not available, not close enough (travelling time) or at wrong times

General Comments:

Consideration should be given to have specialist courses run at nighttime. Whilst some SES members are retired or unemployed - most have to work for a living and by having courses all day Saturday and Sunday means in some cases, members will not get a break for three weeks - totally unacceptable. I refuse to do a course that's spread across two weekends. If this situation continues, I believe a lot more members will either quit the SES or refuse to do courses.

More time and effort should be placed on the practical aspects of "general rescue". A lot of people are good academically but sadly lack coordination/competency when it comes to the practical side.

Far North

Far North

General Comments

We have often trained for something then not been able to put it in action because of no equipment. Such as swift water rescue and traffic control, after putting hours in to do these courses. Then to be told we must buy our own equipment before we can actually be put in the action, I find this a bit too much in the small town groups and on the volunteers themselves.

Far North, 7 Years

2.1 Training at both unit and district level is excellent.

2.4 This is a vexed topic. Take a member with 23 years of SES experience with commensurate skills and knowledge BUT some task crucial to current competency is now difficult for him/her eg CPR, rescue techniques etc... This member is therefore not competent??? Can we, then, take him/her on a call out, even though their assigned task is in the vital HG/Comms area etc??

2.7 District Training Officer in this area are excellent.

2.8 RPL is often difficult to get - could be made simpler. What about the plumber with 20 years of experience? Do we refuse to let him on a roof till he has a Storm Damage Course? Or do we inform him of SES regulations and carry on?

2.9 Handouts etc... are very important. Very few of us have aural memories; and long term retention of detail is always helped by being able to refer back to handouts or reference material.

2.10 Many members (particularly older ones) join SES to help their community and to fulfil a sense of personal satisfaction rather than any consideration of the advantages of training and assessment for a career.

2.11 "QSES Education and Curriculum Framework" and Training Calendars are prominently displayed and members are encouraged to read them.

2.12 People who join an organisation need to be prepared to fit in with its training calendar, after all many/most of the trainers are volunteers also.

2.13 As in 2.12 - It times and venues are not convenient to some people, perhaps they have chosen the wrong organisation. Need to choose an organisation where you can attend most of its events etc...

3.3 The image has improved over the last few years but there is still room for more improvement.

3.4 SES is gaining recognition with other Emergency Services but there is still some way to go.

3.6 Yes, for some Executive members, no for general search and rescue teams (most just want to get in and get the job done).

3.7 Finances have not increased in quite a few years - 1 set of overalls looks pretty silly on a 3 day search in the rain on a muddy terrain.

General Comments

1. Competency requirements:

It is my understanding that only members who are "currently competent" can operate in the field. There are several issues: a) new members take approximately 2 years to complete the core training units and to become "competent". If we do

not allow them to go on call-outs for 2 years most will leave before the 2 years are up. New members need to be out in the field as soon as possible to gain relevant experience and to maintain their enthusiasm. QFRA members do a 6 week induction course and then are allowed to on callout and operate under supervision. SES new members have traditionally gone on callouts and worked under supervision. Is our Induction Course not adequate? Does it need upgrading? b) Older members and those with slight disabilities also have problems with "competency maintenance" eg short women cannot do a fireman's crawl with a large man, but they can show someone else the procedure. Problems of this nature affect some SES members and can also affect their competency maintenance.

2 I think the training package has a good balance of academic and practical content. Most search and rescue team members want to know enough to do a job efficiently and safely.

3. The image of SES has improved through TV ads and TV coverage of SES activities during operations. I would still hope that one day people will stop calling us the CES (How long is it since that organisation became defunct?) Locally, our Unit promotes itself by assisting at the show, ANZAC Day, Australia Day and many more.

5. How about making SES funding in line with CPI. This would make it easier to acquire resources. Speed of delivery of equipment is another point. I am pleased to note the Personal Protective Equipment now arrives fairly quickly. But why should it take 8 months (so far) for a replacement motor of a Floodboat to be supplied? Coincidentally we had a call out for our "borrowed" Floodboat yesterday.

Mackay

Mackay

General Comments: My apologies for the late return. I may not have been an active member for the past couple of years. My 3 ½ years of training was very good. I look forward to rejoining again when time permitting.

Mackay, 4 Years

General Comments

Training courses could be condensed into a shorter time frame.

Without activations it is difficult to keep members interested in training - mainly because of other social commitments.

Some members of the public don't realise that SES members are actually volunteers!!

Metropolitan

Metropolitan, 3 Years

2.1 Presently my training is not relevant to our activities.

2.2 The training is not relevant.

2.4 I maintain my competencies through actual operations.

2.11 The training processes available to my level are a complete mystery.

General Comments:

I have been an active member of the AVCGA for over 3 years now and have participated in many major rescues. I am happy with the association but strongly believe the new nationwide training package is completely irrelevant to our activities.

Metropolitan, 13 Months

2.13 Current venue inadequate for training.

General Comments

The public image of the SES is almost non-existent. As volunteers we aren't gaining recognition for the hard work we do. Most people have to ask what we do before giving money at fundraising events.

Our equipment is substandard. We don't even have harnesses that fit most of our group members. Most groups have inadequate training facilities.

The training is improving but without proper resources will continue to be inadequate.

There is also no support at a group level from politicians. In my 13 months with SES there has been no formal "thank-you" from any politician. The Lord Mayor's Ball in November 2001 was a slap in the face to many members as Jim Soorley didn't attend.

Metropolitan, 25 years

2.3 Group management skills need to be taught at a group level.

General Comments:

The lack of training for Senior Management roles in the Group / Unit position is not sufficient. WPH&S training needs improving and for all members.

Image of SES from SES members at times seems to be a work force when other Government Departments are not available / lose too much / overtime.

Need for interesting training / research for advanced members to retain interest / progression and progress towards formal qualifications able to be used in outside world.

Very little seen of District Office personnel at Group level and what they do.

Pre-supply good - need to look at wet weather gear and high visibility wear for over equipment / wet weather gear / warm clothing.

Mt Isa

Mt Isa, Several Years

2.1 Once again people and remote areas are literally left to fend for themselves - we don't know what's available or when.

2.8 This is needed badly.

General Comments:

1 - Academic Vs Practical - balance of both.

2 - Shouldn't be "over the top" therefore creating exclusion.

North

North, 4 Years

2.2 Some topics are covered fairly regularly.

North

General Comments

I was only able to be an active volunteer for a short period of time. However I was pleased with the content of the training I received and the professionalism of the trainers and leaders of my district.

North 29 Years

2.1 Most SES training now is all theory and very little practical.

2.2 Most SES activations are based on common sense which we are no longer allowed to possess.

General Comments

There is far too much theory involved in SES training today. In a real emergency, most theory goes out the window, and action is taken on the events at hand. No two events will be the same and common sense must prevail.

I think it is a shame that people are too afraid of litigation to do practical training and this takes from the enjoyment of SES as I have known in the past (pre Work Place Health And Safety). [REDACTED]

North, 1 year

2.5 Skills as presenters of training modules often poor.

2.14 The testing/exam process at the end of training courses is a joke. No one could possibly fail as instructors even give out answers if asked. The tests are not a test of assimilated knowledge.

General Comments:

More administrative effort is needed to be sure full records are kept up to date of training levels of our organisation numbers.

Skills as trainers is often poor despite excellent knowledge levels of presenters.

Presentations are very poorly done in some cases. Perhaps SES/VMR needs professional presenters to handle some class room modules.

North Coast

North Coast - 16 years

2.1 Not sufficient competent trainers available.

2.2 Becoming boring with going over basic stuff all the time. No new or advanced training.

2.5 Maybe other units/areas

2.6 Not enough experienced people. Older SES people not keeping up with new ways.

2.7 Maybe in other locations. Ours seems always left out.

2.8 What training activities?

2.9 When they are available

2.11 Not enough feedback from training HQ or when I ask, no or littler response.

2.14 Skills, competencies, experience need maintaining and upgrading.

General Comments:

Appears that ones in the semi-rural areas will always fall behind their city/large town colleagues.

District Offices based in large towns do not always support outer areas.

Image in early 90's was a more professional role. Image has slipped a lot i.e. keystone cops again.

Has \$'s or a lack of \$'s contributed to this?

Training managers/coordinators must get out of the office and support the activities of the groups.

Those who have under-performed in an area must not be "promoted" to another.

North Coast, 12 years (plus 12 years in NSW SES)

General Comments

I think the training now is much more informative but there should be more hands on training rather than sitting in a classroom listening to lectures.

North Coast

2.9 Handouts allow prestudy prior training and revision after training.

2.11 Very little discussion on training and assessment processes.

General Comments:

I did not join SES solely for the purpose of fundraising. I joined to be part of a team to learn and operate all procedures. Training is very sparse and not well organised. We are still trying to finish phase one. This has been going for nearly 12 months. I asked for a first aid and traffic control course to be held in our training room earlier this year. As yet nothing has happened as I believe Caloundra have said no to training locally. We spent a lot of money enlarging our training room and to this day I believe it has only been used once. I also believe we hold a letter from Gympie stating we can have local training. Because many of our local volunteers also belong to the rural fire brigade some of our training nights are cancelled because of rural fire brigade commitments.

North Coast, 3 Years

2.3 Had no contact at all with administration.

General Comments

I consider the practical content of training to be more important than an academic point of view.

The image of the SES deserves more recognition as they save lives in their various activities, I personally feel quite proud of this volunteer organisation.

North Coast, 10 to 15 Years

General Comments

I am [REDACTED] yrs of age and am of very limited activity in SES. Was always one of the contacts in floodtimes when our area is isolated. Will complete sections 3.

Others N/A. I think you should remove my name for this type of thing. ([REDACTED])

[REDACTED] M/S 2209 Gympie 4570).

North Coast, 18 months

2.1 Too much irrelevant information.

2.5 Lack of basic drill ground safety rules.

2.9 Needs updating.

2.12. First Aid certificate barrier, further exasperated by mix up and hold up by issue of same. Personality factors locally.

2.14 Lacking in experience.

General Comments:

1. Far too much emphasis is placed on paper qualifications as opposed to practical experience. This is reflected in all walks of life, and just keeps getting worse.
2. The repetition of basic principles turns off keen members. Involvement in variety restricted to "the few".
3. It has always been regarded as a "Dad's Army" on the outside by the Fire, Police and Ambulance. I still concur with this attitude, 50% are young females, 25% are medically restricted or in the retirement age. This is the Government way of providing cheap labour for the Fire and Police and Ambulance in time of need.
4. Resources and Finance should be entirely State and not partial Local Government, fund raising etc. Who runs the show Local Council or State Government?

South East

South East 2 years

2.1 It is continuous

2.2 It is updated all the time.

South East 7 Months

2.1 Some of the level 1 training is not relevant to the tasks level 1 are expected to do.

2.5 It would help if instructors followed the manual.

2.9 If it is made common knowledge these are available.

South East 6 Years

2.5 Instructors may have a reasonable level of knowledge but the majority of them can't teach.

South East, 5 Years

2.1 But I am not able to attend as many training nights as I used to or would like to. (Family commitments).

2.2 After 3 years there were some parts a little boring but the program I remember was pretty good.

2.6 Some younger instructors have limited experience naturally.

2.7 When I am able to attend.

2.12 If I attended a forty hour vertical rescue course it would have taken a year to complete. 3 hr every fortnight. Bit of a joke. One day per month. Drummed in over 4 months may be more attractive.

South East, 10 Years

General Comments: I am happy with both academic and practical aspects of training. Some newer volunteers seem to come and go. Mainly it is because. Their employment takes them out of the district. A few come and go for other reasons eg health or not what they had expected. Competency requirements seem easy to learn. Any extra help needed is forthcoming. Overall image of SES is fairly well received in the community. Resources are adequate for our needs. More can be accessed if needed at any time.

South East 13 Years

2.1 I am one of the trainers and found that I had to go to an external agency to obtain Cert IV Workplace Trainer And Assessor - not good enough.

2.2 While I am already trained at a fairly high level. There appears to be little on offer to develop training further - no challenge.

2.5 Some do and some don't, or can't present the training well in an interesting format.

2.6 Most do

2.7 As a trainer I find that administrative support is often lacking. Also courses are scheduled without consulting me first (for availability to train).

2.8 The RPL process doesn't seem to happen. Coast Guard doesn't seem to recognise qualifications and experience that they should recognise.

2.9 Usually good.

General Comments

Training really is the key to attracting and maintaining personnel.

Unfortunately, the new CBT is difficult to manage and maintain. The Training Officer for each unit has a huge job to provide the support the trainers need. Probably too large a task for a volunteer. To this end, there should be paid training officers even if part-time.

CBT requires Trainers to have a Cert IV in Workplace Training and Assessment yet there is little support offered to individuals to obtain this qualification. This means that there are several volunteers are forced to pay large sums of money to obtain this certification.

This cost was reduced for me because I was able to RPL most of it with an external provider. Coast Guard refused to accept my qualifications to RPL and of Cert IV despite a Diploma of Education.

South West

South West

No comment - I have not attended courses for approximately 10 years.

I believe our resources in Texas are very good with the numbers we have and what we are trained to do.

Volunteer instructor comments:

My group leader is a very supportive of us training and instructing. He is also very encouraging and helpful when we are training and doing courses. He is very helpful when we want to progress ourselves further.

South West, 15 Years

General Comments: Belong to Yuleba Ck SES - very loose arrangement - generally accidents coped with (mostly road accidents) by selves - argue over procedure afterwards if at all - have been doing this for last 50 years.

Training - what is relevant? Every accident is different - and training takes time - we can't afford to be away for too long.

Increasing incidence of absentee or itinerant landlords means workload increases looking after others property problems.

If you can do anything - please convince MRD of value of strategic grids for containment of stock. This would make my workload and others much easier - we do all this for no reward - at least the community would try to help. ()

South West, 5 Years

General Comments: There are too many flaws in the training packages. Unpaid volunteers should not have to correct materials others get paid to produce.

It also takes far too long to get changes made.

Volunteers join the SES to deal with emergencies. The emphasis on paper work is putting many off.

South West 20 Years

2.1 Confidence in what I am doing - reaching a positive outcome.

2.3 Since a full-time Training Officer has been appointed to Longreach skill levels have improved.

2.5 Different areas (locations) can require slightly different techniques - instructors/assessors have to be aware of this.

2.7 If a request is made - Training Officer will endeavour to fulfil the request - i.e. specialist training for the area.

General Comments:

More practical - persons from this area are keen but a few have a low academic level.

Miscellaneous

Place and length of service not identified

General Comments

Dosen't SES Voluntee to help the emergency people not to do part their job. We shouldn't have to know all the thing that emergency people know. (sic)



MEMORANDUM

Date	11 November 2003	Reference	
To	Director, SES and VMR Operational Preparedness		
From	Director, Coordination and Planning Unit	Telephone	[REDACTED]
Subject	Stakeholder Satisfaction Survey Report 2003		

PURPOSE

- To provide the results of the 2003 SES Volunteer Satisfaction with Training surveys.

BACKGROUND

- This stakeholder satisfaction survey is the fourth annual SES Volunteer Satisfaction with Training survey. The primary focus has been to investigate the extent to which SES Volunteers are satisfied with the training they have received as members of the SES.

CURRENT ISSUES

- 998 surveys were sent to a random sample of Volunteers across the twelve (12) districts. 225 (22.5%) surveys were returned.
- The overall satisfaction rate was 75%. This result was published in the 2002-03 Annual Report and the 2003-04 MPS. The published target was 70%. This result proved contentious at the Estimate Debates and requires action.
- All comments included on the surveys have been incorporated in the comments section of the attached report.
- A list of 'Themes' have been identified from the comments for your consideration (page 4 of report).
- Graphs are provided indicating results per question as well as results per District.

RECOMMENDATION

- Your feedback regarding issues raised is appreciated as well as action taken as a result of this feedback. Please use the Performance Excellence Team (PET) members as part of this process.
- Comments are also sought regarding the intent to change the survey instrument in 2003-04. In order to enhance the quality of feedback from stakeholders, the surveys require further improvement through the current review of the CDRS Performance Measures and consolidation of Survey instruments to support the new CDRS Strategic Plan Strategies.



Director, Coordination and Planning





Queensland Government
Counter Disaster and Rescue Services

Department of **Emergency Services**



SES and VMR Services

**Volunteer Training Satisfaction
Survey Report
2003**

Table of Contents

Introduction and Results
Themes derived from survey results
Copy of Stakeholder Satisfaction Survey
Results from Section One of Survey – ‘SES Volunteer Satisfaction with the training programme’
Results from Section Two of Survey – ‘Location of SES Volunteers who responded to survey’
Graphs showing results by CDRS District Office
Graphs showing results by Question
Comments from Volunteers

Introduction

This is the fourth annual State Emergency Services (SES) Volunteer Training Satisfaction Survey. The primary focus of this survey has been investigating the extent to which SES Volunteers are satisfied with the training they have received as members of the SES and related issues. SES training satisfaction surveys are conducted across a random sample of Volunteers from each district.

--- 998/225 ---

Of the 998 surveys sent to SES Volunteers, 225 (22.5%) were returned completed in time to be included in the data. All comments included on the returned surveys have been included in the comments section, which can be found towards the end of this report.

The Director, Coordination and Planning seeks feedback from the Director, SES and VMR regarding issues raised and action taken as a result of this feedback.

Comments are also sought regarding the intent to change the survey instrument in 2003-04 to enhance the quality of feedback from stakeholders in order to further improve our surveys.

Results

The overall satisfaction rate for 2002-03, published in the MPS and Annual Report, was 75%.

The published target was 75%.

Target met ✓

Themes

A number of themes and issues emerging from the survey responses include:

- Public Image/Induction – consideration could be given to a video/DVD to be used to induct new volunteers into the SES and/or used for public relations purposes. This short film could be used to communicate the volunteer emergency services role of the SES i.e. What it will and will not do.
- First Aid Courses – demand appears to far exceed supply. Consideration could be given to a campaign to provide CPR and basic first aid training to all SES Volunteers at no cost to individual or unit (SES instructors and QAS to provide).
- Volunteer Commitment to training – varies considerably. Communication strategy required to support the focus on training in Volunteer Services that support local government disaster plans.
- Recognition of Prior Learning – significant concerns raised. Guidelines need to be communications widely.
- SES Portal – is this functionally and current?
- Partnership with Rural Fire Service – the close relationship is highly valued. Lack of compatibility of radio systems (Rural Vs SES) queried.
- Reimbursement of Training Accommodation and Travel Costs – Suggestion that reimbursement occurs for some courses not others.





Queensland Government

Department of Emergency Services

SES Volunteer Training Survey 2003

SES and VMR Support Counter Disaster and Rescue Services

This survey is intended to gain **information from SES Volunteers about the level of satisfaction with training** they have received as members of the State Emergency Service. SES training satisfaction surveys are conducted once a year, across a random sample of Volunteers.

Your responses are valuable to us and will be used to help us improve SES training.

The Department of Emergency Services is committed to protecting your privacy. Any information collected by this survey is not intended to identify any individual and will be only used for the purpose for which it is intended. The overall survey results will be reported in the SES News and the Department of Emergency Services Annual Report. We will also make survey results available to your local District Manager.

If you have any **questions** regarding this survey please contact [REDACTED] Director, SES and VMR Support, Counter Disaster and Rescue Services, Department of Emergency Services (DES) on [REDACTED].

We would ask that you **mail the survey back to us in the enclosed reply paid envelope** as soon as possible - preferably **before Thursday 17 April 2003.**

Thank you for participating in this survey.

SECTION 1: SATISFACTION

In this section of the questionnaire we would like to establish how satisfied or dissatisfied you are with the training programme provided for SES volunteers.

GUIDE FOR COMPLETION

Please mark ☒ in the box which best reflects your opinion.

on a scale of 1 to 5 where:

1 STRONGLY DISAGREE

5 STRONGLY AGREE

Please indicate how strongly you agree or disagree with the following statements regarding SES training?

1	2	3	4	5	Don't Know
Strongly disagree				Strongly agree	

I am satisfied with the range of SES training that I receive annually.

1	2	3	4	5	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment if you would like

The training that is being delivered is relevant and interesting to me.

1	2	3	4	5	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment if you would like

The competencies (skills, knowledge and behaviours) that I have gained from the SES enable me to perform my role within the SES Unit safely and effectively.

1	2	3	4	5	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment if you would like

SES instructors/assessors have a sound level of knowledge, skill and experience as trainers.

1	2	3	4	5	Don't Know
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please comment if you would like

**Strongly
disagree**

**Strongly
agree**

1.5

SES Instructors/assessors have a sound level of content knowledge and experience.

1

2

3

4

5

Don't Know

☐☐☐☐☐☐

Please comment if you would like

1.6

Training activities provide a variety of opportunities through direct training, assessment and Recognition of Prior Learning (RPL).

1

2

3

4

5

Don't Know

☐☐☐☐☐☐

Please comment if you would like

1.7

Student handouts and reference materials are useful.

1

2

3

4

5

Don't Know

☐☐☐☐☐☐

Please comment if you would like

1.8

Training and assessment times and venues are convenient to me.

1

2

3

4

5

Don't Know

☐☐☐☐☐☐

Please comment if you would like

1.9

Overall, I am satisfied with training provided to SES Volunteers.

1

2

3

4

5

Don't Know

☐☐☐☐☐☐

Please comment if you would like

1.10

Overall, I am satisfied with the level of training support provided by my local CDRS District Office.

1

2

3

4

5

Don't Know

☐☐☐☐☐☐

SECTION 2 - LOCATION

Please mark with a **X** in the box of your SES District.

North	<input type="checkbox"/>	Capricorn	<input type="checkbox"/>	Darling Downs	<input type="checkbox"/>	South East	<input type="checkbox"/>
Port Phillip	<input type="checkbox"/>	Burnett	<input type="checkbox"/>	South West	<input type="checkbox"/>	Metropolitan	<input type="checkbox"/>
Rockingham	<input type="checkbox"/>	North Coast	<input type="checkbox"/>	Central West	<input type="checkbox"/>	North	<input type="checkbox"/>

SECTION 3 - GENERAL COMMENTS:

Please comment, if you would like, on issues such as:

The academic versus practical content of training packages.

The effect of competency requirements on the recruitment and retention of Volunteers within your Unit.

The image of the SES

Resources to fulfill your role in accordance with the SRP and Counter Disaster Plan.

Please write any comments you have about SES Training:

Thank-you for taking the time to complete this survey.

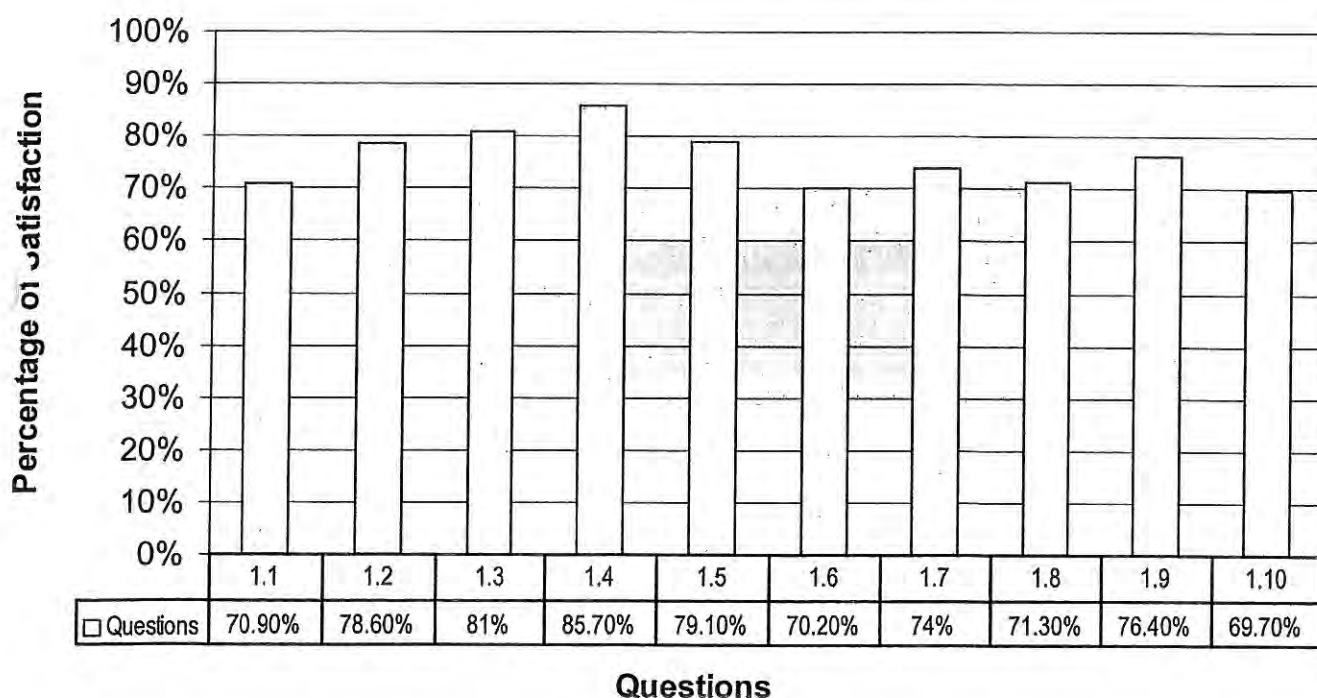
We would ask that you return this survey to us as soon as possible, preferably by Thursday 17 April 2003, in the reply paid envelope enclosed.

Section One of Survey - 'Satisfaction with the training programme provided for SES Volunteers'

Questions:

- 1.1 I am satisfied with the range of SES training that I receive annually.
- 1.2 The training that is being delivered is relevant and interesting to me
- 1.3 The competencies (skills, knowledge and behaviours) that I have gained from the SES enable me to perform my role within the SES Unit safely and effectively
- 1.4 SES instructors/assessors have a sound level of knowledge, skill and experience as trainers.
- 1.5 SES instructors/assessors have a sound level of content knowledge and experience.
- 1.6 Training activities provide a variety of opportunities through direct training, assessment and Recognition of Prior Learning (RPL).
- 1.7 Student handouts and reference materials are useful
- 1.8 Training and assessment times and venues are convenient to me
- 1.9 Overall, I am satisfied with training provided to SES Volunteers.
- 1.10 Overall, I am satisfied with the level of training support provided by my local CDRS District Office

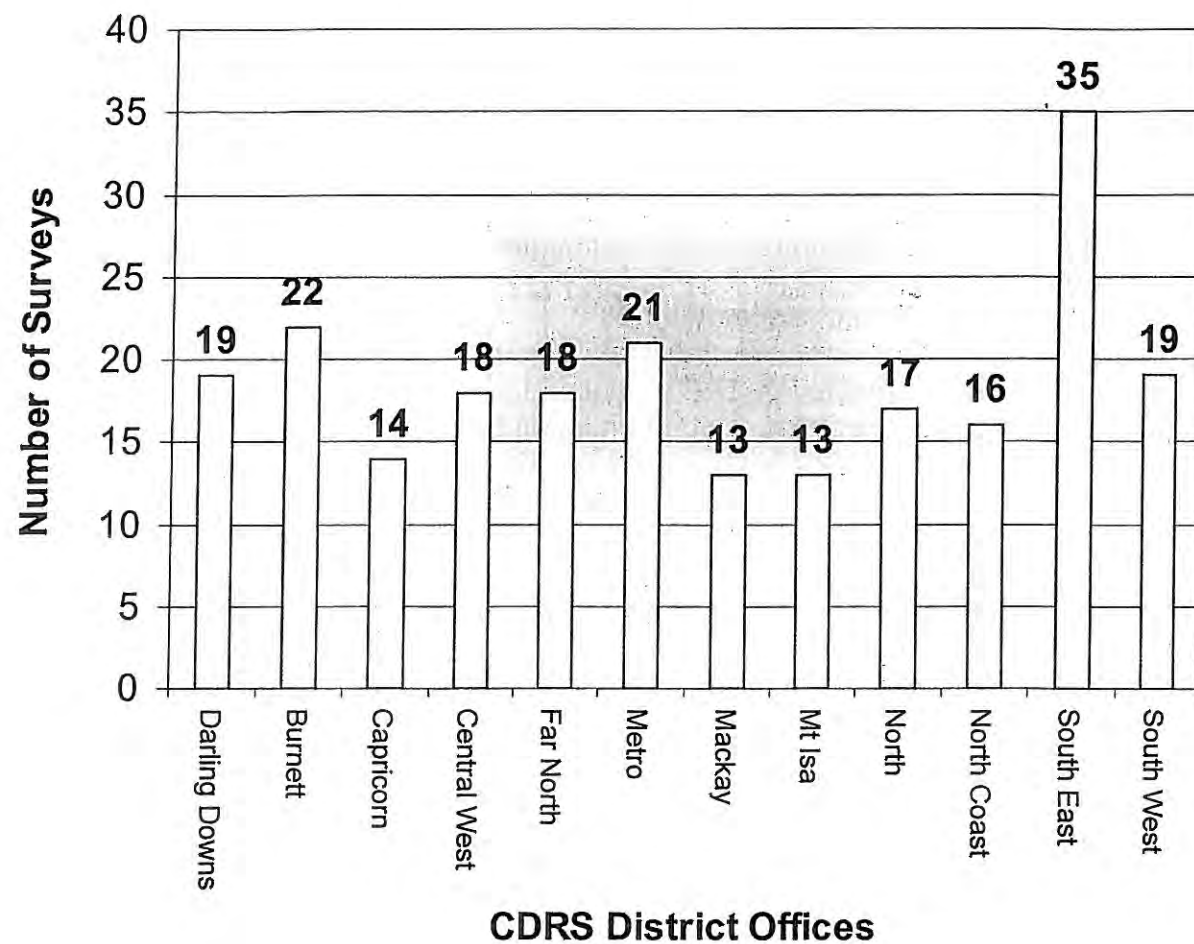
SES Volunteer Training Survey 2003



The overall satisfaction rate for 2002-03 was 75%.

Section Two of survey – 'Location'

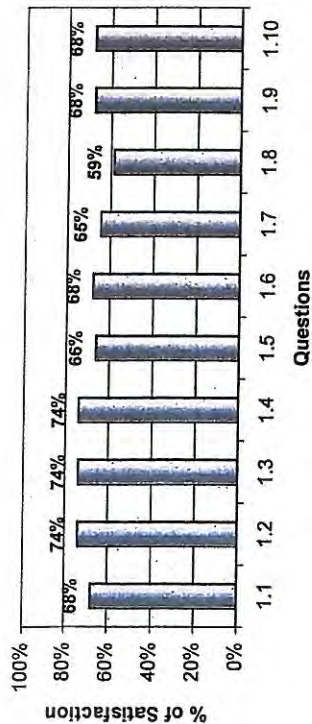
Survey returns from CDRS District Offices



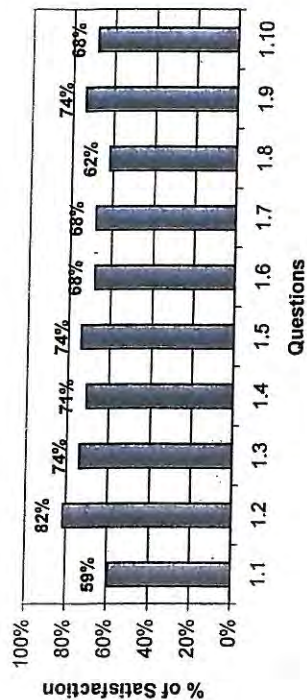
998 surveys were distributed to a random sample of 83 Volunteers per 12 CDRS District Offices.

Results by CDRS District Office

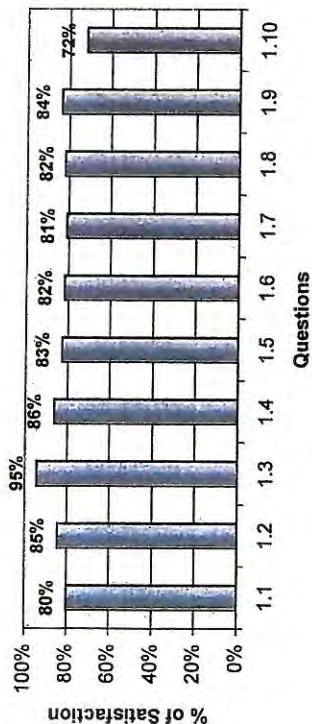
Mackay District



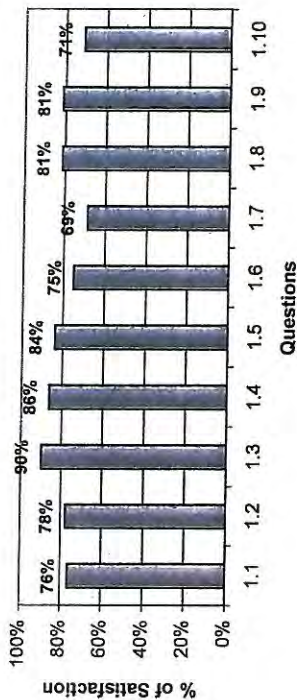
Mount Isa District



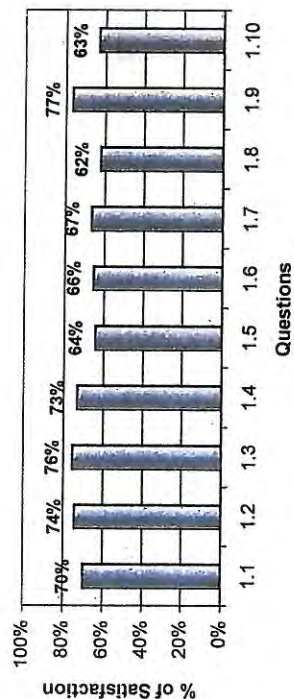
Burnett District



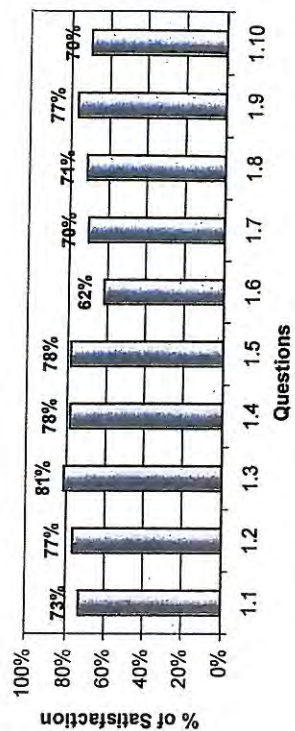
North Coast District



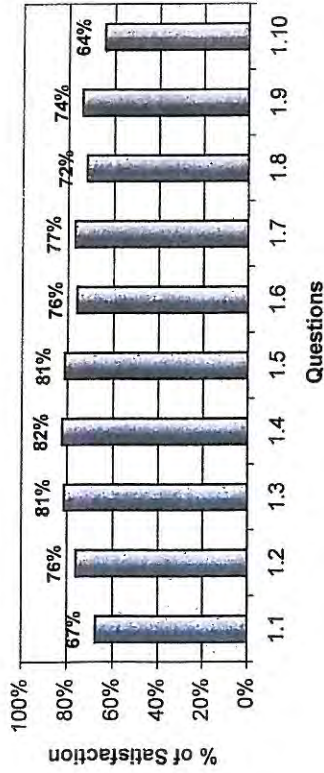
Far North District



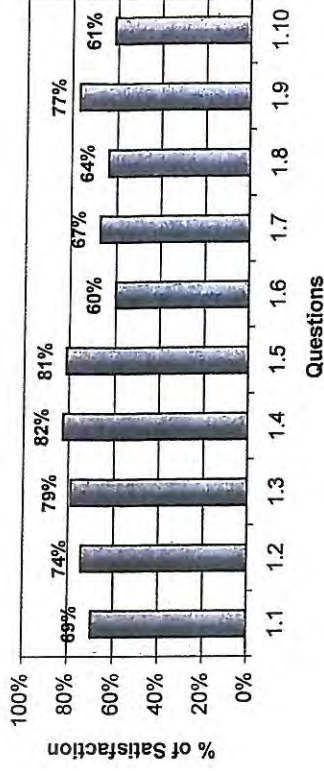
South East District



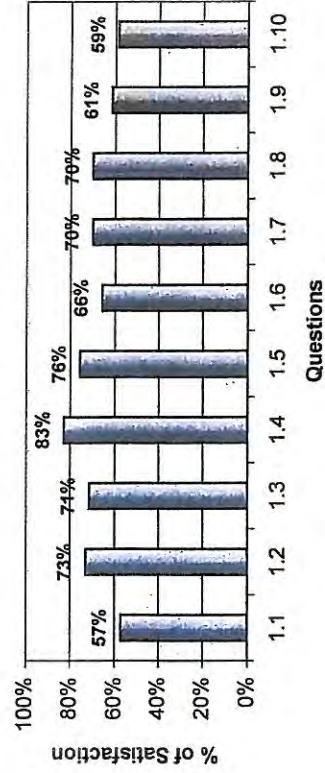
Darling Downs District



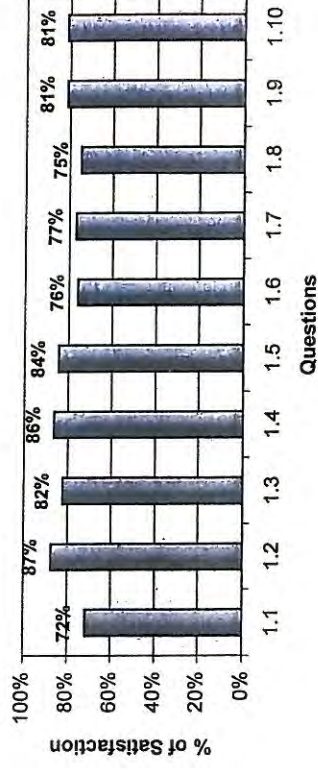
North District



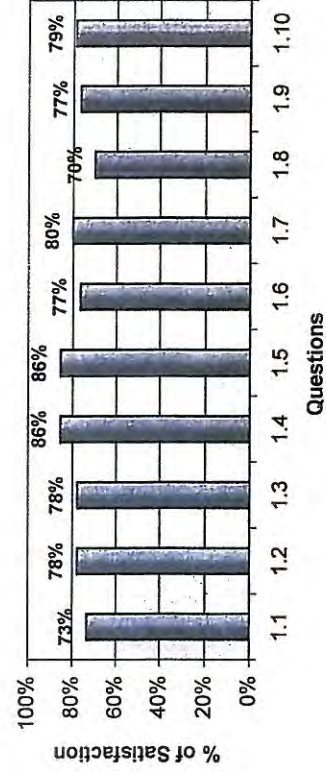
Capricorn District



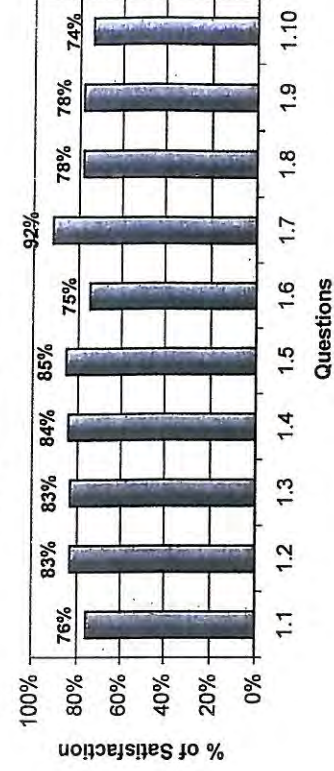
South West District



Central West District

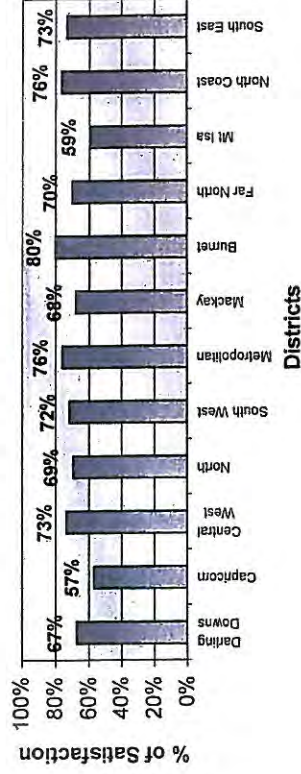


Metropolitan District Office

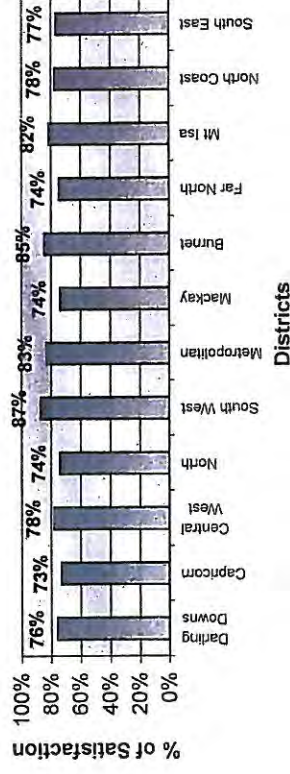


Results per Question

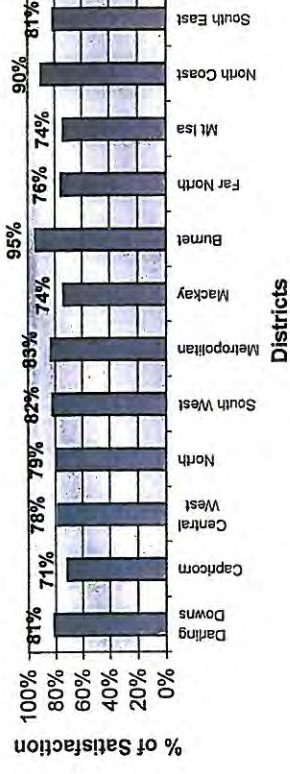
Question 1.1 - I am satisfied with the range of SES Training that I receive annually



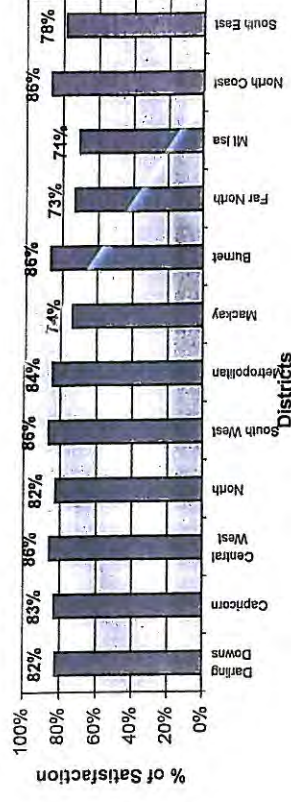
Question 1.2 The training that is being delivered is relevant and interesting to me



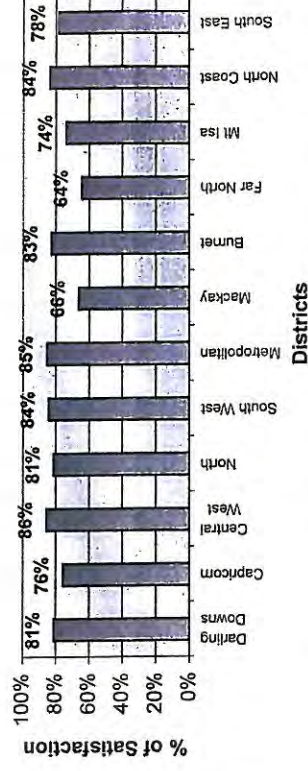
Question 1.3 The competencies that I have gained from the SES enable me to perform my role safely and effectively



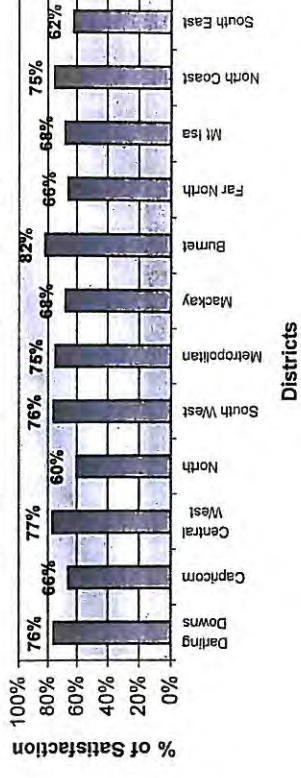
Question 1.4 SES instructors/assessors have a sound level of knowledge, skill and experience as trainers



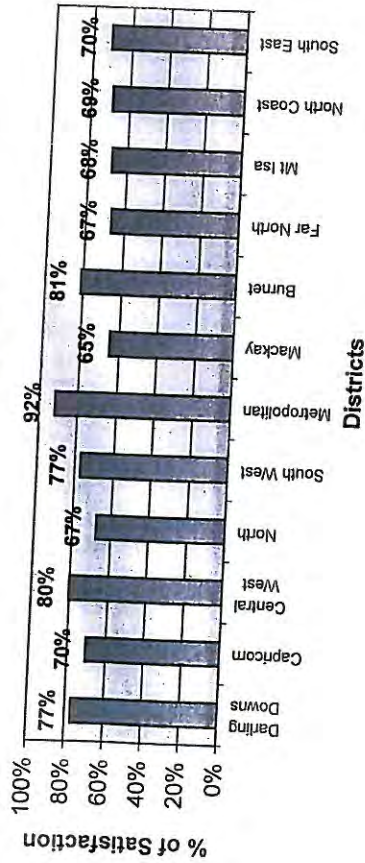
Question 1.5 SES instructors/assessors have a sound level of content knowledge and experience



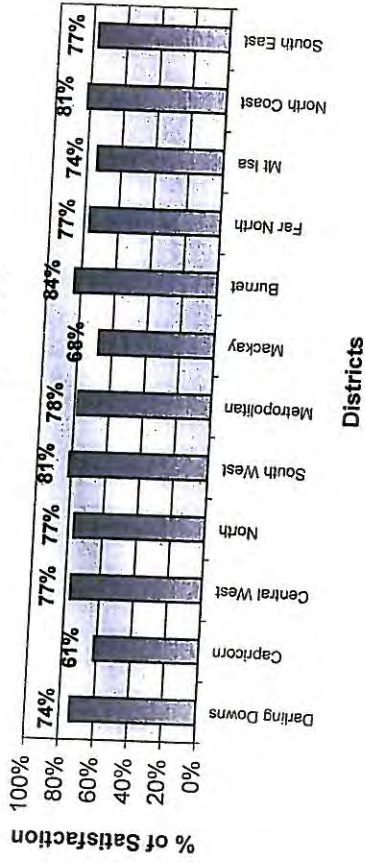
Question 1.6 Training activities provide a variety of opportunities through direct training, assessment and Recognition of Prior Learning (RPL)



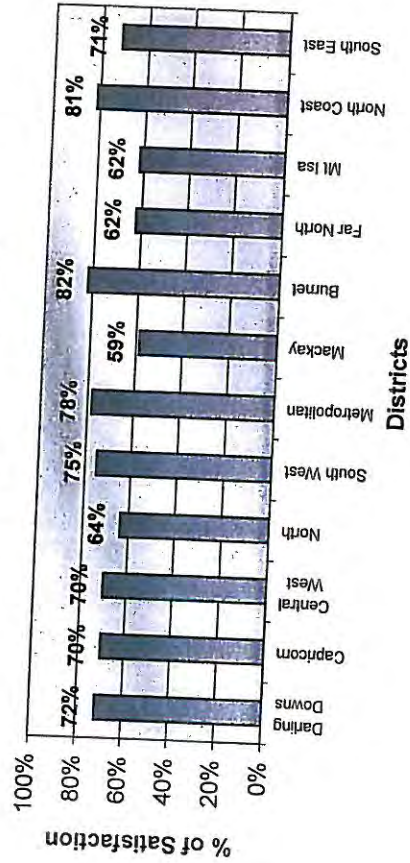
Question 1.7 Student handouts and reference materials are useful



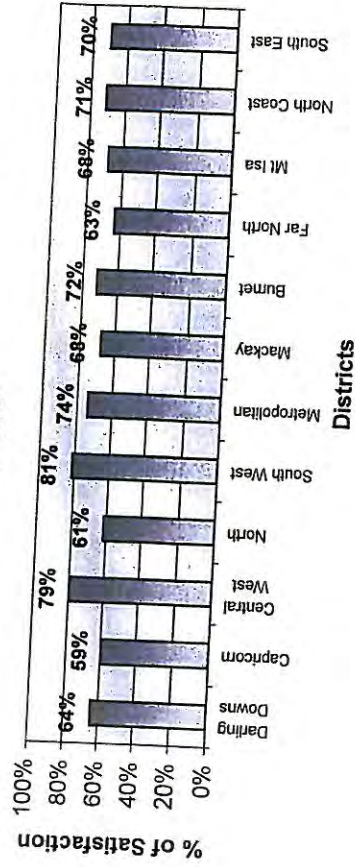
Question 1.9 Overall, I am satisfied with training provided to SES Volunteers



Question 1.8 Training and assessment times and venues are convenient to me



Question 1.10 Overall, I am satisfied with the level of training support provided by my local CDRS District Office



Comments from Questions 1.1 - 1.10 and General Comments

Comments	Location
Question 1.1 - I am satisfied with the range of SES training that I receive annually	
Due to the wide band of 'volunteer' knowledge base and course availability to all, interest can wane	
I'm hands on with training but some nights it's not	Far North
I haven't been SES for long	South West
There should be more training like rescues	North
It's good for people not getting paid.	Burnett
Terrorist Training - What is required of SES members on the community? Do we? should we? will we?	South West
Training is unstructured	North Coast
Forensic Search	South East
I have not attended SES training for 2 years	South East
Unit training is satisfactory but some state training is unsuitable as some are more suited for unit than specialist	South East
Have been applying for First Aid courses for 4 years. I had to go out of area and CPR update cancelled	Darling Downs
Just passed my F.A. certificate. Some people skills a bit to be desired	Burnett
I am a mother and find it hard to do any training that comes available, but would really like to be able to.	Mount Isa
We need more fulltime SES Instructors	Darling Downs
Good variety of group training.	South West
More variety with tasks, learn more.	Mackay
Need a bit less theory and more practical exercises	Metropolitan
As a new member to SES I am yet to receive any training to date and unable to comment	South West
We need more training	Burnett
We need more training and workshops as they are vital to SES members	Burnett
previous group	North Coast
Small town - currently limited interested. No training available	South West
Not enough courses	South East
Because we are so far out and have no proper training	Capricorn
There is not enough availability of training course outside standard unit training	Metropolitan
I try to attend what training I can, have other commitments	Mackay
Too many been cancelled	South West
I would like more training but I know this is difficult to timetable	Capricorn
I'm happy with my trainers' efforts with the equipment that has been provided	Far North
I like hands-on training	Metropolitan
It lacks organisations and format. Also needs to be done more often.	Capricorn
Not attending because of clicky little group.	Darling Downs
For new members, the opportunity for training is not there.	Far North
Have not received any training for approx.10 years.	South West
In four years there have only been four courses available in our area.	North
The training is varied from month to month but not year to year.	South East
I would personally enjoy more training, but it can be time consuming if unevenly spaced.	Metropolitan
Repetitive, badly organised, poorly instructed.	Metropolitan
The range may be too wide for the few instructors that can give their time. Some have day jobs too.	Burnett
I would like more but do understand that we are volunteers and trainers are volunteers with other commitments.	North Coast
I would consider more casualty handling training would be an improvement.	Capricorn
1-Training provided within group. 2 -Training provided by District Office.	Capricorn
We are all way inside.	Far North
The majority of training is directed towards newer members. Older members are in revivor mode, looking for new stimulus.	South East
We need greater access to First Aid training, also our local group is only small and could use more local training from the experts.	Darling Downs
I would like to see more basics and update courses available in this district.	South West
The huge range of SES roles and responsibilities make it difficult to gain competency in a short time.	Burnett
Due to no group commander.	North
Not enough finances allocated to district run courses. Desperate need for team leader courses which are expensive to run over 2 weekends.	Metropolitan
Why are so many courses run concurrently in a relatively short space of time?	Metropolitan
Training is often unoriginal and mundane. Often we focus on things that have no relevance to our unit and place emphasis on other things.	Metropolitan
Besides the range of training, much is useful as "life skills". WH&S is a plus.	Far North
I had lost some time in my second year. I have been able to regain training and take up other areas.	Metropolitan
Personal commitments limit my attendance at courses.	Burnett
The far, have only given over what was done last year.	Far North
Question 1.2 - The training that is being delivered is relevant and interesting to me.	
Long term members find the previous system of reaccreditation as a barrier to continuous service	
There should be more First Aid training	North
Yes it's relevant to the jobs that have to be done on this area	Burnett
A yearly training plan would be good	North Coast
If training is done in the time limit set be state for competency, then interest wanes significantly as it is impractically long	South East
You always get some things that seem boring. You have to take the good with the bad.	Burnett
Group trainers keep to local topics	South West
What I have learnt from Ambulance and Road Accident course was truly fantastic	Capricorn
I would like to be able to attend training sessions again	Mount Isa
Other programs such as Advanced Navigation and 4WD should be reintroduced	Burnett
I enjoy the type of training	Capricorn
No training at all	Far North
Some of it is interesting sometimes	North Coast
Losing interest due to instructor not staying to lesson allocated in 40 minute session	Burnett
First Aid x 2 - chainsaw induction is all we have had	North
Recording into logbooks isn't all as simple as it seems. Members need to be more aware of ownership and privacy in regards to logbooks. Our training officer is clueless with logbooks	Metropolitan
Our instructors take time to research and plan their training. Training is however repetitive after the first year.	South East
For the most part, but some more input into which training we would prefer to be offered would be nice.	Metropolitan
The first and second time received.	Metropolitan
I have been an SES member for 10 years. Training can be repetitive and boring over time. Courses are difficult to access.	South East
I have really benefited from the weekend training provided by District Office. Distance and time is a bit of a drawback.	Darling Downs
It used to be.	North
Everything undertaken by the SES is interesting. If it wasn't I would not continue to volunteer as often as I do.	Metropolitan

ing in the very physical is not for me eg. Chainsaw, roofwork etc. Although interesting, am unable to participate and is suitable to the young.	Far North
e been able to join and take up lectures in human services and other areas.	Metropolitan
ething new is always emerging and others are being enforced.	Burnett
ometimes relevant.	Far North
Comments	Location
Question 1.3 - The competencies (skills, knowledge and behaviours) that I have gained from the SES enable me to	
ous systems were more friendly to 'volunteer' status and community contribution with wh&s a major factor	
n't teach much on safety	North
learnt a lot and it's good that we have to revisit these areas every few years. It helps to keep skills up	Burnett
irly training plan would be good	North Coast
roup believes in log books	South West
r behaviours, some people with military knowledge try to rule the roost.	Metropolitan
had very limited training	Central West
aining is so far apart and we are not as yet able to get a call out	Capricorn
e learned skills which I gained knowledge and behaviour	Mount Isa
back-up training	South West
ining at all	Far North
ining at all	Far North
rsing yes, but training gained not sure.	Far North
training elsewhere	Burnett
forms provided. No signs	Capricorn
it work well as a team and all levels of experience are respected. Our retention rate is excellent	South East
this is unquestionably the case, I feel there are areas of training which are lacking or not addressed at all. Certainly, some training available	
t higher levels would be useful even to a fairly new member.	Metropolitan
e has never been truly specified or explained to me.	Metropolitan
embers are few. No, to form a cohesive team would be difficult but individually the training is ok.	Burnett
g been in the SES since its started in 1975, I can perform most roles, but the administration side is still lacking.	Capricorn
I expect so after 10 years of service.	South East
ally district office training weekends and subject specific weekend courses.	Darling Downs
ave more to learn.	Central West
od to see that safety has become paramount. It has always been there but is more obvious.	Burnett
them fast.	North
needs to be uniformity amongst all instructors.	Metropolitan
leadership I have been able to assist when and where required and have to the best of my ability continued.	Metropolitan
most 25 years membership, safety aspects are automatically foremost.	Burnett
only done maintenance and one exercise so far.	Far North
Comments	Location
Question 1.4 - SES instructors/assessors have a sound level of knowledge, skill and experience as trainers.	
g is not a problem for instructors keeping instructors interests captured and providing opportunities to use the skills regularly to master skills	
the concern	
imes one trainer doesn't have the experience	North
all instructors should have their own copy of all the books that we work out of for their own reference	Burnett
y training plan would be good	North Coast
nstructors forget or are not equipped to adapt to specific needs of units	South East
up leader will not let me assess, even though I am qualified, as they do not understand what I am supposed to do. Could you please inform all	
eaders and local controllers of what an assessors job is!?	Darling Downs
unteer instructors do a marvellous job, but they/ we need more back - up from fulltime SES Instructors in every district	Darling Downs
ciate the amount of updating they do.	South West
nstructors are definitely more skilled and knowledgeable than others. Perhaps a more consistent level among trainers could be achieved.	Mackay
s in division were always willing to help with any extra queries	Mackay
rel of knowledge but not always well presented	Metropolitan
of instructors in this branch is excellent, It's the leadership and overall organisation that's the trouble.	South East
ers are friendly volunteers.	Metropolitan
ehaviours, some people with military knowledge try to rule the roost.	Metropolitan
s group	North Coast
't have a fully trained instructor to teach us	Capricorn
ing at all	Far North
ad a team leaders' course in which 3 of 4 were excellent and the last one was okay.	North
be updated with new skills or new Instructors/Assessors	Burnett
percentage need to be better equipped with knowledge and practical sense.	Mount Isa
deal of this knowledge is from research they have taken upon themselves	South East
ere experience/knowledge may be lacking in one instructor, there are always alternative instructors available.	Metropolitan
o, most don't.	Metropolitan
lity and quantity varies greatly.	North Coast
ning resource bits are pretty dry and don't allow for diversification or added information.	Burnett
general instructor myself, I would like to see more reference material available.	North Coast
structors are very good and some are very poor.	Capricorn
general statement which is not indicative of many units. My unit has several members who are outstanding instructors.	South East
district exercises quite okay, except on a couple of occasions when trainee instructors had not done enough practical homework. Could talk	
pic to certain extent, but did not always have the practical application sorted out.	Darling Downs
Williams is also a good practical teacher.	Central West
structors, to me, need to be more competent in their lessons.	South West
y they do but I am aware that some instructors in groups don't always adhere to training packages.	Metropolitan
competent in training. Not everyone knows everything. We are volunteers and they (and us) cannot be expected to know every detail in	
bject. There are some wonderful trainers out there eg. Darren Webster.	Metropolitan
instructor/assessor and general training experience in practical knowledge is only gained through accumulated practice, perhaps when	
rs/assessors train, they are more aware of the procedure as they need to deliver this correctly to the classroom when called out.	Far North
fer person it has been relearning skills with younger people and have enjoyed the challenge.	Metropolitan
n helps tremendously but we are all different and you cannot make a 'silk purse out of a sows ear'.	Burnett
them eg. Mossman Instructors.	Far North

Comments	Location
Question 1.5 - SES instructors/assessors have a sound level of content knowledge and experience.	
One trainer didn't have the training required to be a trainer	North
Yes, they just need to have refresher courses in this subject	Burnett
A yearly training plan would be good	North Coast
I think sometimes the assessors have to remember they are assessing someone new to the SES (stage 1) and be a little more understanding and patient	Metropolitan
Too much emphasis is placed on book learning instead of practical knowledge	South East
I appreciate the amount of updating they do.	South West
The courses I went away for RAC and Ambulance were great and very knowledgeable	Capricorn
Some units are small and not enough Instructors get enough lessons to give	Burnett
SES Instructors generally have a good practical and theoretical knowledge of subjects they are interested in.	Metropolitan
Most SES Instructors are dedicated to the course	Mackay
Some more than others	Mackay
Wouldn't know	Darling Downs
They have, but not good at passing it on.	Far North
Small percentage need more training.	Mount Isa
As a GI, I keep my skills and drills current in my pet subjects, though our unit has some GI's that aren't competent with enough lessons in a timeframe, but our training officer says that they are.	Metropolitan
Not all have enough experience but they try their best	Far North
Some instructors feel their knowledge is not detailed enough, and experience in some of the more outlying fields is difficult to come by.	Metropolitan
They are guided by the Trainer Manual which seems to restrict their lecture.	Burnett
Some of the instructors have a poor knowledge of the subject, having only had book experience.	Capricorn
One would expect an instructor to be competent, however I have personal knowledge of some who are less than effective.	South East
Some have joined, done all courses, got certificates but had none or little experience and expect those who have been doing it to listen to them.	Far North
I am a GI and do not feel as confident with a lot of the practical application of skills and knowledge as I would like to .	Darling Downs
Some instructors, to me, need to be more competent in their lessons.	South West
There are many errors in the members manual that fortunately are pointed out by the instructors. Could a list of corrections be provided?	Burnett
They are competent in training. Not everyone knows everything. We are volunteers and they (and us) cannot be expected to know every detail in every subject. There are some wonderful trainers out there eg. Darren Webster.	Metropolitan
A instructor/assessor and general training experience in practical knowledge is only gained through accumulated practice, perhaps when instructors/assessors train, they are more aware of the procedure as they need to deliver this correctly to the classroom when called out.	Far North
This is relative to personal ability.	Burnett
Comments	Location
Question 1.6 - Training activities provide a variety of opportunities through direct training, assessment and	
Leadership and people skills are required at top levels to provide opportunities to stimulate and maintain interest of busy community members known as 'volunteers'	
It needs to be more practical and motivated	North
Yes, it is very good but takes time to go through the systems	Burnett
I don't understand the question	North Coast
No guidelines have been set for R.P.L.	South East
These opportunities are only given to a selected few.	Mackay
Not enough thought is given to people with RPL experience	South East
We just don't get any	Capricorn
R.P.L. too hard to get.	Burnett
RPL through the work force cannot be overlooked.	South East
Not enough training and RPL in our area	Mount Isa
I tried to be RPL'd once and was told "too much paperwork involved", by a course manager who was later on in a SHQ position as a training officer.	Metropolitan
RPL is unfortunately difficult to assess relevancy, and some procedures of this would be helpful.	Metropolitan
RPL is non-existent.	Metropolitan
I do not understand what opportunities you refer to.	Burnett
Will not recognise any RPL's.	Capricorn
We don't know what's happening with the course. The local controller let's certain people know.	Far North
Gen yes, however, workplace and prior learning assessment yet to be implemented.	South East
Hav ad the opportunity to fully explore these options. SES recognised prior skills when I did team leader.	Central West
Nc /ance for RPL given by training unit. If it does not fit into their plan - it does not happen. Until they are ready.	Far North
Recognition of prior learning (RPL) is rarely accepted because it's difficult to manage. Most people are persuaded to do particular course again.	Metropolitan
RPL does not seem to be adequately taken into account or discussed openly.	Metropolitan
Need to address RPL from other industries in some cases.	Far North
ROCP Q25623 replaces certificate W3447. This was reissued 04/01/1990.	Metropolitan
Assessment and demonstration of skill with necessary proof will be of great assistance to group/unit. It is amazing what expertise exists in every group/unit.	Burnett
No such training yet.	Far North
Comments	Location
Question 1.7 - Student handouts and reference materials are useful	
Hard to say as we do not get any	Darling Downs
Need more handouts and materials	North
Yes, but maybe some funding from the State for producing these would be good as well	Burnett
Is there a list of what is available? Haven't seen too much	North Coast
Too much irrelevant material on the handouts instead of only key points	South East
Can be occasionally an over supply	Sw
Would like to receive more information to study to ensure completing a task to best of my ability.	Mackay
We hardly see them	South East
when you get them	North Coast
Not enough handouts. Stage 2 persons should be given full modules	South East
If they take time to read and review them	Burnett
The production of training workbooks with question and answer sections at the end of each section would be useful	Metropolitan
Students should receive hand-outs and reference material 2 weeks before training and assessment, giving time to memorise theory.	Mackay
When we get it	Metropolitan

had one and it changed four times.	Far North
enough training and RPL in our area.	Mount Isa
used enough	North Coast
ive very few	Burnett
outs should be with every lesson. Lessons with PowerPoint would be nice.	Metropolitan
ul to have the relevant points but if you come home with a booklet every second week, there's just too much paperwork to go through to find you want. Most never get read anyway.	Far North
st always, but dependant on the lecturer involved.	Metropolitan
limited in scope and not consistent.	Metropolitan
outs are a waste of material unless requested in most cases.	North Coast
illy very average.	Burnett
I more.	North Coast
om given.	Capricorn
etimes.	Far North
e teaching aids however are not readily available and are seldom used.	South East
en material is very, very important, especially as I am predominately a visual learner.	Darling Downs
ourses need a little more in handouts so we don't need to bury our heads writing it all down to keep for future reference.	South West
items are produced locally and must be a severe drain on their meagre funds.	Burnett
handouts are too repetitive in content. Perhaps a condensed and less unnecessary wording to be eliminated.	Far North
found them most useful to revise at my location. To be able to sit down and look at where I can improve in areas that I need to with revision ng.	Metropolitan
f they are the dedicated person that we always wish for as members. Otherwise it gathers dust at home.	Burnett

Comments	Location
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Section 1.8 - Training and assessment times and venues are convenient to me.

needs to be more time and hours and days for SES	North
times the distance is too great because of my work commitments and location of training	Mount Isa
hanks to the fundraising of my group that we do	Burnett
i prefer daytime not evening	North Coast
ng sessions clash with my other sporting interests	South East
courses tend to be held at larger units instead of allowing the smaller units, who are usually struggling for money and members, host the	
e. Allowing them to cater their members to travel less	South East
number of other activities and sometimes they clash. SES wins the day.	Burnett
training is good, but I enjoy inter-group training.	South West
ng should occur in other times not harvesting cane season.	North
ry hard to have the right time to suit the response	Central West
is split into 2 units. One close to my residence and the other, is the other side of the shire.	Metropolitan
	Central West
se I'm on property it is a little harder	Capricorn
a very busy life and time to fit it all in is hard	Mackay
ally they are good but courses that are run over 2 weekends aren't, as it is hard to find the time to get to both	South West
ourses offered for stage 1	Metropolitan
father of 3 with the next arriving soon, it is not always easy	North
been offered training	Darling Downs
and venues are not usually a problem	Mount Isa
ng was more organised	Burnett
ining within my SES group is not adequate so we have to travel out of the shire.	Capricorn
is for advancement are poor. First Aid courses are few and far between. Official documentation for achieved courses can take months and year to receive.	South East
are times when training is too compacted or at unsuitable times, even when there are no alternate times offered and the subject may be 'to be repeated for some time.	Metropolitan
a suburb which seems to belong to nobody, which again is non-consistent. 'Bracken Ridge' seems to be forgotten.	Metropolitan
	Burnett
although it would be much more convenient to have some courses as weekend ones again. It is easier to find a free weekend than a 'of them to fit 'one-dayers'.	North Coast
usiness manager I don't have the time to travel to Bedourne (10 hours), Mt Isa (5 hours), Lake Julius (6 hours), Burketown (3 hours). I would re training locally.	Mount Isa
ues are put on when you have made arrangements to go out or do something else. If you don't turn up you are the worst person in the	Burnett
I training and venues are not necessarily convenient but this is an individual thing. Specialist courses on the other hand are infrequent, to attend timewise and venues sometimes remote.	South East
re's always the same course later in the year at different places.	Far North
nes. Thankfully this is being addressed in the Darling Downs district with district exercises being shared around geographically.	Darling Downs
as adjusted some courses for less travelling times.	South West
'age yes, it's hard to please everyone.	Far North
xibility for people working hard to go on courses that cover two full weekends.	Darling Downs
e none.	North
ile my life around training nights and training weekends. As an instructor this can become very demanding and frequently puts family life	
notice of times would be appreciated and changes to these times should be clearly communicated and adhered to.	Metropolitan
never an ideal day/night time to suit all in any meeting event. If one is interested one will make time in most cases.	Far North
o church on Sunday but if and when required, I have in times past, made allowances, as I rely on taxi service	Metropolitan
ning, yes.	Burnett
ssments yet.	Far North

Comments	Location
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Section 1.9 - Overall, I am satisfied with training provided to SES Volunteers

use there needs to be more practical work and more knowledge	North
ne instructors need to read some of the policies that are in the organisation	Burnett
refer daytime not evening	North Coast
o be better when state courses were held at a unit because it allowed more members to attend without so much stress	South East
e satisfied until we have more permanent fulltime instructors.	Darling Downs
I more training weekends and more training workshops	Burnett
I more training weekends and more training workshops	Burnett
months of conscientious attendance at the local branch all I have to show is a working-on-roofs competency certificate.	South East
roup yes, previous group no.	North Coast
ity of overall equipment needs to be upgraded in SES units. They do not receive huge funding from their council	South East

More than happy with the SES training and procedures	Metropolitan
Need a lot of improvement. More equipment is needed.	Capricorn
Too much WH & S, but I don't suppose we can do too much about that can we?	Far North
Courses for advancement are poor. First Aid courses are few and far between. Official documentation for achieved courses can take months and even a year to receive.	South East
Mostly. Some more options would be available.	Metropolitan
I have been involved with the SES for just over 2 years and have on several occasions complained/brought attention to the lack of forward planning and consistency.	Metropolitan
WH&S paperwork and height safety requirements are having an effect on operational ability of our organisation.	North Coast
They try very hard but receive little support.	Burnett
Needs to be more.	North Coast
Not enough to keep us competent and new members do not get up to speed quick enough.	Capricorn
Older and more experienced members are being overlooked in the general SES training programs.	South East
I realise lack of funding limits our learning opportunities. But I feel it is wrong to ask volunteers to provide their own food and/or accommodation when training.	Darling Downs
I am glad that more training is being provided to rural areas, some members are the only people in their district.	Central West
With what is available.	South West
Training is good, being that it is by volunteers. But a more professional attitude would help.	Far North
Overall yes, pity we can't join them.	North
The volunteers who are trained as trainers are burning out. Too much is expected of us as instructors and assessors and normal emergency service members.	Metropolitan
In question 1.8 I use yellow taxi service and have appreciated pick-up and set-down times at the home. I have signed myself in and out 24 hour clock time.	Metropolitan
If more needed, then it is normally available. Opportunity exists to request certain courses.	Burnett

Comments	Location
Question 1.10 - Overall, I am satisfied with the level of training support provided by my local CDRS District Office.	
It is my belief that input from this area is limited, not by volunteers but by personal and structure differences (people interaction and acceptance levels)	
Yes, they are good as well as being very supportive to members	Burnett
Would prefer daytime not evening	North Coast
Re-accrual is not recognised and if you are not selected for a course, you are not notified. Notification, if successful for a course, is generally for the course date to allow appropriate preparation for people who do have other priorities	South East
Training support given by the District Office is great since Mr Williams was appointed training officer for the Central West	Central West
Attend Burnett Heads. I only go into for training courses.	Burnett
Many volunteer instructors are used in this very district. They all have various ideas.	South West
I don't understand the question	South East
Very friendly and helpful	Mackay
I don't fully understand what you mean by "training support"?	Burnett
I believe that because of budget restraints, there is not a lot the district can do.	Metropolitan
More specialist courses should be available to help keep up competencies.	Darling Downs
I am just a member so I don't really know what is offered	Capricorn
There should be more interaction from the CDRS and Volunteers	Burnett
District office has a woeful history of procrastination. Courses are invariably postponed or cancelled. District office is totally out of touch with our training needs. I tried for 3 years to attend a local GI course - never held! I finally gave up.	North
The number and availability of non unit or district training course is often inadequate to provide necessary training outside standard unit training	Metropolitan
Could be better with availability of resources	Capricorn
Haven't used them	Far North
NO, we had 22 inches of rain in the two days it took the CDRS district office. They were two days late opening the office. Volunteers had already been active.	Capricorn
I don't see where the support is coming from. Even the SES portal doesn't work. Questions are never responded to and updates of information don't happen.	Metropolitan
Too much paperwork and not enough people.	North Coast
Probably not. There needs to be an improvement here.	Burnett
Good support and encouragement from District Officer.	North Coast
Generally agree, however there is little offered for older, long time members.	South East
District office staff have, in the past, been very supportive and encouraging and I hope they will continue to remember we are volunteers, giving our best efforts and sharing our knowledge and experience on no pay - unlike other people who participate in scenario training, with us, who get paid for ever when they are there. We don't get paid, but we still should not be taken for granted.	Darling Downs
Their best with what they have.	South West
Sometimes it appears my local unit has more knowledge than head office. Direction of training excellent.	Darling Downs
We have been invited to train with Charters Towers SES but a round trip of 420km is a bit much.	North
As an instructor I feel DES does not allocate enough money to provide resources for CDRS District Officers to give course training support for volunteers.	Metropolitan
Oh, we have an office?	Metropolitan
Lack of initial support/training a negative attitude not very encouraging for new members- survived through persistence.	Far North
Generally every effort is made to satisfy but sometimes financial restrictions dictate frequency.	Burnett

Comments	Location
Section 3 - General Comments	
Training covers all aspects to be a competent volunteer however, the continual requirements to be an operational ready person, place high demands on a volunteers time when this world demands so much more time for work commitments and family, hence many volunteers who are very capable fade away and not return even when large operations require that community involvement. Massive amounts of training hours evaporated as these members disappear from the scene and skills sit in the community untouched. A membership of trained community reserves should be considered to show SES value peoples commitment even though their actual attendance hours may be limited. One day the community will need their expertise. Why waste the training dollar.	Burnett
Believe you need both components for training i.e.. Practical as well as theory. In the bush competency requirements have very little effect relating to volunteers - you have to work with who and what is available. I believe the volunteer ES workers do not get enough publicity nor recognition of their contribution. We work a lot with RFS - therefore we need a compatible radio system. We also need training aids.	Darling Downs
Gordon Graham should not be a SES Trainer because he has to learn to listen to the students and to speak to students on a calm manner. There also should be more training of how the First Aid should be done and not to do things when I was there. This was a poor display of training and such 'orth.	North
The image of Normanton and Karumba SES has become far better on the last 12 months	Mount Isa
Maybe more information on the SES in general needs to be shown on the television and the Internet as well.	Burnett
More outside work in the field	North

satisfied with training in our unit as there are not a lot of disastrous situations that happen here. I feel the level of training is quite sufficient for region	Darling Downs
ad of competency being signed off every 2 years - I believe you should have to do the course every 3 - 4 years, as I have found that by sitting in the courses I seem to pick up more out of it the second time around	South West
aining should be mostly practical 2. No problems 3. Image is very good 4. Resources need improvement 5. Paperwork system is messy. A le Q. A. system is required	North Coast
ing must be delivered by the respected personnel of the Emergency Service like the Fire Rescue, Police and Ambulance. Station leaders must ore accountable to every station activities including the fundraising to all members of the station and must always create a harmonious onment	South East
training may have improved since I last attended. However, I feel that the training I've received was not put into practice through training ises or real situations. The only exercises I attended were in the nature of fundraising as a cark park attendant or tent assembling	South East
times we are told at very short notice for community events. It would be nice to know earlier as a lot of people have full time jobs and families rk around	Metropolitan
le are sent on courses, not even stage 1 or 2 over other qualified people. Assessors' signature should be in book to verify assessors access re group leaders who are not qualified to do so	Darling Downs
courses are too long and treat members as incompetent. Academic consideration is too great against practical content. Competency rements are fine but the paperwork is too much. No recognition is given to members who only want to serve the public but either do not have ne for long-winded courses or the people who wish to follow not lead. SES is often referred to by the public, as the SES or such many are not e that it is a volunteer service and it is classed as a second cousin to other organisations, even when skills are equal or better than the other isation. Subsidies are not equal to prices of items and economic considerations for small units against large units are not taken into enough deration	South East
al controller and training instructor for my shire of Winton, I find that we have a lot of itinerants for my shire that stay for 12 to 18 months then on. Our area suffered a lot until a training officer was provided. We hardly had any training at all until Winston Williams came to our area. ve have a general instructor in all 14 shires of the Central West. I have been in the SES since 1977 and I find that certificates and such are a w incoming. I have the national medal for 15 - 20 years service. My group trains every Tuesday night and they enjoy their training.	Central West
ctors and leaders could better utilise people skills. This would ensure a better transfer of knowledge, skills and communication. Instructors ig fellow adults like school children is not helpful. Further, it impedes the move to advance other members to instructor level, when the ctors are critical rather than constructive.	Far North
es are advertised then cancelled all the time up here. Why? The white books, is all the information in them relative and what we teaching digit grid ref.) if it's to be taught or not. If not, why is it in the book. Also, could GI's be informed of changes as some group leaders do not nformation on to GI's. AI's need to have some form of document or certificate to state they have attained that level. Courses would be ated as people wish to be instructed of one subject and can't get courses to do so.	Darling Downs
at Woolworths and a lot of volunteers that know me from trainings always are polite and say hello. Some of the staff comment by "Oh, are ll old retirees?" I say no, but you could join too, to make up the younger numbers. People are always quick to judge by first glance. I have a lot of friends. I am an ex Queens Girl Guide and I'm a junior leader/venturer for Scouts. If you want to learn, it's all there for the taking, you ve to ask. I enjoy the SES, have fun, learn bits and do all the exciting things too.	Burnett
aining we have in the Hervey Bay unit is of a very high standard. We have dedicated general instructors. If you cannot make a weekend, ig or afternoon, we are offered a weekday morning and at least 2 to 4 G.I. Will be there. We as members are encouraged to do training for ertificates that interest them. All in all, Hervey Bay is a great unit.	Burnett
quirements in Certificate IV are totally unrealistic. Who would wish to be sent to a medical specialist in four different fields? And yet our SES ers are required to keep up competencies in four specialist member categories and maintain Certificate IV. We are volunteers. We have a st of us, outside of SES. This requirement needs urgent attention. I tried to push for this reform through the VEC - with no success.	Darling Downs
al content of training is far better than the academic. Competency requirements help retain interest and give a sense of achievement. The of SES has improved in our town since people realise that we are properly trained.	South West
structors do the best they can with the type of people they have to train. Sometimes the lack of the right equipment as well. All in all, ring that we are only volunteering I think every one does a very good job.	North Coast
ood and relevant.	South East
be stricter in who they recruit, plus keep up with police checks and have strict rules to anyone. Eg. SES Volunteers who get caught stealing disobey directions from teamleaders, groupleaders, etc.	South East
ou have learnt something, it is good to revise it again at a later date, as it is easy to forget what was taught - especially knots and pickets and ou communications. We have the best team in the District. Laidley is the best group.	Darling Downs
ractical training is required. A lot more involvement of members other than the four senior members is needed. Eg. Only senior members are o respond to incidents. Practical learning is better than theory and theory is 90% of training.	Mackay
plaints	Far North
S loses face with the community when we do non emergency, normally paid work. eg. Parking crowd control at sporting/ concert events.	South East
he training I have received at the SES cannot be faulted because it is being taught by people who know what they are doing.	Burnett
ork is becoming the biggest burden in the overall operation and personally I feel it is/ has been the reason for some members' non- ation and / or leaving the organisation. The support/ resources is sadly lacking with the lag time both with training courses and personal quipment absolutely embarrassing for the group leaders.	Central West
it training times.	North
ision where my SES training was completed had very little resources to complete adequate training. People had to wait	Mackay
ge of the SES needs to be lifted. Many see it as the 'Poor Relative' of the Fire Brigade and Ambulance services. Many tasks for which SES ers train are now being done by the Fire Brigade. Many seem to feel "let down" when the Fire Brigade takes over. Many adverts etc. refer to rgency Services yet in a photograph eg. only the Fire Brigade and Ambulance are represented.	Metropolitan
ne SES units need more funding. I have seen units deal with disasters using limited resources and then six months later the council or nent gives them every piece of equipment they could hope for. Doesn't make much sense that way around does it?	Metropolitan
ke more widespread recognition of training competencies eg. Spend four days doing flood boat course and still qualify for a QLD Transport ense or eg. Chainsaw course - not recognised outside the SES even though done same coursework. Find training packages hard to teach ly. Too much "waffle" to be useful for quick referencing. Human resources are main limitation to effectively fulfil SRP/ Counter Disaster as.	Darling Downs
a excellent training, the officers and trainers are very welcoming and friendly. However, some volunteers have expressed disappointment in g called out on an "activation". Some of these people have been members for some months. One was almost a year and he had not been a real activation. To them it seems that it was always the same 'favourite' members being sent out	Burnett
ng is at an excellent level but as you will notice I think we need more training workshops as they are vital to volunteers to keep their skills r the event of a disaster.	Burnett
relieve the SES's image is still good, there seems to be an increasing tendency on the part of the public at large to see us as unpaid y-of-all-work" or alternatively as competing with and undercutting areas of paid employment eg. Security and traffic control.	South East
each credit time on specialist members. It is causing members to leave because of this constant demand.	Darling Downs
last several months I have had very little support from the group leader. Hence, on one of the reasons why I have transferred, it's just not ore	North Coast
agree that training is essential for all volunteers, the amount of training and the amount of constant retraining makes it difficult to retain the sm required to be an effective member of the SES. The content of some of the training manuals is just not practical or doesn't make a lot of his adds to some of the frustration currently experienced	Central West
local controllers to be very good and try very hard to deep up our competency training. (Laidley)	Darling Downs

Training in Mt Isa could be more hands on.	Mount Isa
Due to limited interest there is little training available	Central West
The log book and requirement of reaccreditation is too short of time span and too much record keeping for volunteers	North Coast
I am very happy with all levels of training. In or out of training but any improvement will be welcome.	Mackay
Not happy with the facility that we have to train in. It is freezing cold in Winter and boiling hot in Summer. It is a very old building and would make training a lot easier if it were upgraded. The image of SES volunteers is very good according to feedback to me. Love the practical side of SES and teambuilding activities	Darling Downs
I am happy with the QLD SES training. I am happy to be in the Services	Capricorn
I would like to attend any of the training sessions within my community	Mount Isa
The best training is hands on experience. When our group has good levels of competency and experience and a non-accredited Fire Brigade gets called to an RAR, it severely knocks the morale out of some very devoted volunteers. 000 need to get their heads out of the sand before somebody dies due to late activation of a fully accredited team. I am a member of 13 years volunteering with some great outcomes and some heart wrenching ones so I know the best training is hands on. Here's to the SES.	South West
All training was made fun and easy to learn	North Coast
I am more than happy with our training and procedures and happy with our Instructor's and their training. I am proud to be with such an organisation	Metropolitan
There should be more interaction and weekend skills training with other units. At the moment I think the units don't receive enough money to make this happen. Our district has some very good Instructors/Assessors and they would gladly make themselves available. The SES has helped me a great deal and I am only too glad to reciprocate with my time and energy	Burnett
I have been with the SES for nearly 15 years and have seen the training become more relevant and structured. When members have completed training the certificates take far too long to come to the unit to be presented and this causes dissatisfaction among our volunteers.	Burnett
Competency requirements do not help volunteers. They have been imposed by the SES in order to protect itself against litigation. Even meeting log book requirements for STG 1 and STG 2 is burden enough, but you have to add further proof of skill maintenance for every additional module you undertake. For members that have passed through operator level, instructor level, specialist instructor and senior instructor level, they simply cannot find the time to provide the proof that they are currently competent. Yet when necessary they can use their skills in an activation - they don't lose those skills in a 2 year period.	North
I feel that it is a good training move to take the necessary steps to have SES qualifications more readily aligned to outside qualifications	Metropolitan
There is a reasonable amount of difference in how you are to perform different tasks in the training manuals and how you can do them in actual situations because of the way changes in society is a lot of pressure put on members who are only voluntary	Capricorn
Extremely hot in shed - need air-conditioning	Central West
Training - SES personnel is essential to keep SES image as a whole volunteer and respected squad, helping out where needed in the state at any time. Government must help to keep these SES volunteers ready to help. SES are always ready when needed	Mackay
Continuing officer for our area makes each training session interesting and he is extremely competent, which in turn inspires confidence in us and our own capabilities. Some of his training aids (overhead projector slides) make the theory a little hard to follow as they are not in the same order as the book handouts we are given, so it is a little time consuming trying to find out where we are up to as we have to keep chasing the correct pages, but apart from this, the training I have received has been very beneficial and I have learnt a lot.	Central West
There is so much I could write about the subject of training in the SES I wouldn't know where to begin. However, if you would like me to comment on any of my answers feel free to contact me. - Shane Harvey (07) 3285 3114	Metropolitan
The image of SES could be uplifted in the respect to the relationship to the public. Volunteers could be given reports on activities in the area. Not the day before the event.	South West
SES training has been great. However, as I have to travel great distances to get to these training venues, I would like some forewarning of which courses you don't get reimbursed for travel/accommodation etc. I was not amused. Especially as I am on a very low income level and was caught out recently leaving me out of pocket.	Central West
Resources in particular training equipment and access to training equipment at our base is limited as the majority of the resources are held at Central Base in Rockhampton. For example, access to flood boats - hard to do training and prepare yourself with the boat of it is based somewhere else. The image of the SES throughout the region is held in high regard.	Capricorn
Average people come to give their time but sometimes leave due to the heavy load of learning. Eg. Tests accreditation etc. A happy medium required. Hearts in the right place - hated school, come to the SES, not school again.	Mackay
The training received and member participation levels are good. However, it is difficult to organise an exercise due to weather and the distances of the various units. The same problems are encountered with courses. For example, during the drought there is not enough water for floodboat operations and during wet periods you can't drive on dirt roads especially blacksoil country.	Central West
In August 2001, people travelled 7 1/2 hours to Roma for vertical rescue training then a further 2 hours for practical training on rock faces. It was a good practical session, after which we should have received some equipment for practical use and to keep up our training so none of this knowledge would be wasted. It is now the 16/3/03 and due to local and state not communicating properly, the equipment is still in storage. The training and our time was wasted, as I for one could not and would not travel 7 1/2 hours one way for practice sessions a month.	South West
I feel there aren't sufficient First Aid courses	South West
As Lockhart River group is newly formed - 12 months, this is possibly the reason for no training courses (personally) to date.	Far North
The training is great. However, the amount of courses available in the area is awful. There needs to be more planned. New members seem to need 6-7 years in the SES to gain 70% of the courses, then when you have courses done, in our area only, a select few are called out anyway and it usually is the same privileged few who are the leaders' "friends" that get to see any "field" action. This becomes disheartening and a lot of members give up because of this.	Capricorn
I feel chainsaw courses are a waste of time as members have their own and use them everyday in their work and then go to listen to someone reading out of a book on how to use one. Flood boat is another. Personally I have a ticket from the harbour and marine for flood work on the Mary River and it's tributaries and I worked on the same boat for every flood, carrying goods and people for many years while an employee of the Wedger now known as the Cooloola Shire Council, that was from 1955 - 1994. The SES, as far as the community is concerned, is held highly although it is still a common misunderstanding that this great service is paid.	South East
The SES department sent out an expression of interest survey to the community people of Cherbourg approx. 10 - 12 years ago to see who was interested in joining the SES and those that responded had their clothing sizes taken. To date, these people have never been contacted so this survey is of no use to us.	South East
First Aid has been neglected, courses should be held more often in accessible locations	South West
I've been in the SES for some 15 or 20 years. I don't go to the meetings but if anything goes wrong and help is needed, everybody knows where I am.	Far North
On the television, seeing SES members with sleeves rolled up and also only wearing hats	Metropolitan
I started in SES and now run my own Rural Fire Brigade. Without the SES training I have received, this would have been impossible. At the moment, SES and Rurals are training together and also work together as a competent unit. This is outstanding and its success is due to the SES training packages and the willingness of the local controller to cross-train.	North
We are a small unit with RAR. Our main role is set training in RAR landsearch which are all okay but as we have no G's, the follow-up support we are always promised after these courses, never happens. We were promised in May 2002 and before that, instructor's would come to help us throughout the year but this has never happened	Mackay
I have no complaints about the training of SES members. In fact, the training is good. I do however find the image can be upgraded. As a member, you need to feel pride in what you do and what you wear. When you haven't been issued with all the proper gear/uniforms, you become despondent. I believe that our budget for equipment is lacking. A lot of the gear is old and out of date. Would like to see it improved.	Far North
First Aid and CPR should not be at any cost to members. We give up our time for free. Also, courses should be run on Anniversary of course First Aid - CPR updates.	Capricorn
	Darling Downs

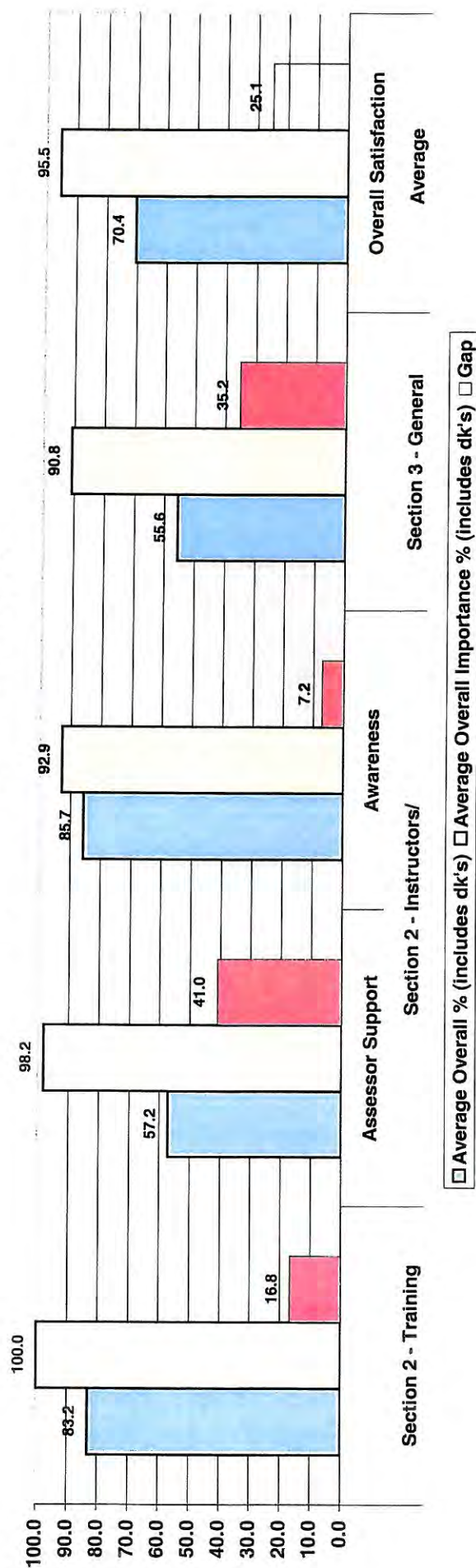
all unit, very clicky. Given up on going to meetings. No longer interest me as I'm left out when anything is on.	Darling Downs
re is a need for more state wide information of what SES does eg.TV, Press, Radio.	Darling Downs
ven't been active is SES for many years and I don't really have any idea what has been happening.	Central West
ough I have been a member since 1979, I have not been actively involved over the last few years. My name remains on the books as a reserve.	
be retiring from full time work next year and will then again become active. With the above in mind, it would be inappropriate for me to	
ment on current training activities. Academic must be followed up with practical training.	South East
area is 150km south of Mount Isa. I feel we should have more training sessions under professional instructor's.	Mount Isa
e groups in this area are not receiving the materials, resources and equipment needed to fulfil their everyday training needs. These items are	
g passed from state to the relevant unit headquarters and then are not being distributed from the headquarters to the relevant groups. This has	
me a real issue and needs to be monitored be the local SES district.	North Coast
/ that I have not been able to help with this survey in many areas but at least you know not all people received training. I may have been	
able at times but I didn't go looking for it.	South West
enjoy the training, it has helped me in every way.	North
petency requirements put more pressure on SES trainers who already work in paid jobs and adds to the time needed to prepare for training.	
training packages could have more practical activities etc. included, so trainers need not spend as much time on planning. Morale needs to be	
in high to retain membership particularly in areas where SES training is not called upon is a practical sense on a regular basis. Councils need	
aware of their responsibilities and those of the SES units in their shire.	North
aining packages I have been involved with have had adequate content of academic versus practical. We don't seem to have a problem on	
etency requirements here in our group. After convincing the local council the necessity for R.A.R. and V.R. in our counter disaster plan for our	
te area in accordance with the State Rescue Policy. We find that we are having problems requisitioning a tandem wheel trailer which is	
red for carrying all the R.A.R. gear needed as we need to carry all the back-up gear in our small single axle trailer which we have. We use our	
ivate vehicles to go to any callouts as the nearest supplied vehicle is 2 hours travelling distance away. I am told there is a hold up in the issue	
R. gear as there is an upgrade in the type of equipment used.	South West
nough of training. More reflector clothes. More support from top of the SES and yes we are only volunteers	Capricorn
ng and support from local councils would be appreciated. A better knowledge of rules for community support eg. One older owner builds a	
and loses his roof, do we have to respond for assistance?	Capricorn
of training that comes out of the Red and White BHP Rescue Manual and the A4 binders is for applications that the SES will never use eg.	
or hinge/ladder Derrick/ Tripods etc. The QFRS have got elevating work platforms and larkin frames. It makes us look like boy scouts. Why	
with antiquated techniques, when the statutory services have gear and personnel to out-train us, while all we will do is put larp on roofs? Even	
PS are landsearching at our expense of training them. The choice of floodboat for units maybe, should have been looked at more closely. Our	
eds an IRB which would be more practical than a 14 foot alloy boat, with regards to accessibility in local terrain.	Metropolitan
people we lose is due to "all that bullshit you have to go through". Meaning too much safety where common sense should be able to cover	
3/4 of it. I'm glad all the admin is kept to a minimum.	Far North
ng is split in 50/50 and a debriefing. This system works well. Training is repetitive and rarely changes. This is necessary for new recruits to	
up to speed but becomes boring for those that have experienced that training session up to a dozen times before. Have I already done 4	
driving 5 times? I'll skip that session, as it tends to reduce numbers greatly. Sharing of info is poor. During an emergency we are left looking	
petent if we are not kept fully informed. Radios that often do not work, no maps, no boots, no overalls but we still search rugged bushland with	
ve have. We often lose new recruits under these circumstances.	South East
there is definitely a need for theory lessons in SES training these should be kept to a minimum as there is no doubt in my mind that practical	
o training is knowledge that is retained for a much longer time period than theory teaching. With regard to theory lessons, these can be put	
o categories. 1-Delivered by an instructor which should also involve interaction between instructors and the class which is good or 2-	
DVD presentation i.e. last training night we watched a program on height safety which I found totally boring, too much writing instruction, not	
illustrations. The best point was the illustrations of a person ascending the roof at the end. This was the general consensus of all present.	South East
the new training standards are proving invaluable, the method of proving continued competence is cumbersome and time consuming. What's	
it is difficult to maintain and requires constant attention. It may also prove more user friendly if made available on computer and Internet,	
g remote updating from trainers or SES members. Finally, some of the more specialist training, especially at introductory level has not	
ad for some time. There are fields in which only long term members can remember when training was offered, let alone have any	
ations.	Metropolitan
g to Pine Rivers and believe the people need to be first class. The practices, efficiencies and overall communication strategies are limited at	
y best. The training is delivered to the best available to the instructors, but what is available to them is unstructured, unworkable and basically	
ny. My attention now has become spasmodic to say the least and I am in the process of drafting my resignation. I have been dealt as 'I' do	
ter, am incompetent and have no feelings or intelligence.	Metropolitan
ily disagree with the competency requirements required. Most people join the SES so that they can go out and help there community when	
d arises. If we must have these requirements, then there should be two streams, one for those who are keen for advancement and one for	
who just want to help. Do we intend to 'competency test' all those volunteers who are supposed to come forward when disaster strikes? The	
concept of SES is being destroyed by academic impracticabilities. Retention rates, in our unit anyway, are an absolute disaster.	North Coast
tructors are required to put in long hours and the back-up resources seem to be missing. Too much time seems to be spent on confusion	
nges to the system particularly regarding CBT and the signing and keeping of log books. There is an imbalance between the academic and	
re training. In this regional area, schooling is difficult for some of the older instructors. The image of SES is not understood by most of the	
izens but held in high regard be the other emergency services.	Burnett
erall happy with SES training. I would like to see more in our unit. That is a unit responsibility and I am aware most of our unit are 'working	
so time is difficult. I would like to see more reference material available. As being a GI myself, I am often faced, when preparing for a lesson,	
veral things I would like to have more back-up on. I feel a comprehensive video would greatly benefit trainees.	North Coast
ount of training SES expects "active volunteers" to carry out is ridiculous. In small towns with limited resources and members, the 200	
of core unit training discourages new members and old alike. Then to have to maintain this level of training every 2 years is daunting. I, like	
ults have not ridden a bike in ten years yet I can still ride a bike. SES would require me to be retrained (possibly a 2 day course, 5 hours	
I appreciate that no core unit are as simple as riding a bike but they could be simplified. Remember we are volunteers with lives, families and	
ask the people in government SES jobs requesting this training to consider that I joined SES to help people in emergencies.	Mi
recently changed from Gladstone to Boyne-Tannom group, there is a change in training. We only have 1 instructor at Boyne-Tannom.	
f those at Gladstone give very freely of their time. I cannot complain too much because I've made the decision not to become an instructor	
SES history. I find the OHP methods used, very irksome.	Capricorn
is not sufficient to meet the WH&S requirements. New recruits have to wait too long for courses. Getting RPL'd is nearly impossible and	
ion of non SES trainers is very hard. Why can't we use non SES trainers who are SES members and qualified to train? While we're having	
a, why does it take 12 months to get members registered and another 6 months to get overalls etc?	Capricorn
: been to the SES for 4 months because we are inside all the time and I'm getting pushed around like shit. They don't let me know what's	
ng. I have been in the SES for 9 years and I am still on stage 1 because the local controller doesn't want to get off his fat ass and let me go	
Please give me a call on 0404053564 to let me know what I can do.	Far North

When I joined the SES the atmosphere was great. Now it has become so bogged-down with red tape and paperwork your not game to do anything for fear of what may happen. If this keeps up there will be a lot more people leaving the SES including myself. This means the shed will have to close because there won't be anyone to man them. eg. 5 pages telling you (a layperson) that the vehicle in your shed had to be checked out - a mechanic job. Another occasion, an instructor saying you can change a split hub tyre out in the bush. It's alright if you know how, if not you will kill yourself. The biggest thing that is annoying us, is that we are not given any specialists in the field we want to obtain, then we have to travel to other towns to do them.	Burnett
I feel lucky to belong to a unit that is very active and supportive of training activities. It is still hard to get into training courses and maintain the enthusiasm of older members.	South East
It's a shame some councils can't support SES enough within their shire, as the true value of the SES is priceless. More SES personnel should do all basic courses. Landsearch, RAR, chainsaw, floodboat, lollypop, communication etc. Before moving onto leader courses and advanced courses. Start from ground up with 3-5 years as a member. I feel this way, as cost of training can amount onto \$\$\$\$ if they do all courses then pull the pin or move onto a payed job in another industry using SES skills and not come back to SES at all we have to start again.	Far North
Training needs to be "hands on". More trained staff to help within local units would be very advantageous - have the trainers travel rather than the trainees. Of course that would mean more paid staff would be needed. To maintain/ assess competencies we need qualified assessors who need the opportunity to be trained, - no assessor courses- no competency maintenance (at least on paper). To most SES volunteers, the mountains of pieces of paper to say they can do this or that are just another example of wasteful bureaucratic bunkim. The "Drunken Dad's Army" image needs to be overcome both from within the other emergency services, from the SES itself and from the general public. How? More available training. The Stanthorpe SES is written into the local CDP as primary response to Vertical Rescue situations. We must be trained or alternatively have the CDP rewritten.	Darling Downs
Central West does not have the resources required to be as successful in their Counter Disaster Plan as they should be. Winston always strives to provide practical training which is the best and most rewarding experience for members. The training does help greatly in retention of volunteers.	Central West
The instruction is of poor level in a large number of cases due to lack of formal learning in the method of instructing. The reading direct from the reference notes, like a sermon, lacks attention by students. Also no lesson plan is made in most cases. The open book method of testing immediately following lesson, is not true test of "mastery" etc. Also most test papers are not assessed and result entered on members records. Some lessons are repeated many times within short time period.	South East
Most courses do have more practical than academic which is good for hands-on learning. I would like to see some more training and courses for new members also for updates to current members.	South West
In this day and age of WH&S and Risk Assessment it's understandable that you have to learn the paperwork first and learn to dot i's and cross t's, but a lot to new volunteers to SES join to actually get their hands dirty and learn new things not sit in a classroom for 12 months and watch the class size reduce by up to 80% through boredom. Whilst most people will say I am learning (slowly) something, there is very little opportunity to physically do this. This has been ever so gently mentioned to the training unit, they are adamant that, that is the way the system is. The SES image or environment would greatly benefit from uplifting enthusiasm.	Far North
Overall, I am happy to be a volunteer for the SES, the comradeship, training and general duties and actions of my local unit make it a pleasure to be part of a thoroughly and switched-on team of professionals. I find within my unit a harmonious group of people willing to learn all aspects and to be prepared for whatever emergency arises. Overall, I find the image of the SES is totally supported by the public that we help in times of crisis. I am happy to say that in a major disaster etc that in our unit, our training etc will enable us to fulfil our role or to help as a back-up for whatever rises	Darling Downs
If it were not for the excellent work done by the volunteer instructors, the SES would cease to exist. Unfortunately, they have to work with a State Training Team which are not able to provide the support required due to their lack of staff members. A huge boost to this section by way of staff and other resources would reap major benefits with the volunteers. Matters which require urgent attention are: Revision and /or corrections to Training Manuals, state standard assessment guidelines and monitoring of unit/group training.	Burnett
Our training used to be excellent until our leader, fed up with trying to get gear, left town. The SES was defunct for 2 years until a new person came to town and took it on temporarily. Unfortunately, we had very little training. They have also given up. We have been trying for 2 years to get new overalls with the reflecting tape (IVO GO). I joined SES in 1975 at Julia Creek Q never resigned but was inactive for 18 years, rejoined in 1996. I sincerely hope someone takes it on soon as it is necessary most of the members have now joined the Fire Brigade.	North
The RTO status of SES puts a great deal of pressure in the Volunteer Trainers, and in turn, the general volunteers who are getting tired of the record keeping associated with training competency requirements definitely scares off new recruits. Only the truly dedicated stick to the constant training. The image of the SES needs to be improved. Lift the profile of the "Jaffa Army" as was done in the year of the Volunteer and on the 25th anniversary. SES needs a community education branch to introduce SES to the community and keep its face eg. School publicity program- having a program that retired SES could be trained in publicising SES - talks to professional groups etc.	Metropolitan
Certainly the focus at the moment is academic (classroom lessons). I feel greater experience is required. Some courses are extremely difficult to get on and are only run sporadically. It is important for courses to run on time and when planned for. Obviously we are happy to offer our time and this includes GI's but as a volunteer organisation, members need to plan work, study etc around pre-determined time slots. Member retention can be a problem, however, competencies are not too difficult to achieve so I don't believe this is the primary reason for attrition rates. Image of SES in the public is still quite clouded. Greater public awareness programs would be most welcome. Basic resources are seemingly difficult to obtain. PPE and rescue equipment must be readily available for the safety and correct function of our role as members.	Metropolitan
More practical training is needed on subjects that are practised regularly in Brisbane unit/metro district eg. Landsearch and storm damage. All subjects need practise and revision but some more than others. Training has become mundane but that is a unit problem not district. Need to retain new members - keep training interesting and perhaps they will stay. SES needs better PR. Use SES week to its full potential, more PR events, make people more aware of who we are and what we do. Overall, SES is a wonderful organisation. I enjoy the people and training.	Metropolitan
Academic should only be a guide if there is a better way to achieve same effect and use it practically and adjust the theory or give options. Due to lack of time/expectation and volume it puts people off as generally attention span in theory is short. Image of SES no real promotion program. I did SES week was a non-event. Local SES are timid and expect the general public to know what SES do. Missed the best time in the year of the Volunteer why does that come to mind? Resources- funding is always a problem I suppose.	Far North
I have found, in speaking with staff at the home, and if and when I have been asked, I have always answered questions positively and have discovered great appreciation of SES and the role. Undertaken by groups, I firmly believe that as we assist others and work together with groups and teams and other services, the source of SES can only improve.	Metropolitan
As I am a volunteer in Welfare I do not feel that this document questionnaire pertains to myself.	Mackay
Media often refers to emergency workers or terms such as Police were working to clear road. No mention of SES as they may be actually doing the work. Packages are "literacy friendly" and all levels of education standards are catered for, within the packages. Our image is excellent, particularly locally. Most groups put in a fantastic amount of time showing the uniform. Admittedly, WH&S and Risk Assessments have knocked out alot of instant assistance to our community.	Burnett
Training mainly consists of sitting around listening to the instructors talk, then having a break so they can have a smoke. One Sunday morning, before I even started official training I had to help tarp a roof because nobody else wanted to get up on it without any training or advice on how to properly put the tarp on, so I figured it out for myself and some floodboat operators like to take rods instead of new trainees on a Sunday and sometimes during the week. My wife is a member and can not go because of our kids even though local controller and his second in charge of Port Douglas take their kids all the time. We are not allowed to take our kids to training.	Far North

SES Volunteer 2005 Survey Brisbane Region

Figure B1: SES Volunteer Survey 2005 - Brisbane Region

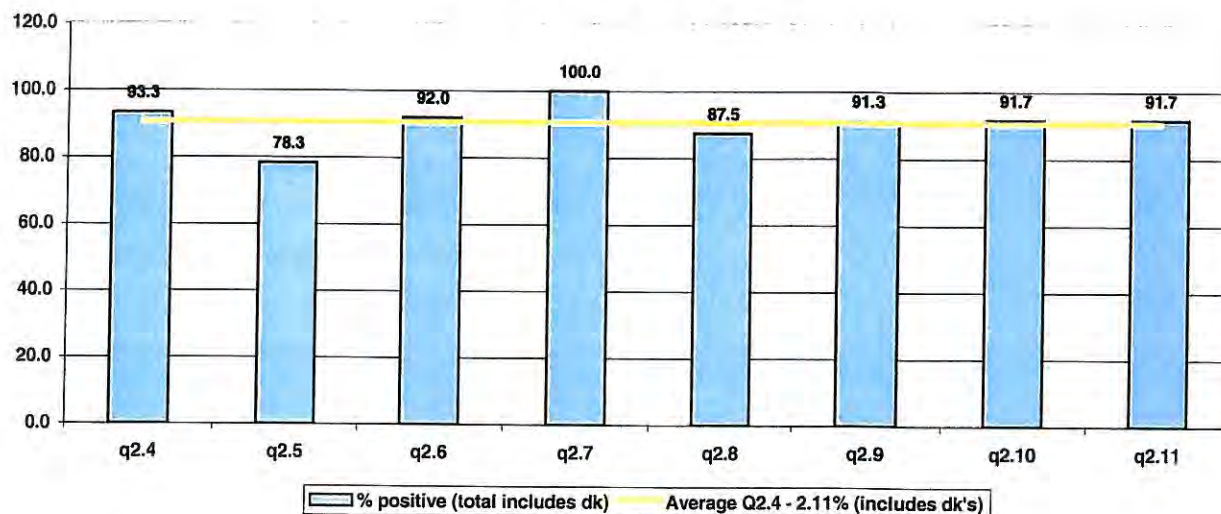
Graph B1: Mean Positive % Scores - Section and Overall
Brisbane Region - SES Volunteer Survey 2005



Central	Section 2 - Training		Section 2 - Instructors/ Assessor Support		Section 3 - General		Average Overall Satisfaction	
	Instructors		Awareness		Average		Overall Satisfaction	
Average Overall % (includes dk's)	83.2		57.2		85.7		55.6	
Average Overall % (excludes dk's)	85.8		67.0		89.7		57.4	
Average Overall Importance % (includes dk's)	100.0		98.2		92.9		90.8	
Average Overall Importance % (excludes dk's)	100.0		100.0		92.9		95.8	
Gap	16.8		41.0		7.2		35.2	
							70.4	
							75.0	
							95.5	
							97.2	
							25.1	

Figure B8: SES Volunteer Survey 2005 - Brisbane Region

Graph B8: Q2.4 - 2.11 - Positive Scores - Brisbane Region
SES Volunteer Survey 2005

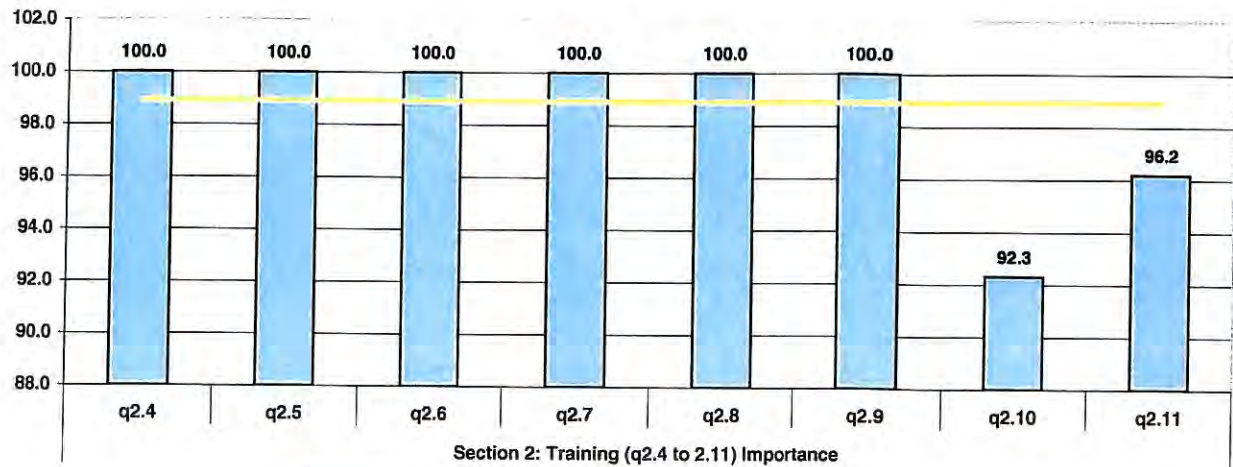


Section 2: Training (q2.4 to 2.11)

	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Brisbane								
Instructors								
Positive Answers	12	4	12	12	10	10	12	12
Negative Answers	2	3	1		2	2	1	1
Don't Know				1	1	1		
Total including don't know	14	7	13	13	13	13	13	13
Total excluding don't know	14	7	13	12	12	12	13	13
% positive (total includes dk)	85.7	57.1	92.3	92.3	76.9	76.9	92.3	92.3
% positive (total excludes dk)	85.7	57.1	92.3	100.0	83.3	83.3	92.3	92.3
Average Q2.4 - 2.11% (includes dk's)	83.2	72.5	65.4	53.8	42.3	32.7	23.1	11.5
Average Q2.4 - 2.11% (excludes dk's)	85.8	75.1	67.9	56.4	43.9	33.5	23.1	11.5
Volunteers								
Positive Answers	16	14	11	12	11	11	10	10
Negative Answers		1	1		1			
Don't Know		1					1	1
Total including don't know	16	16	12	12	12	11	11	11
Total excluding don't know	16.0	15.0	12.0	12.0	12.0	11.0	10.0	10.0
% positive (total includes dk)	100.0	87.5	91.7	100.0	91.7	100.0	90.9	90.9
% positive (total excludes dk)	100.0	93.3	91.7	100.0	91.7	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	94.1	94.1	94.1	94.1	94.1	94.1	94.1	94.1
Average Q2.4 - 2.11% (excludes dk's)	97.1	97.1	97.1	97.1	97.1	97.1	97.1	97.1
Instructors and Volunteers								
Positive Answers	28	18	23	24	21	21	22	22
Negative Answers	2	4	2	0	3	2	1	1
Don't Know	0	1					1	1
Total including don't know	30	23	25	24	24	23	24	24
Total excluding don't know	30	22	25	24	24	23	23	23
% positive (total includes dk)	93.3	78.3	92.0	100.0	87.5	91.3	91.7	91.7
% positive (total excludes dk)	93.3	81.8	92.0	100.0	87.5	91.3	95.7	95.7
Average Q2.4 - 2.11% (includes dk's)	90.6	90.6	90.6	90.6	90.6	90.6	90.6	90.6
Average Q2.4 - 2.11% (excludes dk's)	91.7	91.7	91.7	91.7	91.7	91.7	91.7	91.7
Average % Negative	6.7	17.4	8	0	12.5	8.7	4.2	4.2

Figure B9: SES Volunteer Survey 2005 - Brisbane Region

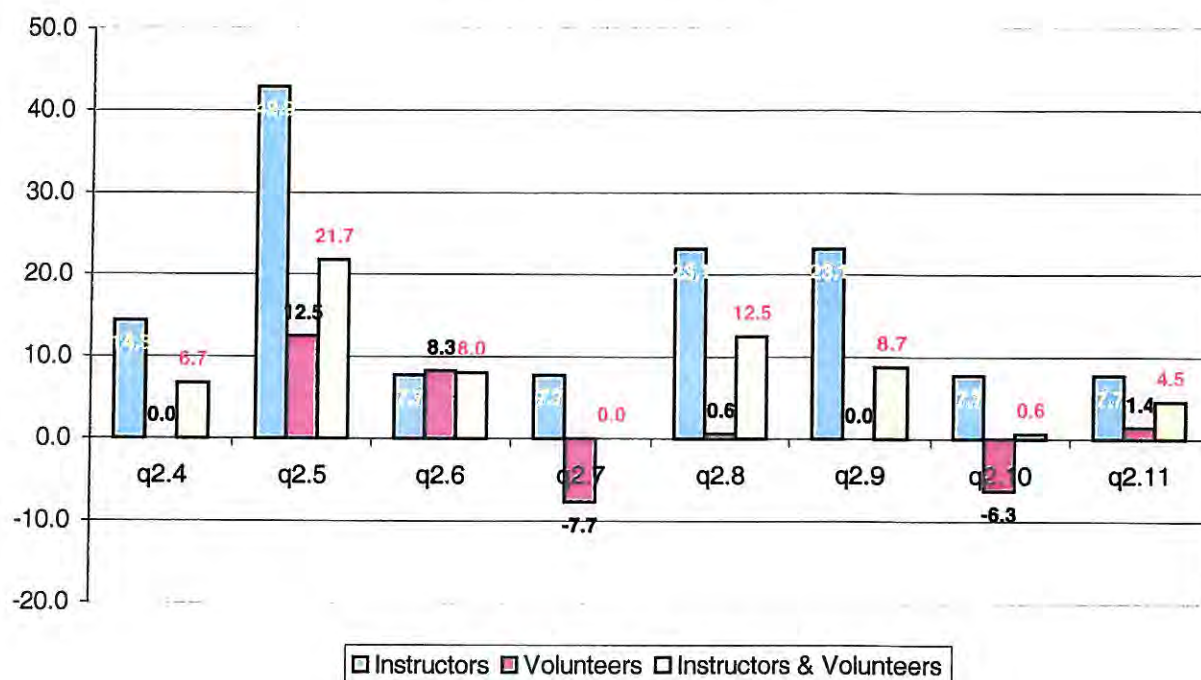
Graph B9: Q2.4 - 2.11 Importance - Positive Scores - Brisbane Region
SES Volunteer Survey 2005



	Section 2: Training (q2.4 to 2.11) Importance							
	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Positive Answers	14	14	13	13	13	13	13	13
Negative Answers								
Don't Know								
Total including don't know	14	14	13	13	13	13	13	13
Total excluding don't know	14	14	13	13	13	13	13	13
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (excludes dk's)	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average % Negative								
Volunteers								
Positive Answers	16	15	13	12	12	13	11	12
Negative Answers								1
Don't Know				1	1		2	
Total including don't know	16	15	13	13	13	13	13	13
Total excluding don't know	16	15	13	12	12	13	11	13
% positive (total includes dk)	100.0	100.0	100.0	92.3	92.3	100.0	84.6	92.3
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	92.3
Average Q2.4 - 2.11% (includes dk's)	95.6	95.6	95.6	95.6	95.6	95.6	95.6	95.6
Average Q2.4 - 2.11% (excludes dk's)	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average % Negative								
Instructors and Volunteers								
Positive Answers	30	29	26	25	25	26	24	25
Negative Answers					0		0	1
Don't Know		0					2	0
Total including don't know	30	29	26	25	25	26	26	26
Total excluding don't know	30	29	26	25	25	26	24	26
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0	100.0	92.3	96.2
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	96.2
Average Q2.4 - 2.11% (includes dk's)	98.9	98.9	98.9	98.9	98.9	98.9	98.9	98.9
Average Q2.4 - 2.11% (excludes dk's)	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average % Negative								

Figure B10: SES Volunteer Survey 2005 - Brisbane Region

Graph B10: Training Gap - Brisbane Region
SES Volunteer Survey

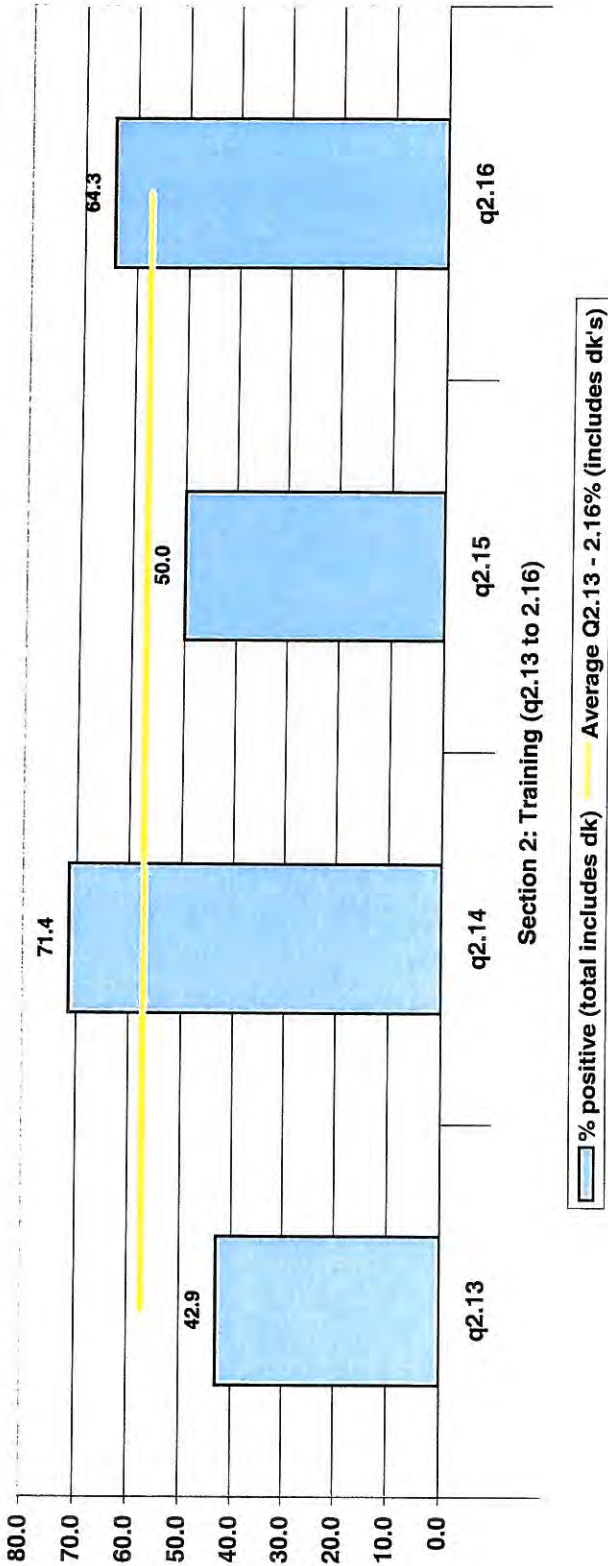


	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Satisfaction Score	85.7	57.1	92.3	92.3	76.9	76.9	92.3	92.3
Importance Score	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Gap	14.3	42.9	7.7	7.7	23.1	23.1	7.7	7.7
Volunteers								
Satisfaction Score	100.0	87.5	91.7	100.0	91.7	100.0	90.9	90.9
Importance Score	100.0	100.0	100.0	92.3	92.3	100.0	84.6	92.3
Gap	0.0	12.5	8.3	-7.7	0.6	0.0	-6.3	1.4
Instructors & Volunteers								
Satisfaction Score	93.3	78.3	92.0	100.0	87.5	91.3	91.7	91.7
Importance Score	100.0	100.0	100.0	100.0	100.0	100.0	92.3	96.2
Gap	6.7	21.7	8.0	0.0	12.5	8.7	0.6	4.5

Note: Gap = Importance score - Satisfaction Score

Figure B11: SES Volunteer Survey 2005 - Brisbane Region

Graph B11: Positive Scores Questions 2.13 to 2.16 - Brisbane Region
SES Volunteer Survey 2005



Section 2: Training (q2.13 to 2.16)			
Instructors	q2.13	q2.14	q2.15
Positive Answers	6	10	7
Negative Answers	8	4	6
Don't Know			1
Total including don't know	14	14	14
Total excluding don't know	14	14	13
% positive (total includes dk)	42.9	71.4	50.0
% positive (total excludes dk)	42.9	71.4	53.8
Average Q2.13 - 2.16% (includes dk's)	57.2	57.2	57.2
Average Q2.13 - 2.16% (excludes dk's)	67.0	67.0	67.0

Section 2: Training (q2.13 to 2.16)			
Instructors	q2.13	q2.14	q2.15
Positive Answers	6	10	7
Negative Answers	8	4	6
Don't Know			1
Total including don't know	14	14	14
Total excluding don't know	14	14	13
% positive (total includes dk)	42.9	71.4	50.0
% positive (total excludes dk)	42.9	71.4	53.8
Average Q2.13 - 2.16% (includes dk's)	57.2	57.2	57.2
Average Q2.13 - 2.16% (excludes dk's)	67.0	67.0	67.0

Figure B12: SES Volunteer Survey 2005 - Brisbane Region

Graph B12: Positive Scores Questions 2.13 to 2.16 - Brisbane Region
SES Volunteer Survey 2005

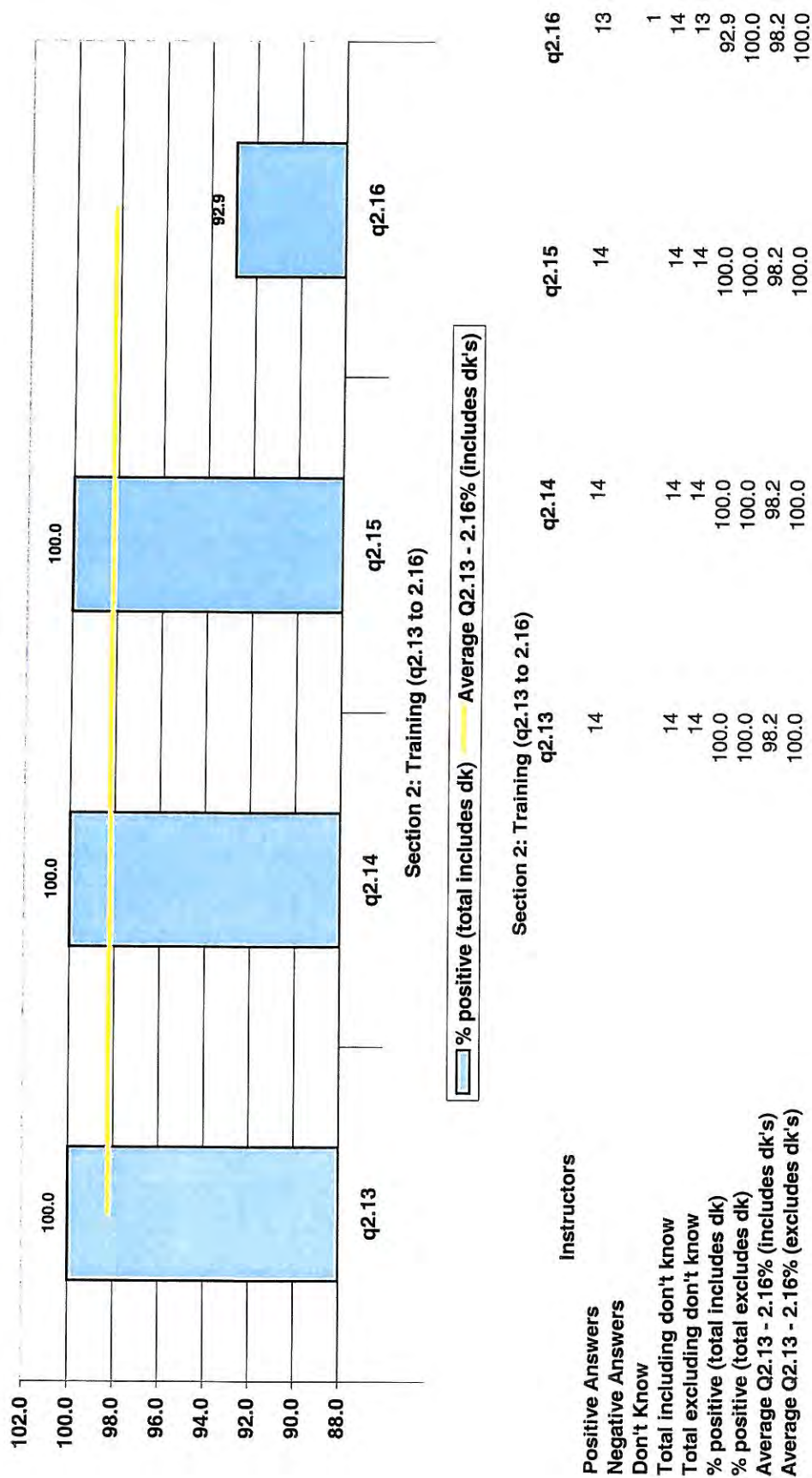
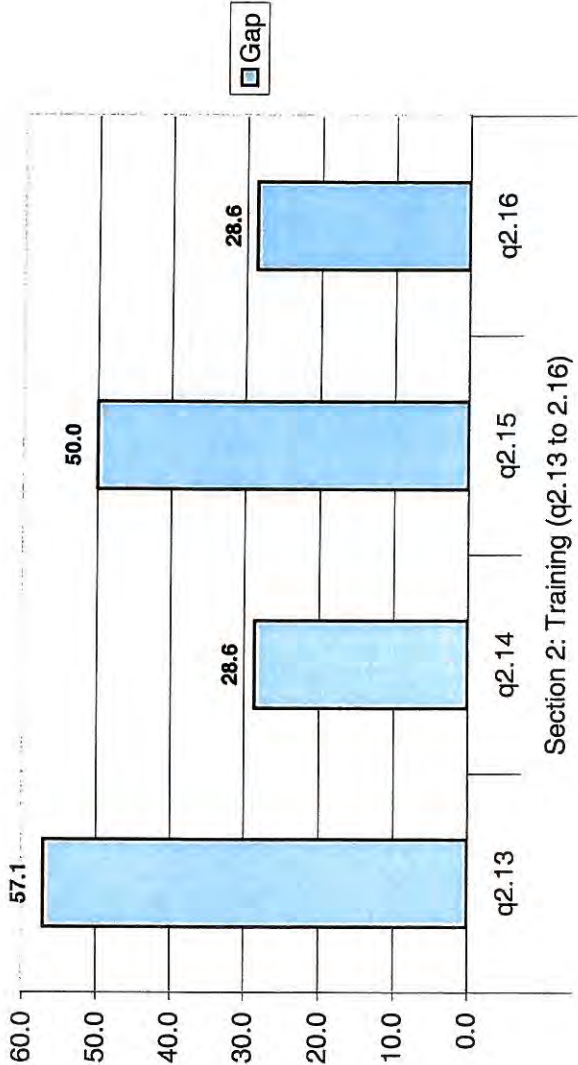


Figure B13: SES Volunteer Survey 2005 - Brisbane Region

Graph B13: Training Support Q 2.13 to 2.16 - Gap
Analysis - Brisbane Region

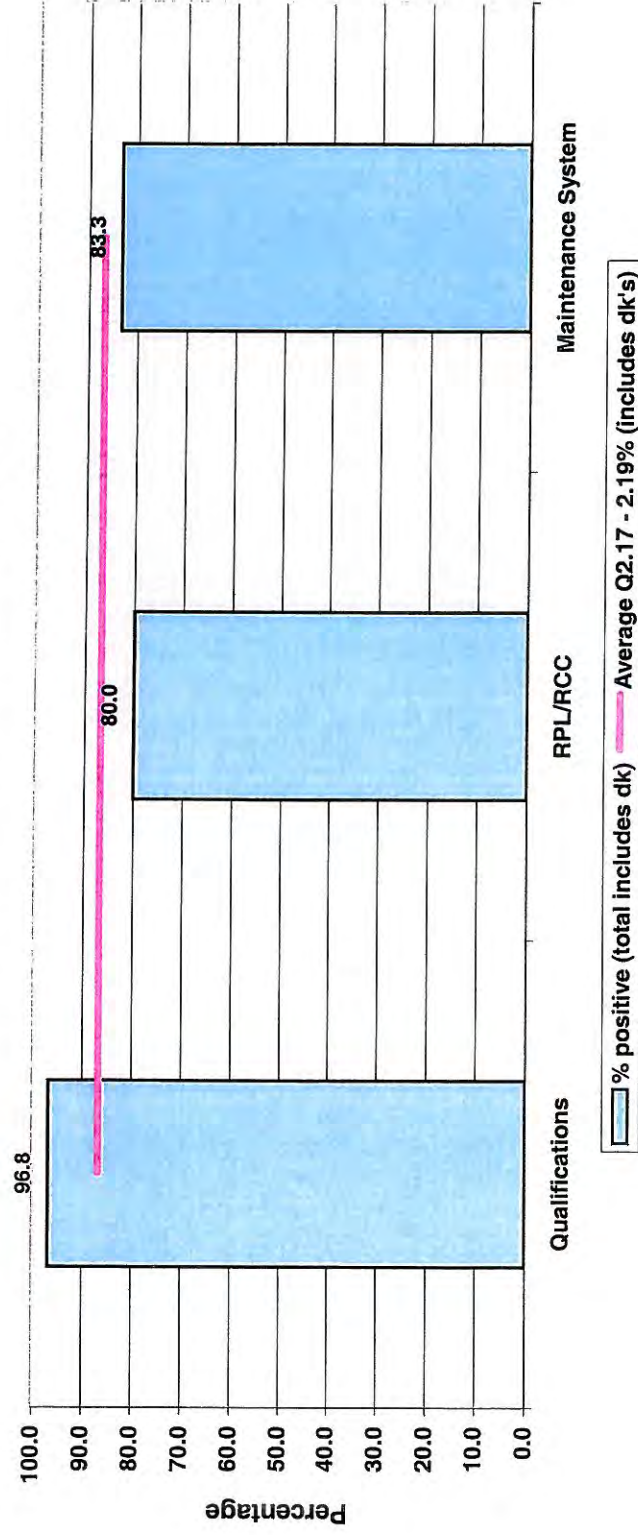


Section 2: Training (q2.13 to 2.16)			
Instructors	q2.13	q2.14	q2.15
Satisfaction Score	42.9	71.4	50.0
Importance Score	100.0	100.0	100.0
Gap	57.1	28.6	50.0

Note: Gap = Importance score - Satisfaction Score

Figure B14: SES Volunteer Survey 2005 - Brisbane Region

Graph B14: Positive Scores for Awareness Questions q.17 to 2.19
Brisbane Region - SES Volunteer Survey 2005

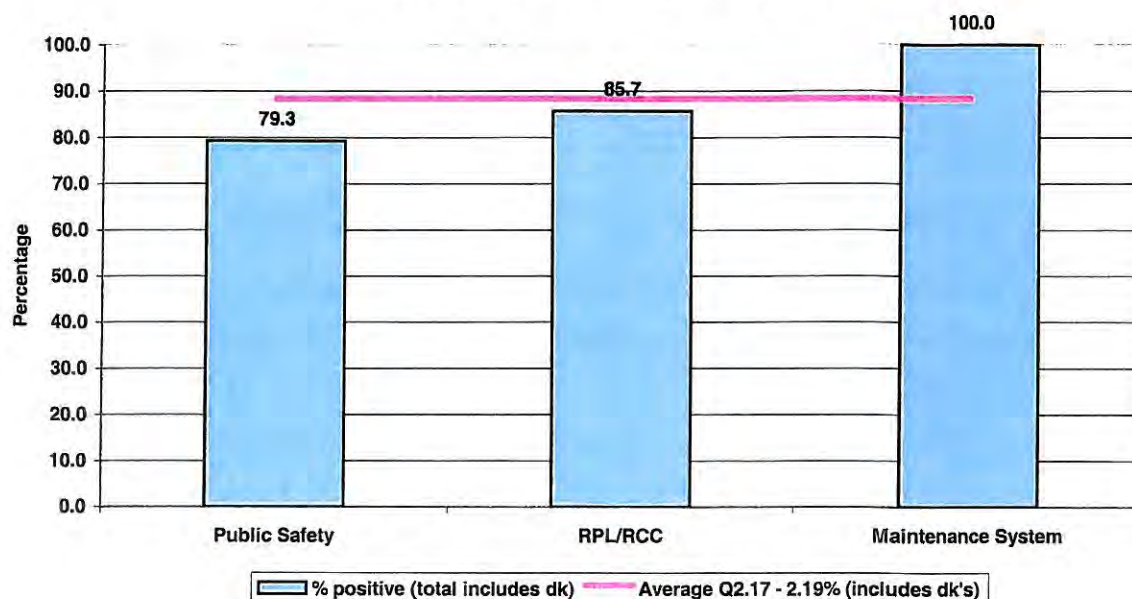


Section 2: Training (q2.17 to 2.19)

Instructors	Qualifications No.	RPL/RCC No.	Maintenance System No.
Positive Answers	14	10	12
Negative Answers		3	1
Don't Know		1	1
Total including don't know	14	14	14
Total excluding don't know	14	13	13

Figure B15: SES Volunteer Survey 2005 - Brisbane Region

Graph B15: Positive Scores for Awareness Questions 2.17 to 2.19 Importance
Brisbane Region - SES Volunteer Survey 2005

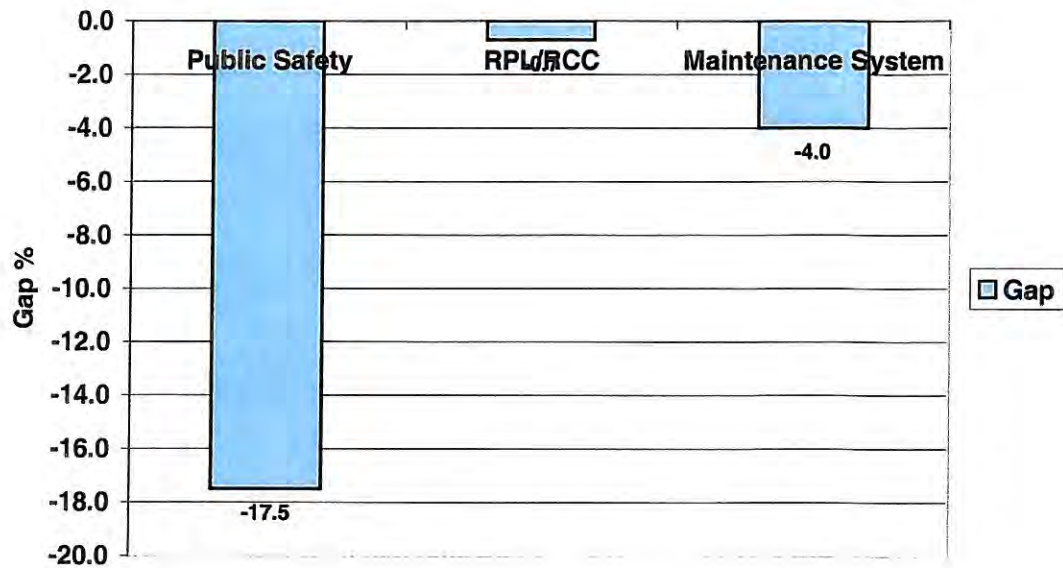


Section 2: Training (q2.17 to 2.19) Importance

	Public Safety	RPL/RCC	Maintenance System
	No.	No.	No.
Instructors			
Positive Answers	12	13	13
Negative Answers	2	1	
Don't Know			
Total including don't know	14	14	13
Total excluding don't know	14	14	13
% positive (total includes dk)	85.7	92.9	100.0
% positive (total excludes dk)	85.7	92.9	100.0
Average Q2.17 - 2.19% (includes dk's)	92.9	92.9	92.9
Average Q2.17 - 2.19% (excludes dk's)	92.9	92.9	92.9
Volunteers			
Positive Answers	11	11	15
Negative Answers	1		
Don't Know	3	3	
Total including don't know	15	14	15
Total excluding don't know	12	11	15
% positive (total includes dk)	73.3	78.6	100.0
% positive (total excludes dk)	91.7	100.0	100.0
Average Q2.17 - 2.19% (includes dk's)	84.0	84.0	84.0
Average Q2.17 - 2.19% (excludes dk's)	97.2	97.2	97.2
Instructors and Volunteers			
Positive Answers	23	24	28
Negative Answers	3	1	0
Don't Know	3	3	0
Total including don't know	29	28	28
Total excluding don't know	26	25	28
% positive (total includes dk)	79.3	85.7	100.0
% positive (total excludes dk)	88.5	96.0	100.0
Average Q2.17 - 2.19% (includes dk's)	88.3	88.3	88.3
Average Q2.17 - 2.19% (excludes dk's)	94.8	94.8	94.8

Figure B16: SES Volunteer Survey 2005 - Brisbane Region

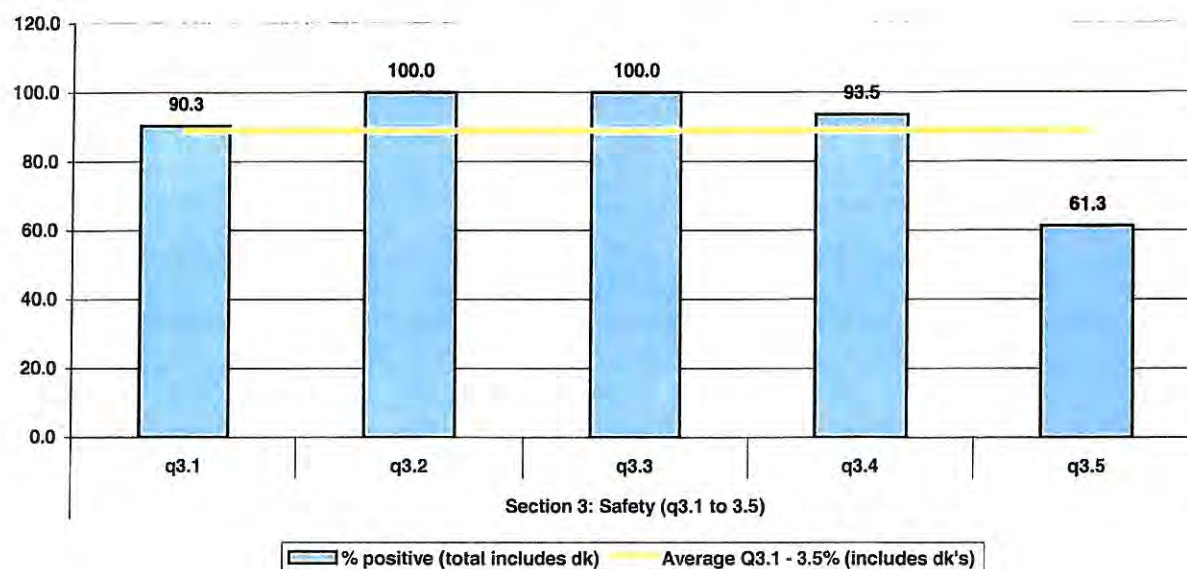
Graph B16: Section 2 Training (q2.17 to 2.19) Gap Analysis
Brisbane Region - SES Volunteer Survey 2005



	Section 2: Training (q2.17 to 2.19) Gap		
	Public Safety	RPL/RCC	Maintenance System
	%	%	%
Instructors			
Satisfaction Score	100	71.4	85.7
Importance Score	85.7	85.7	85.7
Gap	-14.3	14.3	0
Volunteers			
Satisfaction Score	94.1	87.5	81.3
Importance Score	73.3	73.3	73.3
Gap	-20.8	-14.2	-8
Instructors & Volunteers			
Satisfaction Score	96.8	80	83.3
Importance Score	79.3	79.3	79.3
Gap	-17.5	-0.7	-4.0

Figure B17: SES Volunteer Survey 2005 - Brisbane Region

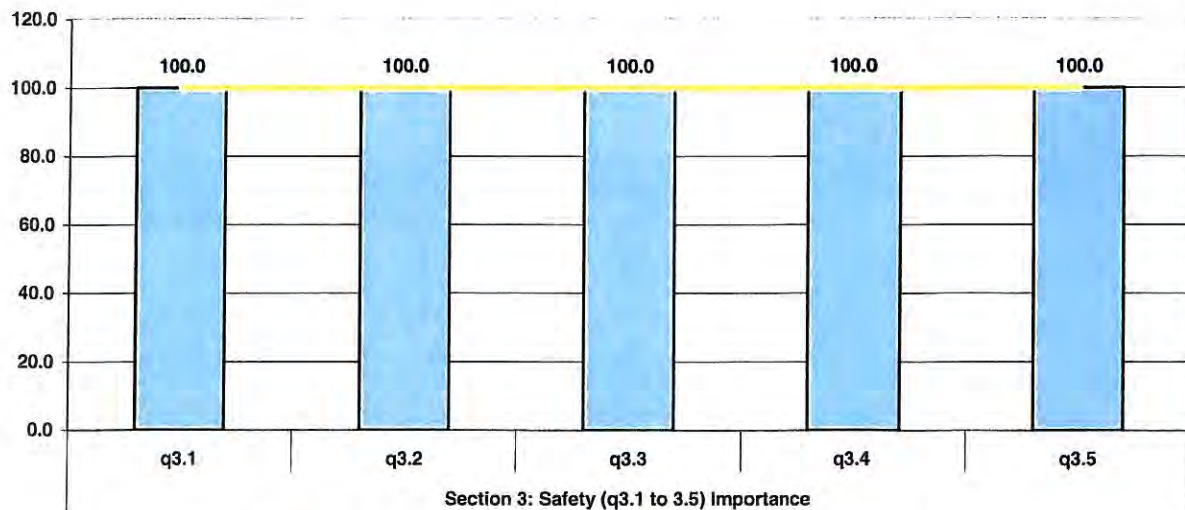
Graph B17: Positive Scores Questions 3.1 to 3.5 Safety
Brisbane Region - SES Volunteer Survey 2005



Section 3: Safety (q3.1 to 3.5)					
	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Positive Answers	13	13	14	13	11
Negative Answers	1				1
Don't Know		1		1	2
Total including don't know	14	14	14	14	14
Total excluding don't know	14	13	14	13	12
% positive (total includes dk)	92.9	92.9	100.0	92.9	78.6
% positive (total excludes dk)	92.9	100.0	100.0	100.0	91.7
Average Q3.1 - 3.5% (includes dk's)	91.5	91.5	91.5	91.5	91.5
Average Q3.1 - 3.5% (excludes dk's)	96.9	96.9	96.9	96.9	96.9
Volunteers					
Positive Answers	15	17	17	16	8
Negative Answers	2			1	2
Don't Know					7
Total including don't know	17	17	17	17	17
Total excluding don't know	17	17	17	17	10
% positive (total includes dk)	88.2	100.0	100.0	94.1	47.1
% positive (total excludes dk)	88.2	100.0	100.0	94.1	80.0
Average Q3.1 - 3.5% (includes dk's)	85.9	85.9	85.9	85.9	85.9
Average Q3.1 - 3.5% (excludes dk's)	92.5	92.5	92.5	92.5	92.5
Instructors and Volunteers					
Positive Answers	28	30	31	29	19
Negative Answers	3	0		1	3
Don't Know	0			1	9
Total including don't know	31	30	31	31	31
Total excluding don't know	31	30	31	30	22
% positive (total includes dk)	90.3	100.0	100.0	93.5	61.3
% positive (total excludes dk)	90.3	100.0	100.0	96.7	86.4
Average Q3.1 - 3.5% (includes dk's)	89.0	89.0	89.0	89.0	89.0
Average Q3.1 - 3.5% (excludes dk's)	94.7	94.7	94.7	94.7	94.7

Figure B18: SES Volunteer Survey 2005 - Brisbane Region

Graph B18: Importance - Positive Scores Questions 3.1 to 3.5 Safety
Brisbane Region - SES Volunteer Survey 2005

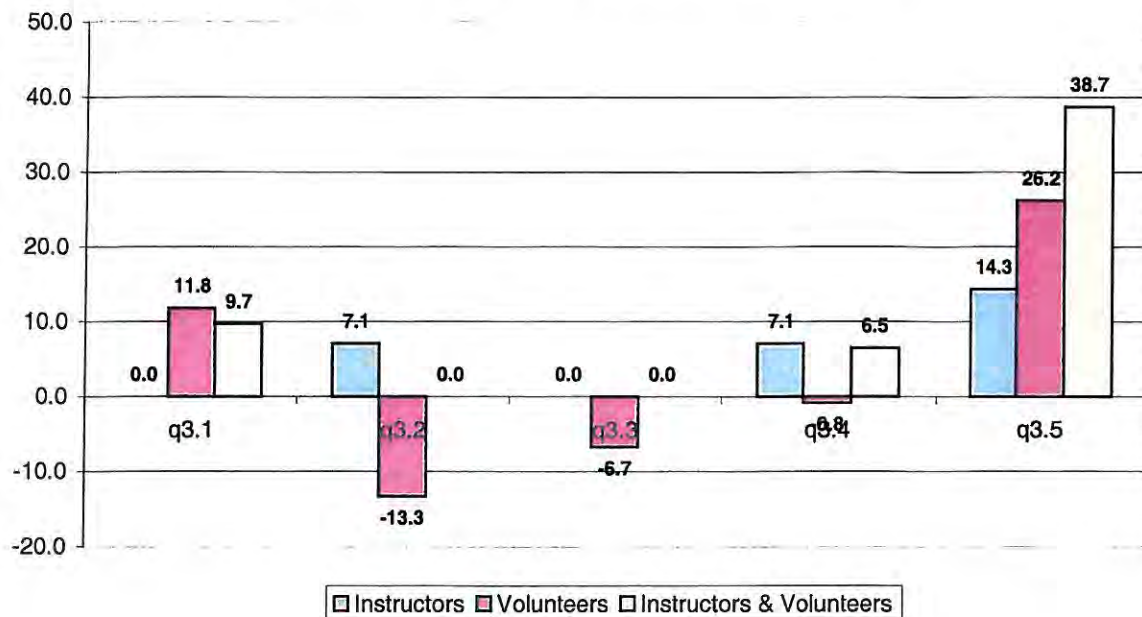


% positive (total includes dk) Average Q3.1 - 3.5% (includes dk's)

Section 3: Safety (q3.1 to 3.5) Importance					
	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Positive Answers	13	14	14	14	13
Negative Answers	1				
Don't Know					1
Total including don't know	14	14	14	14	14
Total excluding don't know	14	14	14	14	13
% positive (total includes dk)	92.9	100.0	100.0	100.0	92.9
% positive (total excludes dk)	92.9	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	97.2	97.2	97.2	97.2	97.2
Average Q3.1 - 3.5% (excludes dk's)	98.6	98.6	98.6	98.6	98.6
Volunteers					
Positive Answers	15	13	14	14	11
Negative Answers					
Don't Know		2	1	1	4
Total including don't know	15	15	15	15	15
Total excluding don't know	15	13	14	14	11
% positive (total includes dk)	100.0	86.7	93.3	93.3	73.3
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	89.3	89.3	89.3	89.3	89.3
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0
Instructors and Volunteers					
Positive Answers	28	27	28	28	24
Negative Answers					
Don't Know					
Total including don't know	28	27	28	28	24
Total excluding don't know	28	27	28	28	24
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0

Figure B19: SES Volunteer Survey 2005 - Brisbane Region

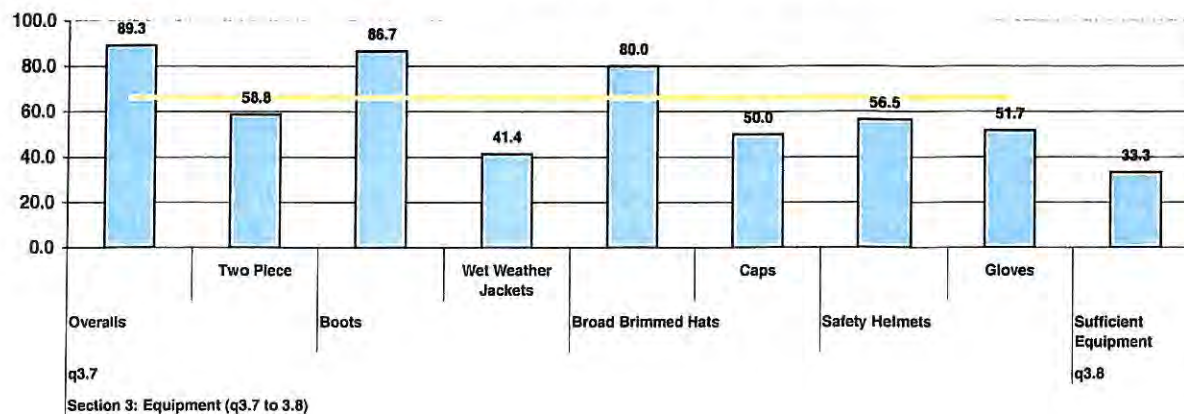
Graph B19: Safety Q3.1 to Q3.5 - Gap Analysis
Brisbane Region - SES Volunteer Survey 2005





	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Satisfaction Score	92.9	92.9	100.0	92.9	78.6
Importance Score	92.9	100.0	100.0	100.0	92.9
Gap	0.0	7.1	0.0	7.1	14.3
Volunteers					
Satisfaction Score	88.2	100.0	100.0	94.1	47.1
Importance Score	100.0	86.7	93.3	93.3	73.3
Gap	11.8	-13.3	-6.7	-0.8	26.2
Instructors & Volunteers					
Satisfaction Score	90.3	100.0	100.0	93.5	61.3
Importance Score	100.0	100.0	100.0	100.0	100.0
Gap	9.7	0.0	0.0	6.5	38.7

Figure B20: SES Volunteer Survey 2005 - Brisbane Region

**Graph B20: Positive Scores Questions 3.7 to 3.8 Equipment
Brisbane Region - SES Volunteer Survey 2005**



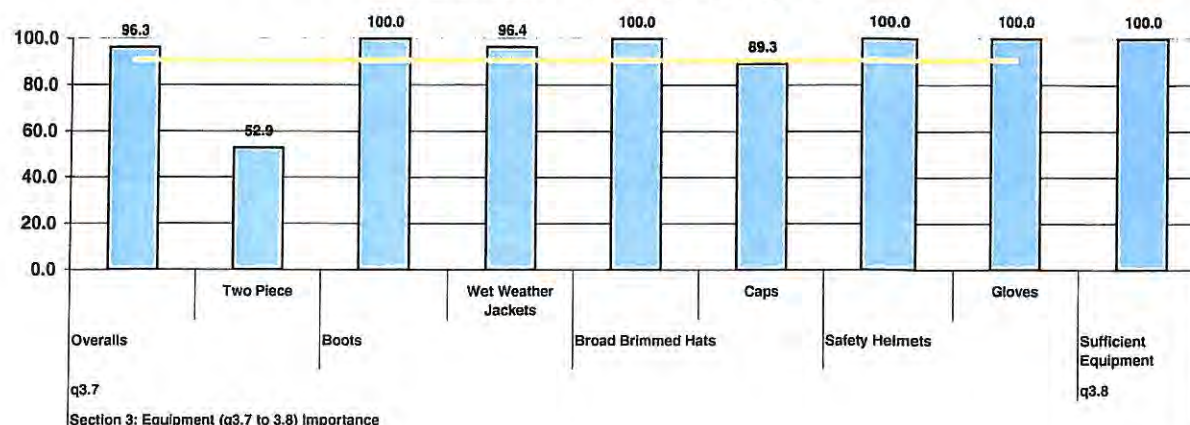
 % positive (total includes dk)
  Average Q3.7% (includes dk's)

Section 3: Equipment (q3.7 to 3.8)

[illegible]

Figure B21: SES Volunteer Survey 2005 - Brisbane Region

**Graph B21: Importance - Positive Scores Questions 3.7 to 3.8 Equipment
Brisbane Region - SES Volunteer Survey 2005**



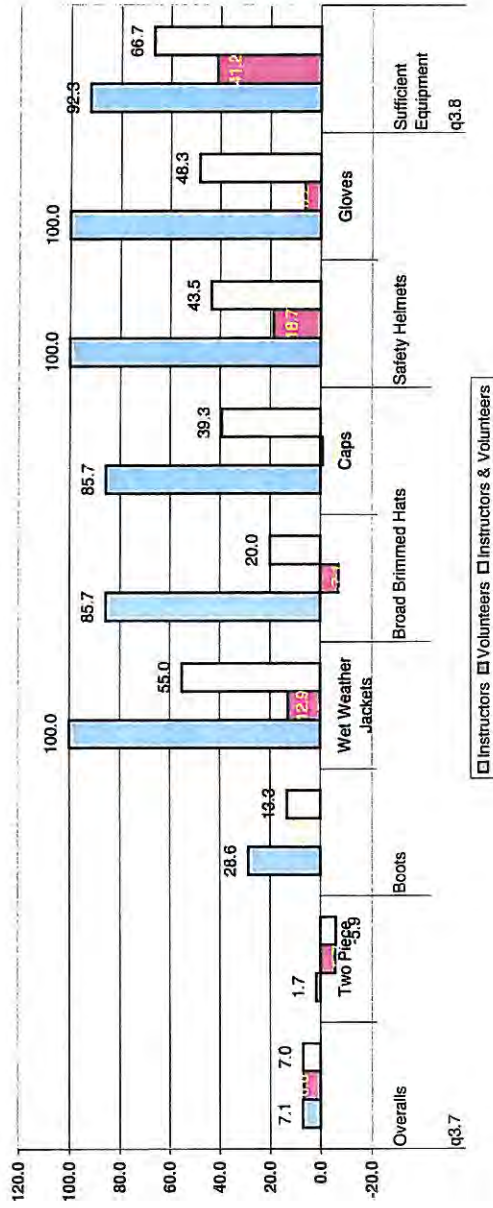
 % positive (total includes dk) Average Q3.7% (includes dk's)

Section 3: Equipment (q3.7 to 3.8) Importance

[illegible]

Figure B22: SES Volunteer Survey 2005 - Brisbane Region

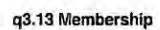
Graph Brisbane22: Equipment Gap - Brisbane Region SES Volunteer Survey



		q3.7				q3.8			
		Overall	Two Piece	Boots	Wet Weather Jackets	Broad Brimmed Hats	Safety Helmets	Gloves	Sufficient Equipment
Instructors	Satisfaction Score	92.9	40.0	71.4	0.0	0.0	0.0	0.0	0.0
Instructors	Importance Score	100.0	41.7	100.0	100.0	85.7	85.7	100.0	92.3
Instructors	Gap	7.1	1.7	28.6	100.0	85.7	85.7	100.0	92.3
Volunteers	Satisfaction Score	85.7	85.7	100.0	80.0	100.0	93.8	93.8	58.8
Volunteers	Importance Score	92.3	80.0	100.0	92.9	92.9	92.9	100.0	100.0
Volunteers	Gap	6.6	-5.7	0.0	12.9	-7.1	-0.9	6.2	41.2
Instructors & Volunteers	Satisfaction Score	89.3	58.8	86.7	41.4	80.0	50.0	51.7	33.3
Instructors & Volunteers	Importance Score	96.3	52.9	100.0	96.4	100.0	89.3	100.0	100.0
Instructors & Volunteers	Gap	7.0	-5.9	13.3	55.0	20.0	39.3	48.3	66.7

Note: Gap = Importance % Score - Satisfaction % Score

**Graph B23: Positive Scores Questions 3.11 Appreciation & Recognition
Brisbane Region - SES Volunteer Survey 2005**

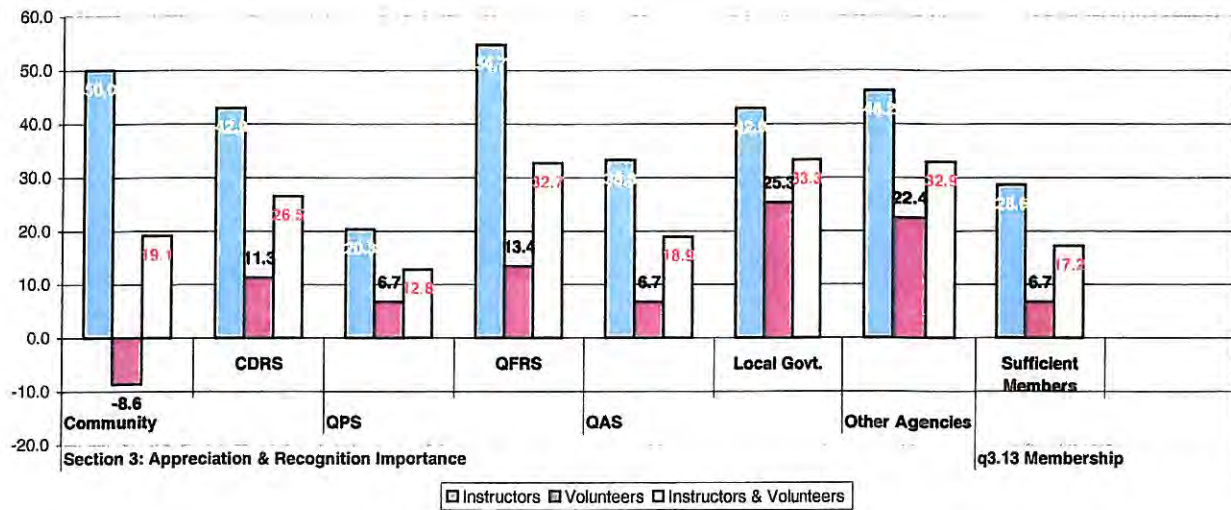
[illegible]

Graph B24: Importance - Positive Scores Questions 3.11 & 3.13 Appreciation & Recognition, Membership
Brisbane Region - SES Volunteer Survey 2005

[illegible]

Figure B25: SES Volunteer Survey 2005 - Brisbane Region

Graph B25: Appreciation Q3.11 - Gap Analysis
Brisbane Region - SES Volunteer Survey 2005

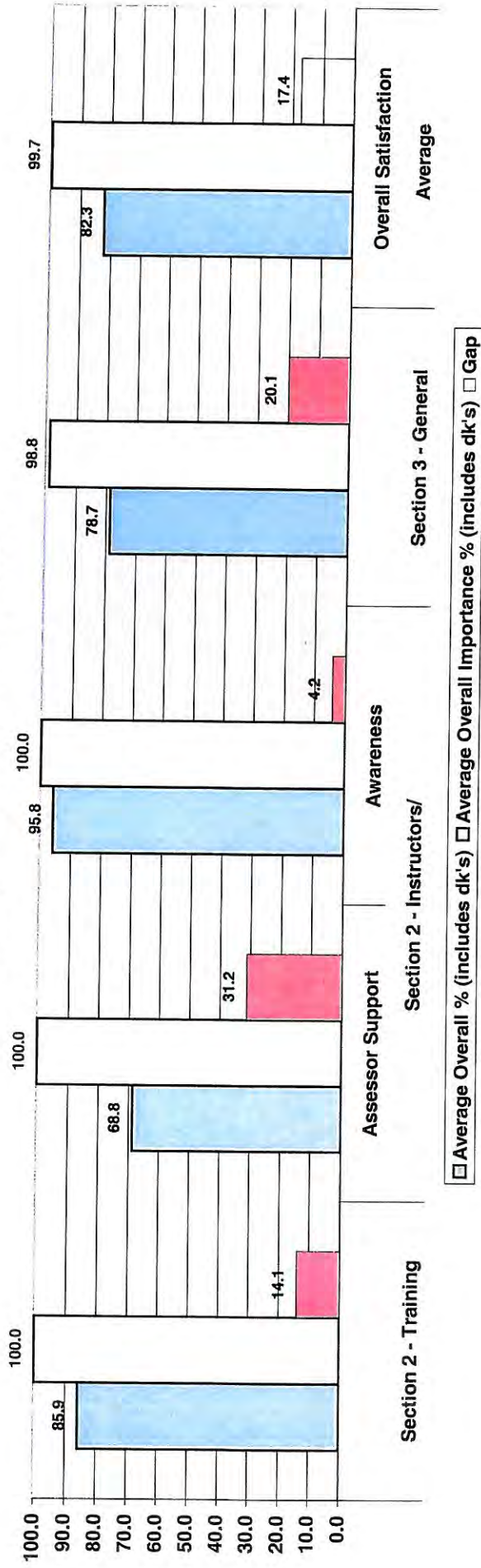


Section 3: Appreciation & Recognition Importance					q3.13 Membership			
	Community	CDRS	QPS	QFRS	QAS	Local Govt.	Sufficient Members	
Instructors								
Satisfaction Score	50.0	57.1	71.4	28.6	50.0	57.1	8.3	71.4
Importance Score	100.0	100.0	91.7	83.3	83.3	100.0	54.5	100.0
Gap	50.0	42.9	20.3	54.7	33.3	42.9	46.2	28.6
Volunteers								
Satisfaction Score	80.0	73.3	73.3	53.3	60.0	53.3	13.3	93.3
Importance Score	71.4	84.6	80.0	66.7	66.7	78.6	35.7	100.0
Gap	-8.6	11.3	6.7	13.4	6.7	25.3	22.4	6.7
Instructors & Volunteers								
Satisfaction Score	65.5	65.5	72.4	41.4	55.2	55.2	11.1	82.8
Importance Score	84.6	92.0	85.2	74.1	74.1	88.5	44.0	100.0
Gap	19.1	26.5	12.8	32.7	18.9	33.3	32.9	17.2

SES Volunteer 2005 Survey South East Region

Figure SE1: SES Volunteer Survey 2005 - South East Region

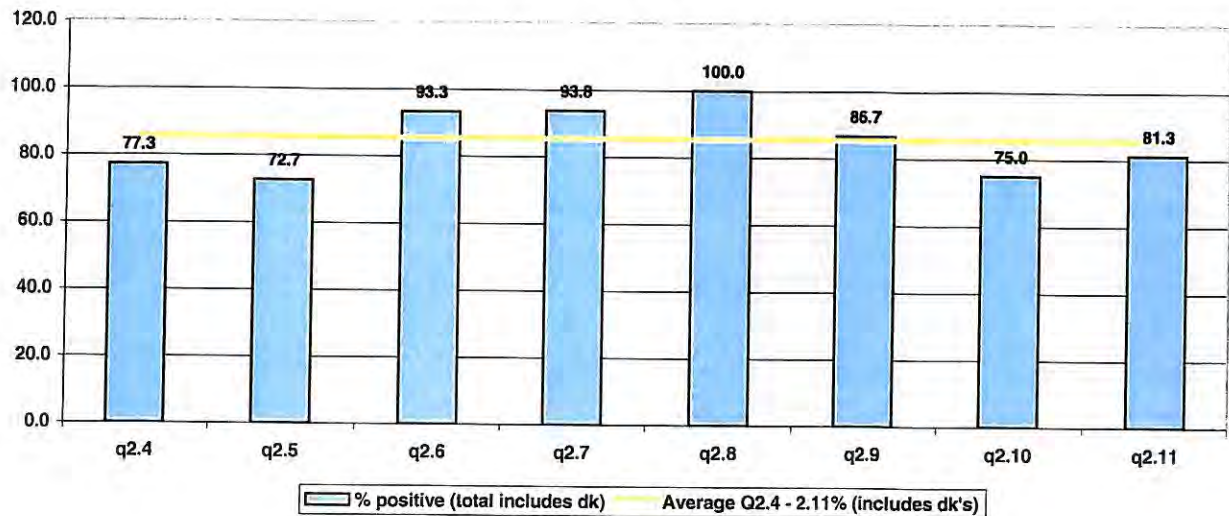
Graph SE1: Mean Positive % Scores - Section and Overall
South East Region - SES Volunteer Survey 2005



Central	Section 2 - Training		Section 2 - Instructors/ Assessor Support		Section 3 - General		Section 3 - General		Overall Satisfaction	
	Instructors		Assessor Support		Awareness		Awareness		Average	
	Average Overall % (includes dk's)		Average Overall % (includes dk's)		Average Overall % (includes dk's)		Average Overall % (includes dk's)		Average Overall % (includes dk's)	
	Average Overall % (excludes dk's)		Average Overall % (excludes dk's)		Average Overall % (excludes dk's)		Average Overall % (excludes dk's)		Average Overall % (excludes dk's)	
	Average Overall Importance % (includes dk's)		Average Overall Importance % (includes dk's)		Average Overall Importance % (includes dk's)		Average Overall Importance % (includes dk's)		Average Overall Importance % (includes dk's)	
Gap		14.1	100.0		100.0		100.0		100.0	
		85.9	100.0		100.0		100.0		100.0	
		85.9	100.0		100.0		100.0		100.0	
		68.8	73.7		95.8		95.8		95.8	
		82.3	78.7		98.8		98.8		98.8	
		83.5	99.7		99.7		99.7		99.7	
		17.4	20.1		20.1		20.1		20.1	

Figure SE8: SES Volunteer Survey 2005 - South East Region

Graph SE8: Q2.4 - 2.11 - Positive Scores - South East Region
SES Volunteer Survey 2005

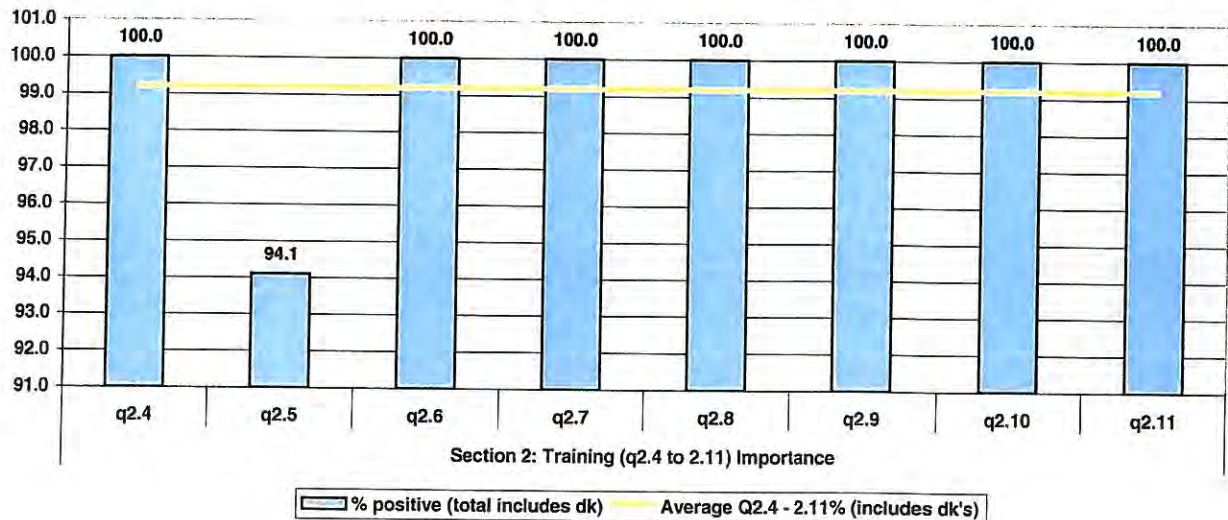


Section 2: Training (q2.4 to 2.11)

	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
South West								
Instructors								
Positive Answers	8	7	6	6	7	5	6	5
Negative Answers		1	1	1		2	1	2
Don't Know								
Total including don't know	8	8	7	7	7	7	7	7
Total excluding don't know	8	8	7	7	7	7	7	7
% positive (total includes dk)	100.0	87.5	85.7	85.7	100.0	71.4	85.7	71.4
% positive (total excludes dk)	100.0	87.5	85.7	85.7	100.0	71.4	85.7	71.4
Average Q2.4 - 2.11% (includes dk's)	85.9	73.4	62.5	51.8	41.1	28.6	19.6	8.9
Average Q2.4 - 2.11% (excludes dk's)	85.9	73.4	62.5	51.8	41.1	28.6	19.6	8.9
Volunteers								
Positive Answers	9	9	8	9	9	8	6	8
Negative Answers	1	3					2	
Don't Know	4	2	1			1	1	1
Total including don't know	14	14	9	9	9	9	9	9
Total excluding don't know	10.0	12.0	8.0	9.0	9.0	8.0	8.0	8.0
% positive (total includes dk)	64.3	64.3	88.9	100.0	100.0	88.9	66.7	88.9
% positive (total excludes dk)	90.0	75.0	100.0	100.0	100.0	100.0	75.0	100.0
Average Q2.4 - 2.11% (includes dk's)	82.8	82.8	82.8	82.8	82.8	82.8	82.8	82.8
Average Q2.4 - 2.11% (excludes dk's)	92.5	92.5	92.5	92.5	92.5	92.5	92.5	92.5
Instructors and Volunteers								
Positive Answers	17	16	14	15	16	13	12	13
Negative Answers	1	4	1	1	0	2	3	2
Don't Know	4	2					1	1
Total including don't know	22	22	15	16	16	15	16	16
Total excluding don't know	18	20	15	16	16	15	15	15
% positive (total includes dk)	77.3	72.7	93.3	93.8	100.0	86.7	75.0	81.3
% positive (total excludes dk)	94.4	80.0	93.3	93.8	100.0	86.7	80.0	86.7
Average Q2.4 - 2.11% (includes dk's)	85.5	85.5	85.5	85.5	85.5	85.5	85.5	85.5
Average Q2.4 - 2.11% (excludes dk's)	89.7	89.7	89.7	89.7	89.7	89.7	89.7	89.7
Average % Negative	4.5	18.2	6.7	6.3	0	13.3	18.8	12.5

Figure SE9: SES Volunteer Survey 2005 - South East Region

Graph SE9: Q2.4 - 2.11 Importance - Positive Scores - South East Region
SES Volunteer Survey 2005

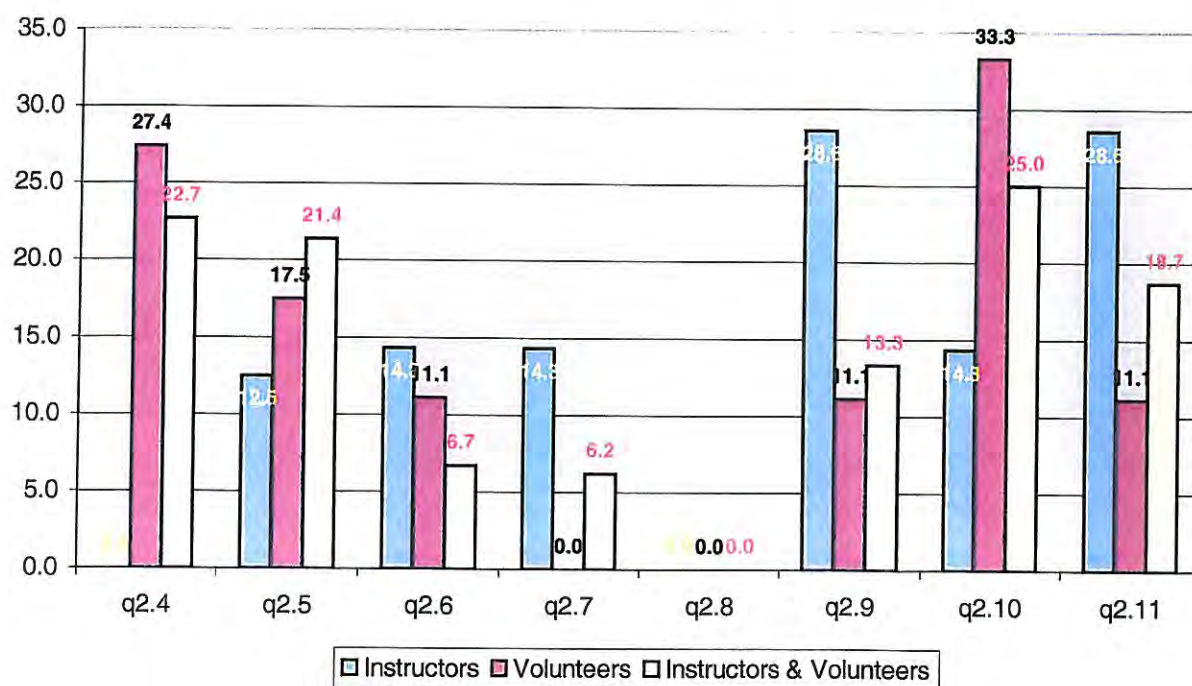


Section 2: Training (q2.4 to 2.11) Importance

	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Positive Answers	7	7	7	7	7	7	7	7
Negative Answers								
Don't Know								
Total including don't know	7	7	7	7	7	7	7	7
Total excluding don't know	7	7	7	7	7	7	7	7
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (excludes dk's)	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average % Negative								
Volunteers								
Positive Answers	11	9	9	9	9	9	9	9
Negative Answers		1						
Don't Know	1	1						
Total including don't know	12	11	9	9	9	9	9	9
Total excluding don't know	11	10	9	9	9	9	9	9
% positive (total includes dk)	91.7	81.8	100.0	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	90.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	96.2	96.2	96.2	96.2	96.2	96.2	96.2	96.2
Average Q2.4 - 2.11% (excludes dk's)	98.6	98.6	98.6	98.6	98.6	98.6	98.6	98.6
Average % Negative								
Instructors and Volunteers								
Positive Answers	18	16	16	16	16	16	16	16
Negative Answers					0		0	0
Don't Know		1					0	0
Total including don't know	18	17	16	16	16	16	16	16
Total excluding don't know	18	16	16	16	16	16	16	16
% positive (total includes dk)	100.0	94.1	100.0	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	99.2	99.2	99.2	99.2	99.2	99.2	99.2	99.2
Average Q2.4 - 2.11% (excludes dk's)	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average % Negative								

Figure SE10: SES Volunteer Survey 2005 - South East Region

Graph SE10: Training Gap - South East Region
SES Volunteer Survey

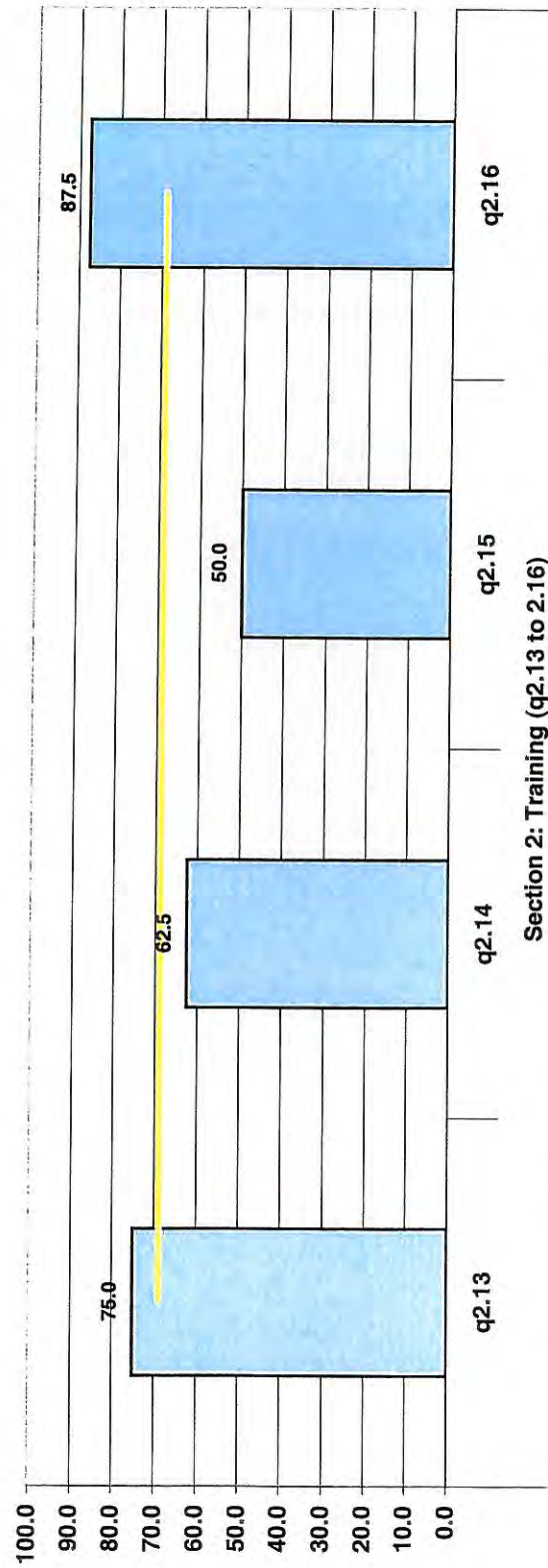


	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Satisfaction Score	100.0	87.5	85.7	85.7	100.0	71.4	85.7	71.4
Importance Score	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Gap	0.0	12.5	14.3	14.3	0.0	28.6	14.3	28.6
Volunteers								
Satisfaction Score	64.3	64.3	88.9	100.0	100.0	88.9	66.7	88.9
Importance Score	91.7	81.8	100.0	100.0	100.0	100.0	100.0	100.0
Gap	27.4	17.5	11.1	0.0	0.0	11.1	33.3	11.1
Instructors & Volunteers								
Satisfaction Score	77.3	72.7	93.3	93.8	100.0	86.7	75.0	81.3
Importance Score	100.0	94.1	100.0	100.0	100.0	100.0	100.0	100.0
Gap	22.7	21.4	6.7	6.2	0.0	13.3	25.0	18.7

Note: Gap = Importance score - Satisfaction Score

Figure SE11: SES Volunteer Survey 2005 - South East Region

Graph SE11: Positive Scores Questions 2.13 to 2.16 - South East Region
SES Volunteer Survey 2005



Section 2: Training (q2.13 to 2.16)			
	q2.13	q2.14	q2.15
Instructors			
Positive Answers	6	5	4
Negative Answers	2	3	3
Don't Know			1
Total including don't know	8	8	8
Total excluding don't know	8	8	7
% positive (total includes dk)	75.0	62.5	50.0
% positive (total excludes dk)	75.0	62.5	57.1
Average Q2.13 - 2.16% (includes dk's)	68.8	68.8	68.8
Average Q2.13 - 2.16% (excludes dk's)	73.7	73.7	73.7

Figure SE12: SES Volunteer Survey 2005 - South East Region

Graph SE12: Positive Scores Questions 2.13 to 2.16 - South East Region
SES Volunteer Survey 2005

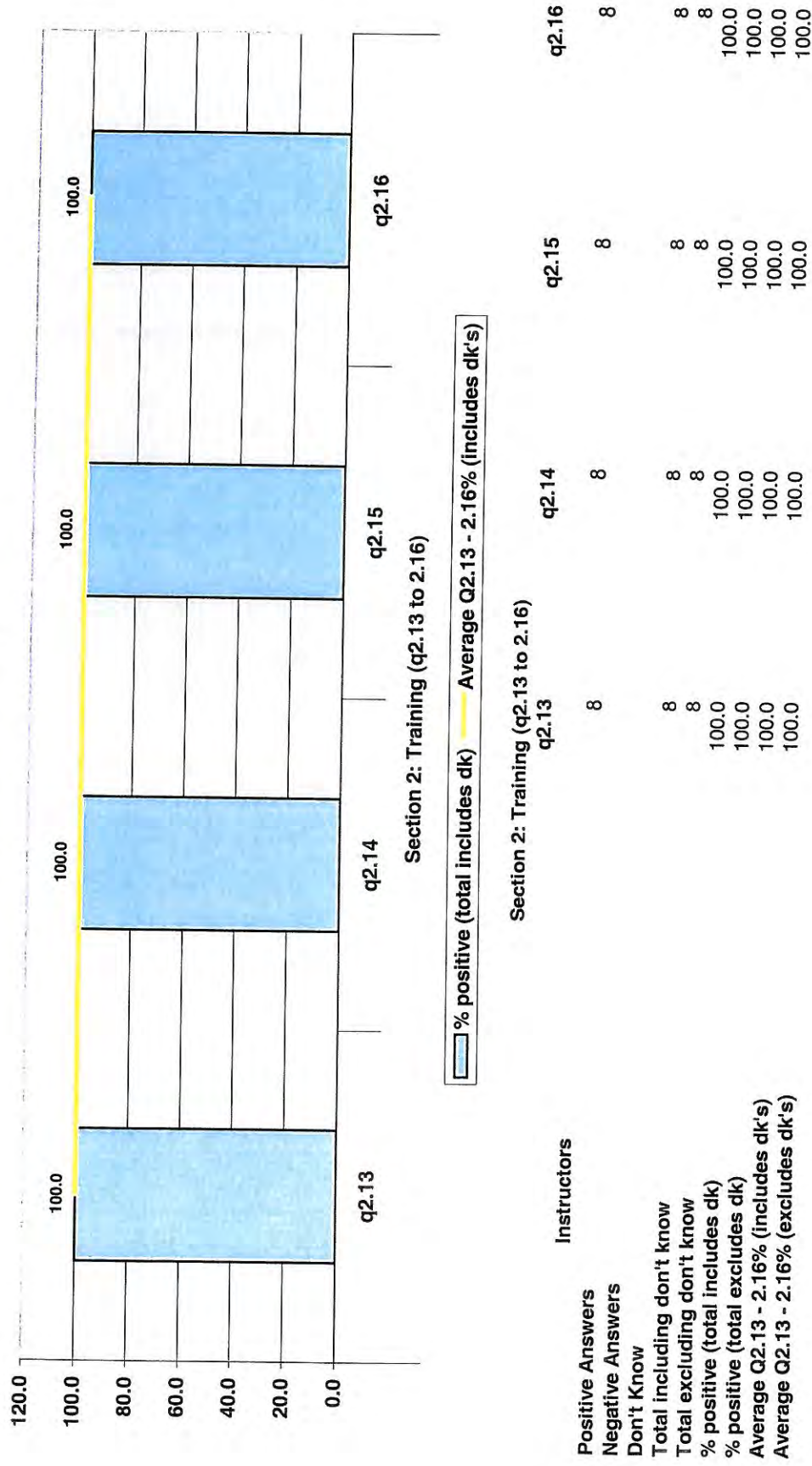
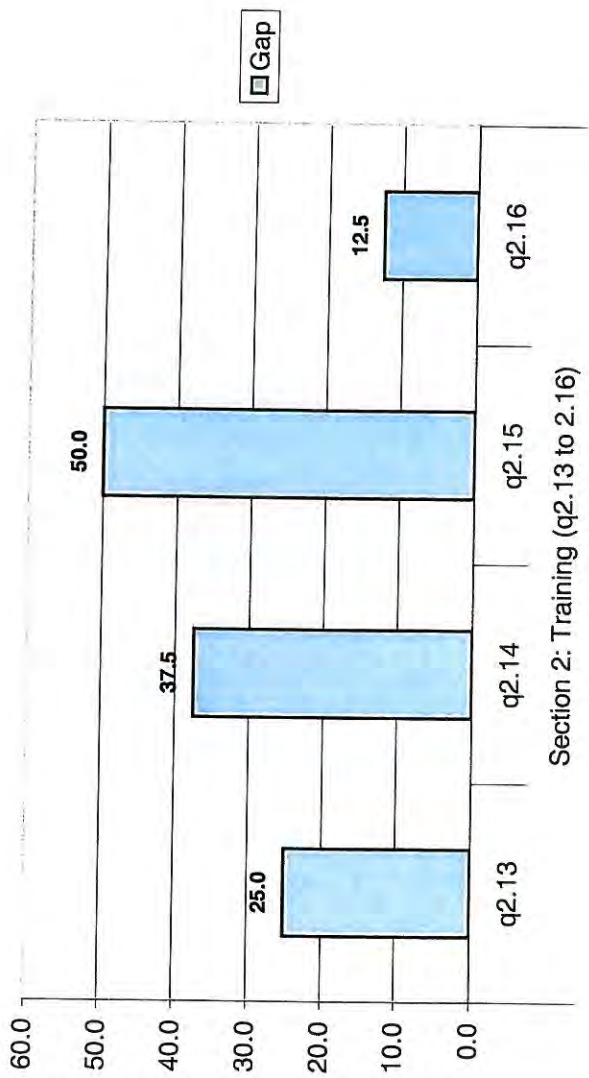


Figure SE13: SES Volunteer Survey 2005 - South East Region

Graph SE13: Training Support Q 2.13 to 2.16 - Gap
Analysis - South East Region

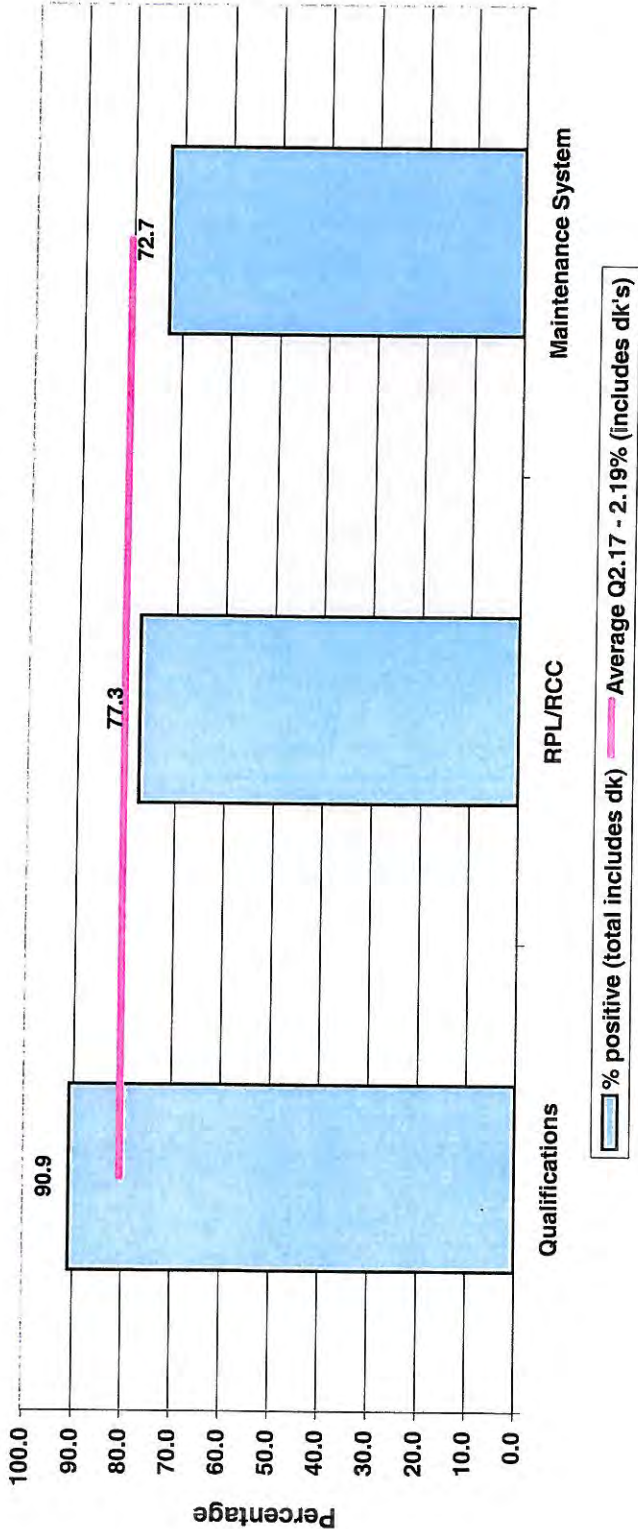


Section 2: Training (q2.13 to 2.16)			
Instructors	q2.13	q2.14	q2.15
Satisfaction Score	75.0	62.5	50.0
Importance Score	100.0	100.0	100.0
Gap	25.0	37.5	50.0
			12.5

Note: Gap = Importance score - Satisfaction Score

Figure SE14: SES Volunteer Survey 2005 - South East Region

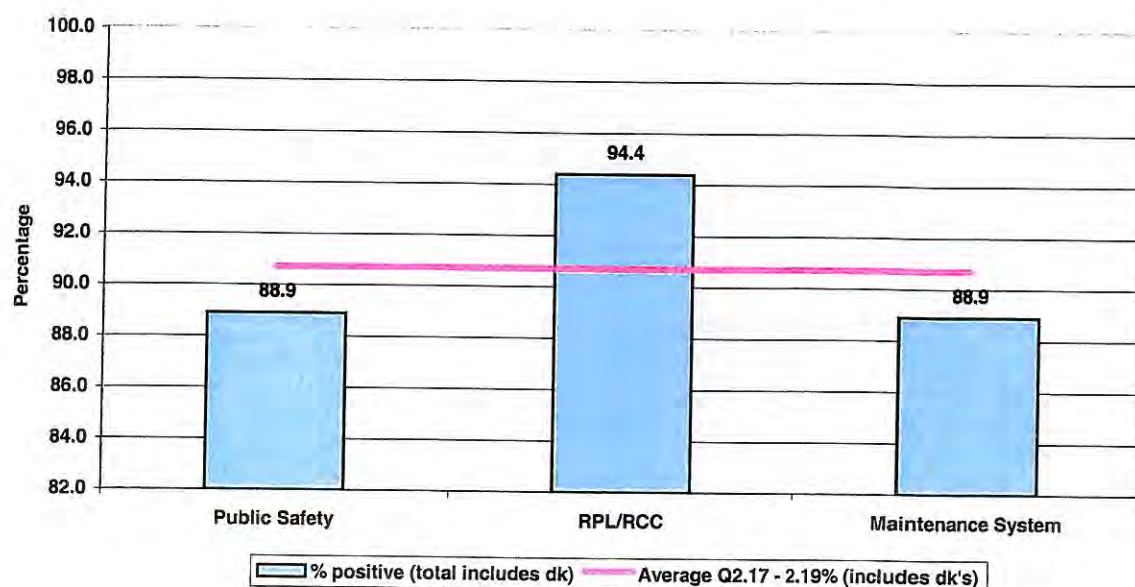
Graph SE14: Positive Scores for Awareness Questions q.17 to 2.19
South East Region - SES Volunteer Survey 2005



Section 2: Training (q2.17 to 2.19)		
Qualifications	RPL/RCC	Maintenance System
No.	No.	No.
Instructors		
Positive Answers	7	8
Negative Answers	1	
Don't Know		
Total including don't know	8	8
Total excluding don't know	8	8

Figure SE15: SES Volunteer Survey 2005 - South East Region

Graph SE15: Positive Scores for Awareness Questions 2.17 to 2.19 Importance
South East Region - SES Volunteer Survey 2005

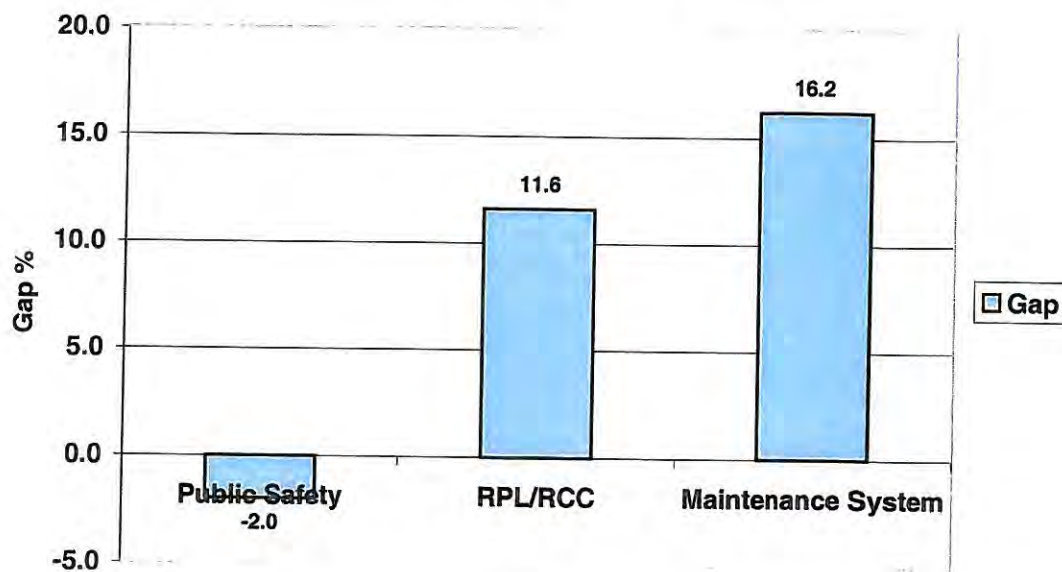


Section 2: Training (q2.17 to 2.19) Importance

	Public Safety No.	RPL/RCC No.	Maintenance System No.
Instructors			
Positive Answers	8	8	8
Negative Answers			
Don't Know			
Total including don't know	8	8	8
Total excluding don't know	8	8	8
% positive (total includes dk)	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0
Average Q2.17 - 2.19% (includes dk's)	100.0	100.0	100.0
Average Q2.17 - 2.19% (excludes dk's)	100.0	100.0	100.0
Volunteers			
Positive Answers	8	9	8
Negative Answers			
Don't Know	2	1	2
Total including don't know	10	10	10
Total excluding don't know	8	9	8
% positive (total includes dk)	80.0	90.0	80.0
% positive (total excludes dk)	100.0	100.0	100.0
Average Q2.17 - 2.19% (includes dk's)	83.3	83.3	83.3
Average Q2.17 - 2.19% (excludes dk's)	100.0	100.0	100.0
Instructors and Volunteers			
Positive Answers	16	17	16
Negative Answers	0	0	0
Don't Know	2	1	2
Total including don't know	18	18	18
Total excluding don't know	16	17	16
% positive (total includes dk)	88.9	94.4	88.9
% positive (total excludes dk)	100.0	100.0	100.0
Average Q2.17 - 2.19% (includes dk's)	90.7	90.7	90.7
Average Q2.17 - 2.19% (excludes dk's)	100.0	100.0	100.0

Figure SE16: SES Volunteer Survey 2005 - South East Region

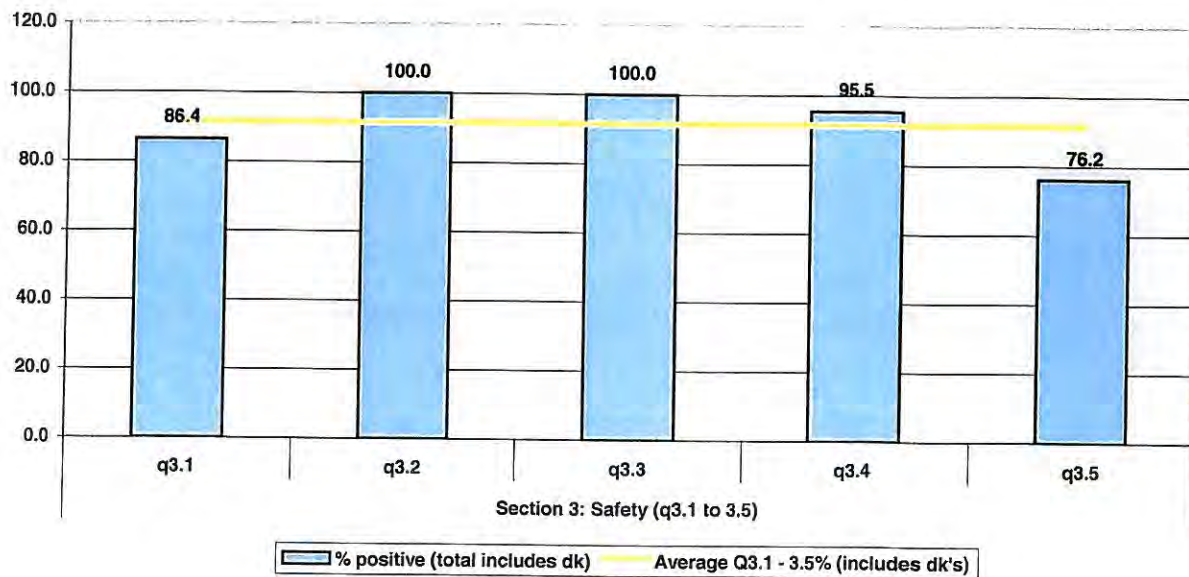
Graph SE16: Section 2 Training (q2.17 to 2.19) Gap Analysis
South East Region - SES Volunteer Survey 2005



Section 2: Training (q2.17 to 2.19) Gap			
	Public Safety	RPL/RCC	Maintenance System
	%	%	%
Instructors			
Satisfaction Score	100	87.5	100
Importance Score	100.0	100.0	100.0
Gap	0	12.5	0
Volunteers			
Satisfaction Score	85.7	71.4	57.1
Importance Score	80.0	80.0	80.0
Gap	-5.7	8.6	22.9
Instructors & Volunteers			
Satisfaction Score	90.9	77.3	72.7
Importance Score	88.9	88.9	88.9
Gap	-2.0	11.6	16.2

Figure SE17: SES Volunteer Survey 2005 - South East Region

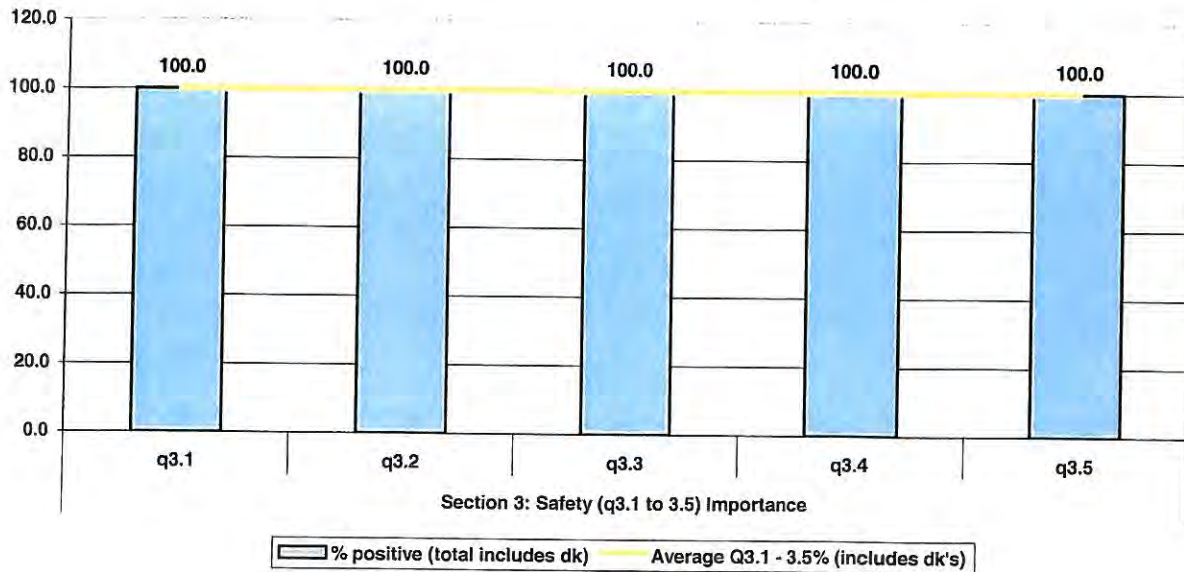
Graph SE17: Positive Scores Questions 3.1 to 3.5 Safety
South East Region - SES Volunteer Survey 2005



Section 3: Safety (q3.1 to 3.5)					
	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Positive Answers	7	8	8	8	8
Negative Answers	1				
Don't Know					
Total including don't know	8	8	8	8	8
Total excluding don't know	8	8	8	8	8
% positive (total includes dk)	87.5	100.0	100.0	100.0	100.0
% positive (total excludes dk)	87.5	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	97.5	97.5	97.5	97.5	97.5
Average Q3.1 - 3.5% (excludes dk's)	97.5	97.5	97.5	97.5	97.5
Volunteers					
Positive Answers	12	14	14	13	8
Negative Answers					2
Don't Know	2			1	3
Total including don't know	14	14	14	14	13
Total excluding don't know	12	14	14	13	10
% positive (total includes dk)	85.7	100.0	100.0	92.9	61.5
% positive (total excludes dk)	100.0	100.0	100.0	100.0	80.0
Average Q3.1 - 3.5% (includes dk's)	88.0	88.0	88.0	88.0	88.0
Average Q3.1 - 3.5% (excludes dk's)	96.0	96.0	96.0	96.0	96.0
Instructors and Volunteers					
Positive Answers	19	22	22	21	16
Negative Answers	1	0		0	2
Don't Know	2			1	3
Total including don't know	22	22	22	22	21
Total excluding don't know	20	22	22	21	18
% positive (total includes dk)	86.4	100.0	100.0	95.5	76.2
% positive (total excludes dk)	95.0	100.0	100.0	100.0	88.9
Average Q3.1 - 3.5% (includes dk's)	91.6	91.6	91.6	91.6	91.6
Average Q3.1 - 3.5% (excludes dk's)	96.8	96.8	96.8	96.8	96.8

Figure SE18: SES Volunteer Survey 2005 - South East Region

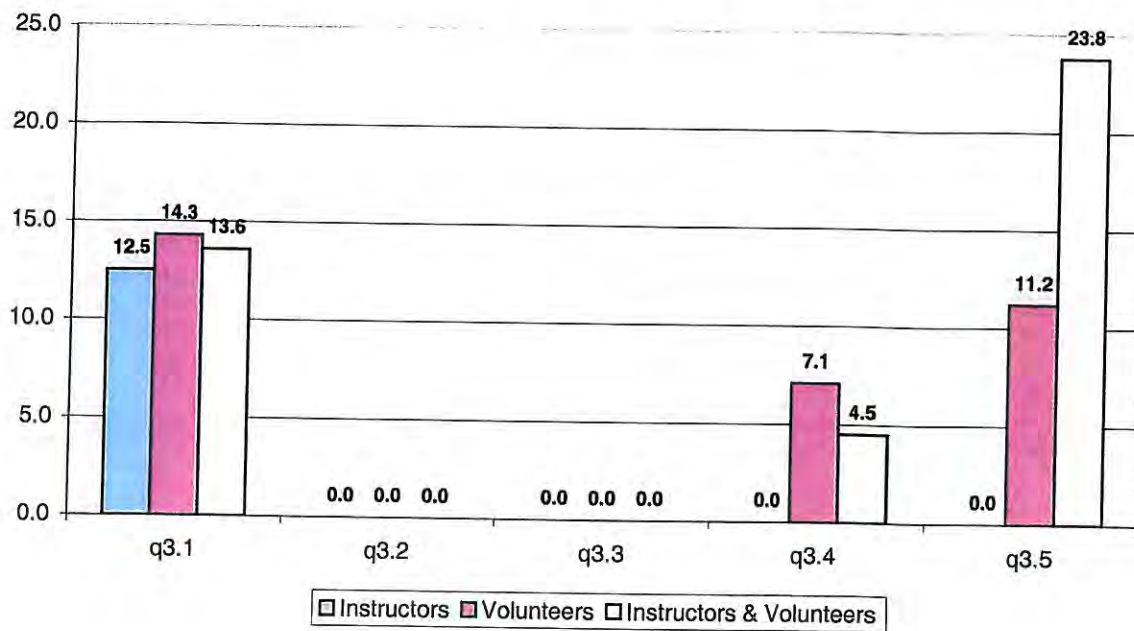
Graph SE18: Importance - Positive Scores Questions 3.1 to 3.5 Safety
South East Region - SES Volunteer Survey 2005



Section 3: Safety (q3.1 to 3.5) Importance					
	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Positive Answers	8	8	8	8	8
Negative Answers					
Don't Know					
Total including don't know	8	8	8	8	8
Total excluding don't know	8	8	8	8	8
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0
Volunteers					
Positive Answers	12	12	12	12	8
Negative Answers					
Don't Know					3
Total including don't know	12	12	12	12	11
Total excluding don't know	12	12	12	12	8
% positive (total includes dk)	100.0	100.0	100.0	100.0	72.7
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	94.5	94.5	94.5	94.5	94.5
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0
Instructors and Volunteers					
Positive Answers	20	20	20	20	16
Negative Answers					
Don't Know					
Total including don't know	20	20	20	20	16
Total excluding don't know	20	20	20	20	16
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0

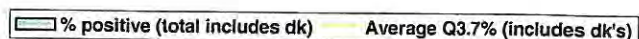
Figure SE19: SES Volunteer Survey 2005 - South East Region

Graph SE19: Safety Q3.1 to Q3.5 - Gap Analysis
South East Region - SES Volunteer Survey 2005



	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Satisfaction Score	87.5	100.0	100.0	100.0	100.0
Importance Score	100.0	100.0	100.0	100.0	100.0
Gap	12.5	0.0	0.0	0.0	0.0
Volunteers					
Satisfaction Score	85.7	100.0	100.0	92.9	61.5
Importance Score	100.0	100.0	100.0	100.0	72.7
Gap	14.3	0.0	0.0	7.1	11.2
Instructors & Volunteers					
Satisfaction Score	86.4	100.0	100.0	95.5	76.2
Importance Score	100.0	100.0	100.0	100.0	100.0
Gap	13.6	0.0	0.0	4.5	23.8

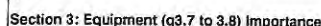
**Graph SE20: Positive Scores Questions 3.7 to 3.8 Equipment
South East Region - SES Volunteer Survey 2005**



g3.7

	Q3.7							Q3.8	
	Overall	Boots	Broad Brimmed Hats		Safety Helmets		Sufficient Equipment		
		Two Piece	Wet Weather Jackets		Caps	Gloves			
Instructors									
Positive Answers	7	5	3	5	6	7	4	4	6
Negative Answers	1	2	5	3	2	1	4	4	1
Don't Know									1
Total including don't know	8	7	8	8	8	8	8	8	8
Total excluding don't know	8	7	8	8	8	8	8	8	7
% positive (total includes dk)	87.5	71.4	37.5	62.5	75.0	87.5	50.0	50.0	75.0
% positive (total excludes dk)	87.5	71.4	37.5	62.5	75.0	87.5	50.0	50.0	85.7
Average Q3.7% (includes dk's)	67.3	67.3	67.3	67.3	67.3	67.3	67.3	67.3	
Average Q3.7% (excludes dk's)	67.3	67.3	67.3	67.3	67.3	67.3	67.3	67.3	
Volunteers									
Positive Answers	12	3	12	10	12	13	10	8	8
Negative Answers				1				2	4
Don't Know	1	3	1		1			1	2
Total including don't know	13	6	13	11	13	13	10	11	14
Total excluding don't know	12	3	12	11	12	13	10	10	12
% positive (total includes dk)	92.3	50.0	92.3	90.9	92.3	100.0	100.0	72.7	57.1
% positive (total excludes dk)	100.0	100.0	100.0	90.9	100.0	100.0	100.0	80.0	66.7
Average Q3.7% (includes dk's)	88.3	88.3	88.3	88.3	88.3	88.3	88.3	88.3	
Average Q3.7% (excludes dk's)	98.7	98.7	98.7	98.7	98.7	98.7	98.7	98.7	
Instructors and Volunteers									
Positive Answers	19	8	15	15	18	20	14	12	14
Negative Answers	1	2	5	4		1	4	6	5
Don't Know	1	3	1	0	1	0		1	3
Total including don't know	21	13	21	19	19	21	18	19	22
Total excluding don't know	20	10	20	19	18	21	18	18	19
% positive (total includes dk)	90.5	61.5	71.4	78.9	94.7	95.2	77.8	63.2	63.6
% positive (total excludes dk)	95.0	80.0	75.0	78.9	100.0	95.2	77.8	66.7	73.7
Average Q3.7% (includes dk's)	81.4	81.4	81.4	81.4	81.4	81.4	81.4	81.4	
Average Q3.7% (excludes dk's)	83.6	83.6	83.6	83.6	83.6	83.6	83.6	83.6	

**Graph SE21: Importance - Positive Scores Questions 3.7 to 3.8 Equipment
South East Region - SES Volunteer Survey 2005**

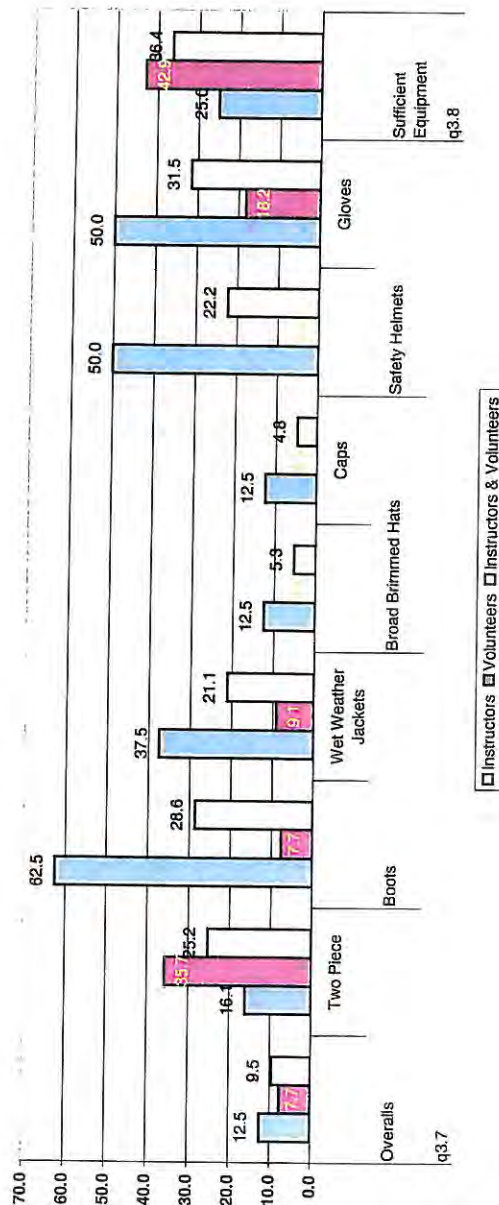


Section 3: Equipment (q3.7 to 3.8) Importance

[illegible]

Figure SE22: SES Volunteer Survey 2005 - South East Region

Graph SE22: Equipment Gap - South East Region
SES Volunteer Survey



		q3.7		Boots		Broad Brimmed Hats		Safety Helmets		Gloves		q3.8	
		Overall		Two Piece		Wet Weather Jackets		Caps		Gloves		Sufficient Equipment	
Instructors													
Satisfaction Score	87.5	71.4	37.5	62.5	75.0	87.5	50.0	50.0	50.0	50.0	75.0		
Importance Score	100.0	87.5	100.0	100.0	87.5	100.0	100.0	100.0	100.0	100.0	100.0		
Gap	12.5	16.1	62.5	37.5	12.5	12.5	12.5	12.5	50.0	50.0	25.0		
Volunteers													
Satisfaction Score	92.3	50.0	92.3	90.9	92.3	100.0	100.0	100.0	100.0	72.7	57.1		
Importance Score	100.0	85.7	100.0	100.0	92.3	100.0	100.0	100.0	100.0	90.9	100.0		
Gap	7.7	35.7	7.7	9.1	0.0	0.0	0.0	0.0	0.0	18.2	42.9		
Instructors & Volunteers													
Satisfaction Score	90.5	61.5	71.4	78.9	94.7	95.2	77.8	63.2	31.5	36.4			
Importance Score	100.0	86.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0	94.7	100.0		
Gap	9.5	25.2	28.6	21.1	5.3	4.8	22.2	31.5	36.4				

Note: Gap = Importance % Score - Satisfaction % Score

**Graph SE23: Positive Scores Questions 3.11 Appreciation & Recognition
South East Region - SES Volunteer Survey 2005**

[illegible]

Graph SE24: Importance - Positive Scores Questions 3.11 & 3.13 Appreciation & Recognition, Membership
South East Region - SES Volunteer Survey 2005

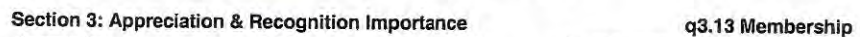
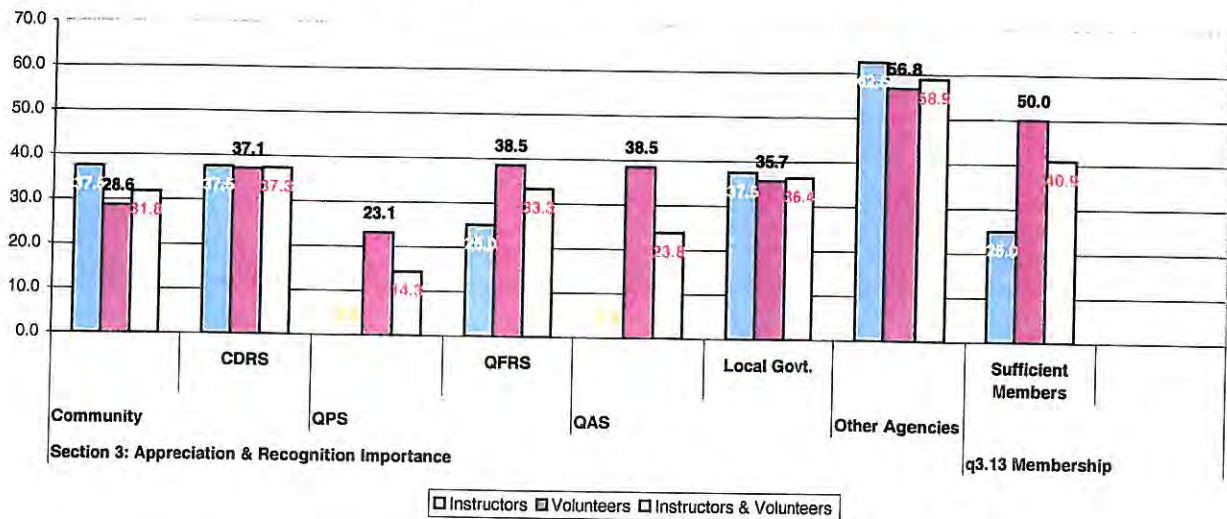
[illegible]

Figure SE25: SES Volunteer Survey 2005 - South East Region

Graph SE25: Appreciation Q3.11 - Gap Analysis
South East Region - SES Volunteer Survey 2005

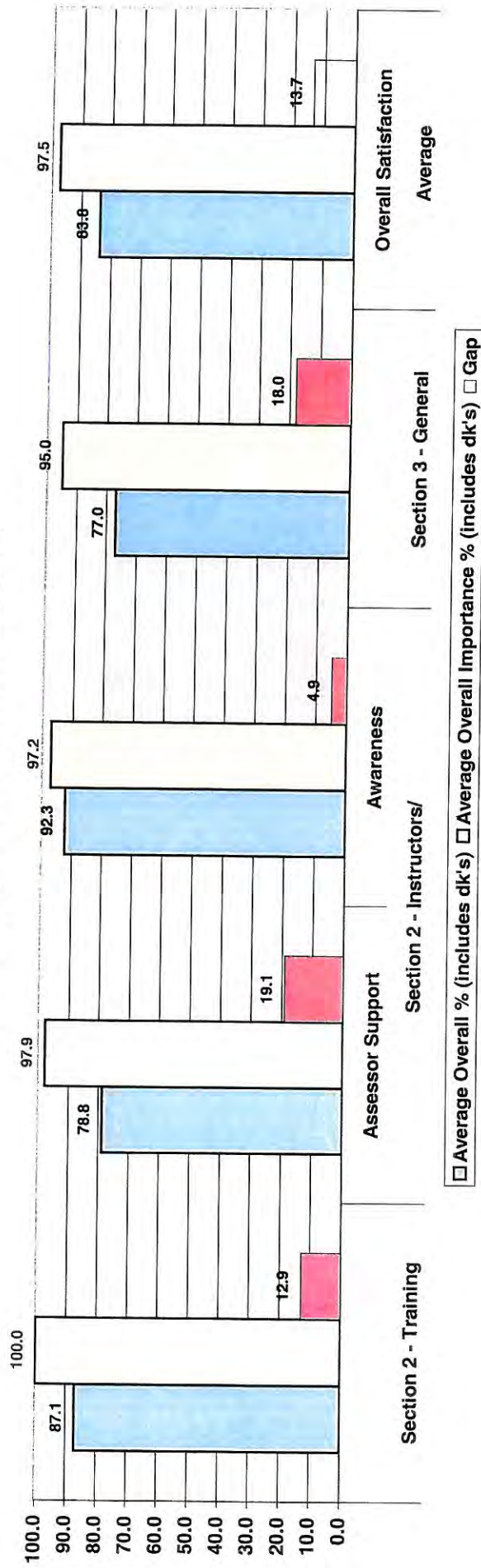


	Section 3: Appreciation & Recognition Importance					q3.13 Membership		
	Community	CDRS	QPS	QFRS	QAS	Local Govt.	Sufficient Members	
Instructors								
Satisfaction Score	62.5	62.5	100.0	75.0	100.0	62.5	37.5	75.0
Importance Score	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Gap	37.5	37.5	0.0	25.0	0.0	37.5	62.5	25.0
Volunteers								
Satisfaction Score	71.4	53.8	76.9	61.5	61.5	64.3	25.0	50.0
Importance Score	100.0	90.9	100.0	100.0	100.0	100.0	81.8	100.0
Gap	28.6	37.1	23.1	38.5	38.5	35.7	56.8	50.0
Instructors & Volunteers								
Satisfaction Score	68.2	57.1	85.7	66.7	76.2	63.6	30.0	59.1
Importance Score	100.0	94.4	100.0	100.0	100.0	100.0	88.9	100.0
Gap	31.8	37.3	14.3	33.3	23.8	36.4	58.9	40.9

SES Volunteer 2005 Survey South West Region

Figure SW1: SES Volunteer Survey 2005 - South West Region

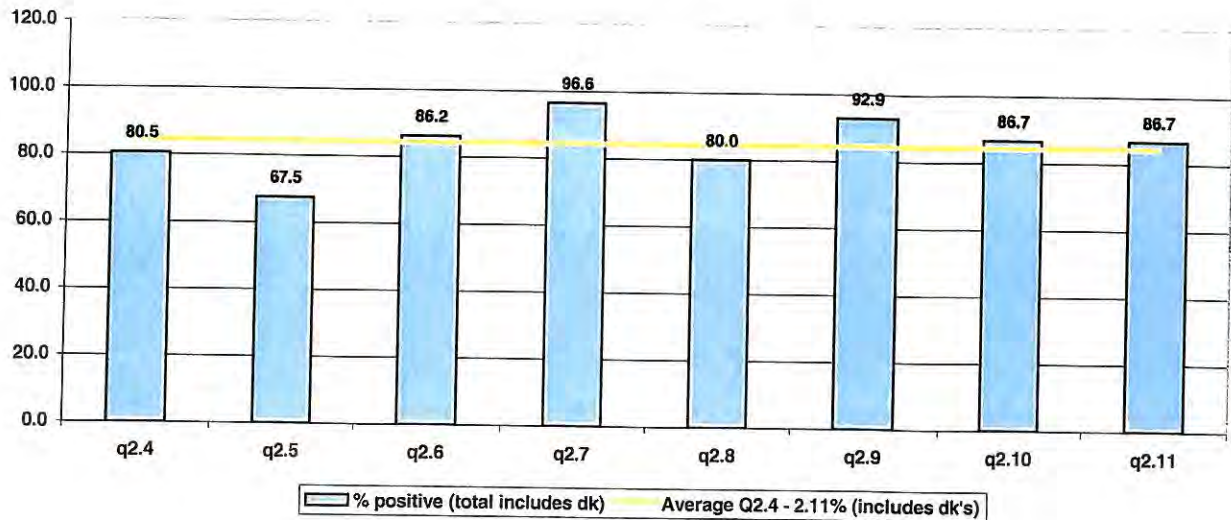
Graph SW1: Mean Positive % Scores - Section and Overall
South West Region - SES Volunteer Survey 2005



Central	Section 2 - Training		Section 2 - Instructors/ Assessor Support		Section 3 - General		Overall Satisfaction	
	Instructors		Awareness		Average		Average	
	Average Overall % (includes dk's)		Average Overall Importance % (includes dk's)		Average		Average	
	Average Overall % (excludes dk's)		Average Overall Importance % (excludes dk's)		Average		Average	
	Average Overall Importance % (includes dk's)		Average Overall Importance % (excludes dk's)		Average		Average	
	87.1	78.8	92.3	77.0	95.0	83.8	97.5	83.8
	88.4	85.5	100.0	97.9	100.0	78.5	97.5	88.1
	100.0	97.9	97.2	95.0	97.2	95.0	97.5	97.5
	100.0	100.0	100.0	100.0	100.0	98.6	99.7	99.7
Gap	12.9	19.1	4.9	18.0	18.0	13.7	13.7	13.7

Figure SW8: SES Volunteer Survey 2005 - South West Region

Graph SW8: Q2.4 - 2.11 - Positive Scores - South West Region
SES Volunteer Survey 2005

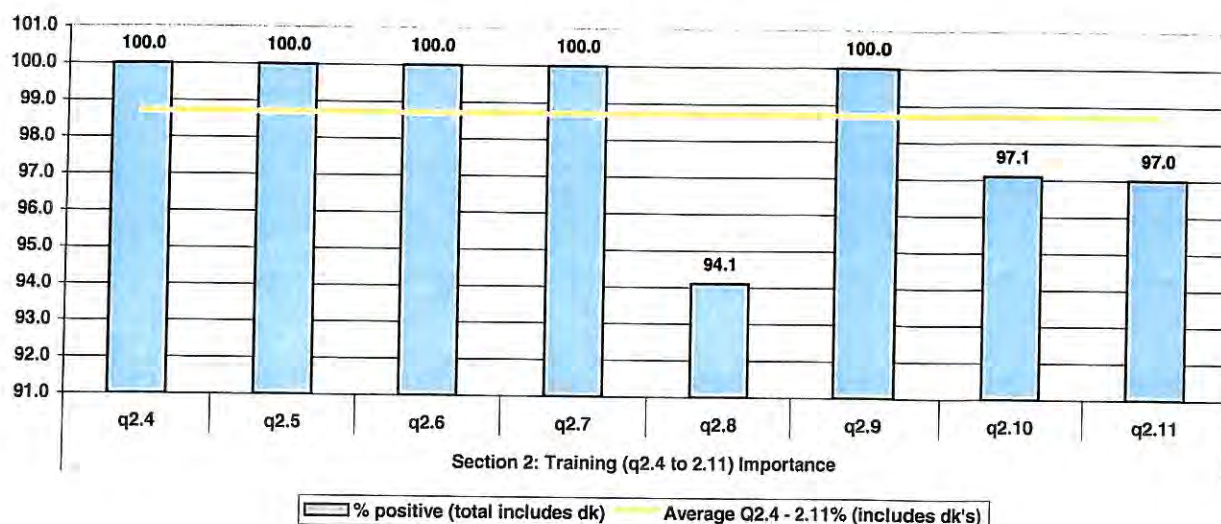


Section 2: Training (q2.4 to 2.11)

	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
South West								
Instructors								
Positive Answers	11	10	9	11	10	9	10	9
Negative Answers	2	3	2		1		1	2
Don't Know						1		
Total including don't know	13	13	11	11	11	10	11	11
Total excluding don't know	13	13	11	11	11	9	11	11
% positive (total includes dk)	84.6	76.9	81.8	100.0	90.9	90.0	90.9	81.8
% positive (total excludes dk)	84.6	76.9	81.8	100.0	90.9	100.0	90.9	81.8
Average Q2.4 - 2.11% (includes dk's)	87.1	76.5	66.9	56.7	44.2	32.8	21.6	10.2
Average Q2.4 - 2.11% (excludes dk's)	88.4	77.8	68.2	58.0	45.5	34.1	21.6	10.2
Volunteers								
Positive Answers	22	17	16	17	14	17	16	17
Negative Answers	4	9	2	1	5	2	3	2
Don't Know	2	1	1	1				
Total including don't know	28	27	19	19	19	19	19	19
Total excluding don't know	26.0	26.0	18.0	18.0	19.0	19.0	19.0	19.0
% positive (total includes dk)	78.6	63.0	84.2	89.5	73.7	89.5	84.2	89.5
% positive (total excludes dk)	84.6	65.4	88.9	94.4	73.7	89.5	84.2	89.5
Average Q2.4 - 2.11% (includes dk's)	81.5	81.5	81.5	81.5	81.5	81.5	81.5	81.5
Average Q2.4 - 2.11% (excludes dk's)	83.8	83.8	83.8	83.8	83.8	83.8	83.8	83.8
Instructors and Volunteers								
Positive Answers	33	27	25	28	24	26	26	26
Negative Answers	6	12	4	1	6	2	4	4
Don't Know	2	1					0	0
Total including don't know	41	40	29	29	30	28	30	30
Total excluding don't know	39	39	29	29	30	28	30	30
% positive (total includes dk)	80.5	67.5	86.2	96.6	80.0	92.9	86.7	86.7
% positive (total excludes dk)	84.6	69.2	86.2	96.6	80.0	92.9	86.7	86.7
Average Q2.4 - 2.11% (includes dk's)	84.3	84.3	84.3	84.3	84.3	84.3	84.3	84.3
Average Q2.4 - 2.11% (excludes dk's)	85.2	85.2	85.2	85.2	85.2	85.2	85.2	85.2
Average % Negative	14.6	30	13.8	3.4	20	7.1	13.3	13.3

Figure SW9: SES Volunteer Survey 2005 - South West Region

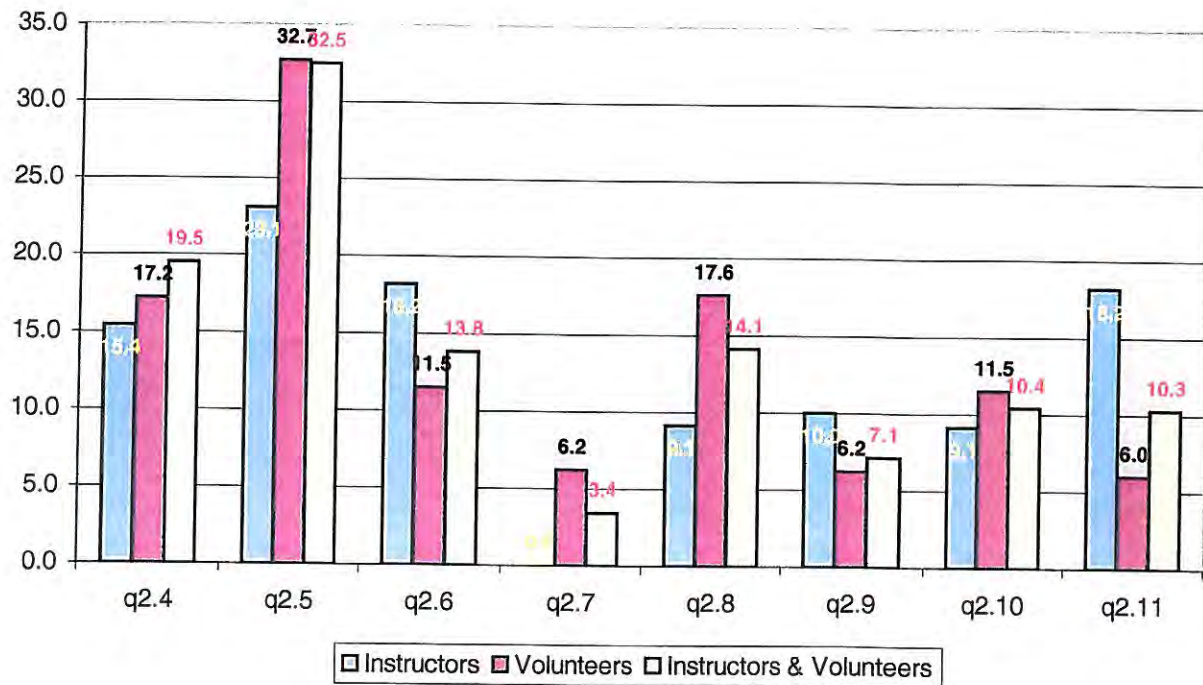
Graph SW9: Q2.4 - 2.11 Importance - Positive Scores - South West Region
SES Volunteer Survey 2005



Section 2: Training (q2.4 to 2.11) Importance								
	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Positive Answers	12	12	11	11	11	11	11	11
Negative Answers								
Don't Know								
Total including don't know	12	12	11	11	11	11	11	11
Total excluding don't know	12	12	11	11	11	11	11	11
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (excludes dk's)	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average % Negative								
Volunteers								
Positive Answers	23	22	22	22	21	22	22	21
Negative Answers	1	1	1	1	2	1	1	1
Don't Know								
Total including don't know	24	23	23	23	23	23	23	22
Total excluding don't know	24	23	23	23	23	23	23	22
% positive (total includes dk)	95.8	95.7	95.7	95.7	91.3	95.7	95.7	95.5
% positive (total excludes dk)	95.8	95.7	95.7	95.7	91.3	95.7	95.7	95.5
Average Q2.4 - 2.11% (includes dk's)	95.1	95.1	95.1	95.1	95.1	95.1	95.1	95.1
Average Q2.4 - 2.11% (excludes dk's)	95.1	95.1	95.1	95.1	95.1	95.1	95.1	95.1
Average % Negative								
Instructors and Volunteers								
Positive Answers	35	34	33	33	32	33	33	32
Negative Answers					2		1	1
Don't Know		0					0	0
Total including don't know	35	34	33	33	34	33	34	33
Total excluding don't know	35	34	33	33	34	33	34	33
% positive (total includes dk)	100.0	100.0	100.0	100.0	94.1	100.0	97.1	97.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	94.1	100.0	97.1	97.0
Average Q2.4 - 2.11% (includes dk's)	98.7	98.7	98.7	98.7	98.7	98.7	98.7	98.7
Average Q2.4 - 2.11% (excludes dk's)	98.7	98.7	98.7	98.7	98.7	98.7	98.7	98.7
Average % Negative								

Figure SW10: SES Volunteer Survey 2005 - South West Region

Graph SW10: Training Gap - South West Region
SES Volunteer Survey

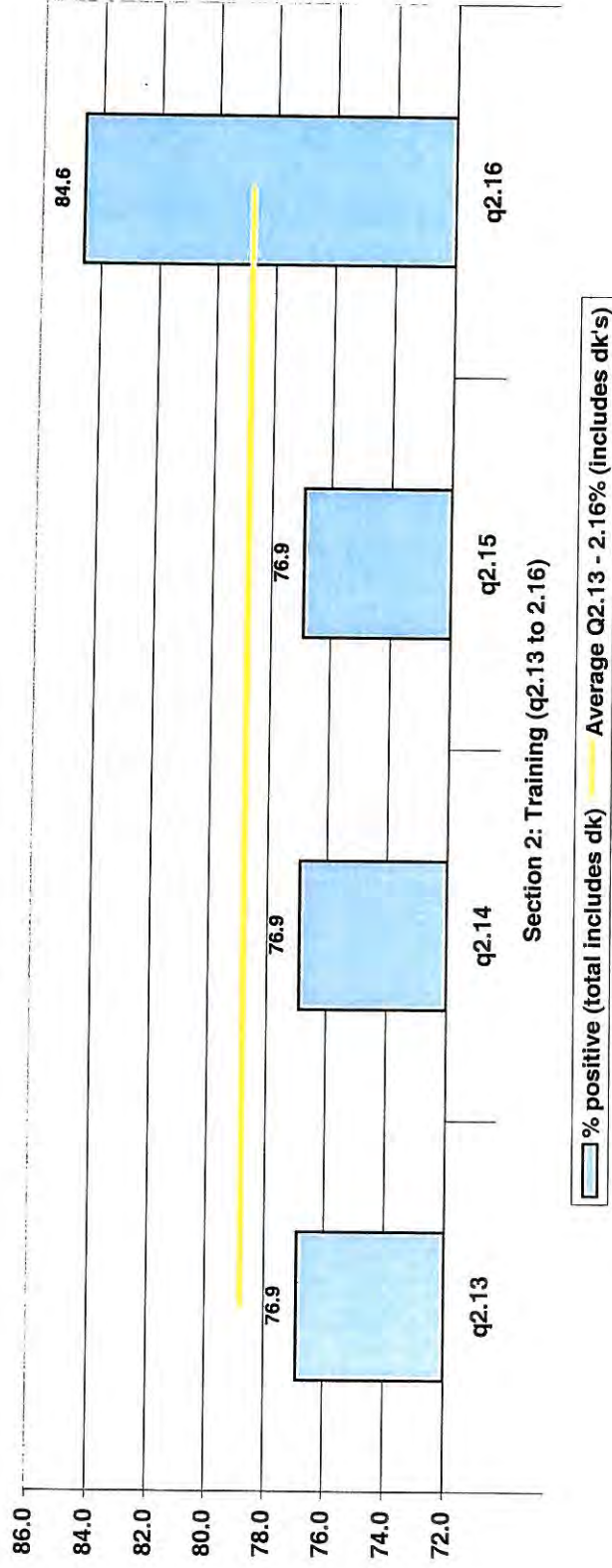


	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Satisfaction Score	84.6	76.9	81.8	100.0	90.9	90.0	90.9	81.8
Importance Score	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Gap	15.4	23.1	18.2	0.0	9.1	10.0	9.1	18.2
Volunteers								
Satisfaction Score	78.6	63.0	84.2	89.5	73.7	89.5	84.2	89.5
Importance Score	95.8	95.7	95.7	95.7	91.3	95.7	95.7	95.5
Gap	17.2	32.7	11.5	6.2	17.6	6.2	11.5	6.0
Instructors & Volunteers								
Satisfaction Score	80.5	67.5	86.2	96.6	80.0	92.9	86.7	86.7
Importance Score	100.0	100.0	100.0	100.0	94.1	100.0	97.1	97.0
Gap	19.5	32.5	13.8	3.4	14.1	7.1	10.4	10.3

Note: Gap = Importance score - Satisfaction Score

Figure SW11: SES Volunteer Survey 2005 - South West Region

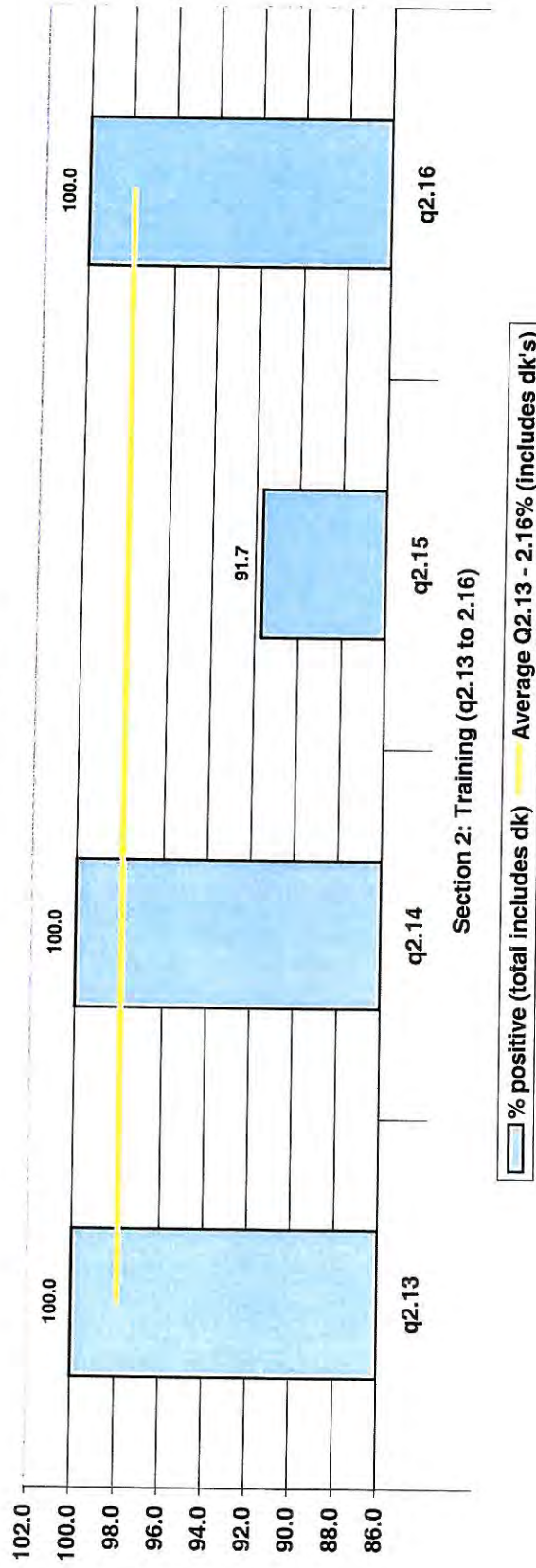
Graph SW11: Positive Scores Questions 2.13 to 2.16 - South West Region
SES Volunteer Survey 2005



Instructors		Section 2: Training (q2.13 to 2.16)		Section 2: Training (q2.13 to 2.16)	
		q2.13	q2.14	q2.15	q2.16
Positive Answers		10	10	10	11
Negative Answers		2	2	1	2
Don't Know		1	1	2	
Total including don't know		13	13	13	13
Total excluding don't know		12	12	11	13
% positive (total includes dk)		76.9	76.9	76.9	84.6
% positive (total excludes dk)		83.3	83.3	90.9	84.6
Average Q2.13 - 2.16% (includes dk's)		78.8	78.8	78.8	78.8
Average Q2.13 - 2.16% (excludes dk's)		85.5	85.5	85.5	85.5

Figure SW'12: SES Volunteer Survey 2005 - South West Region

Graph SW12: Positive Scores Questions 2.13 to 2.16 - South West Region
SES Volunteer Survey 2005

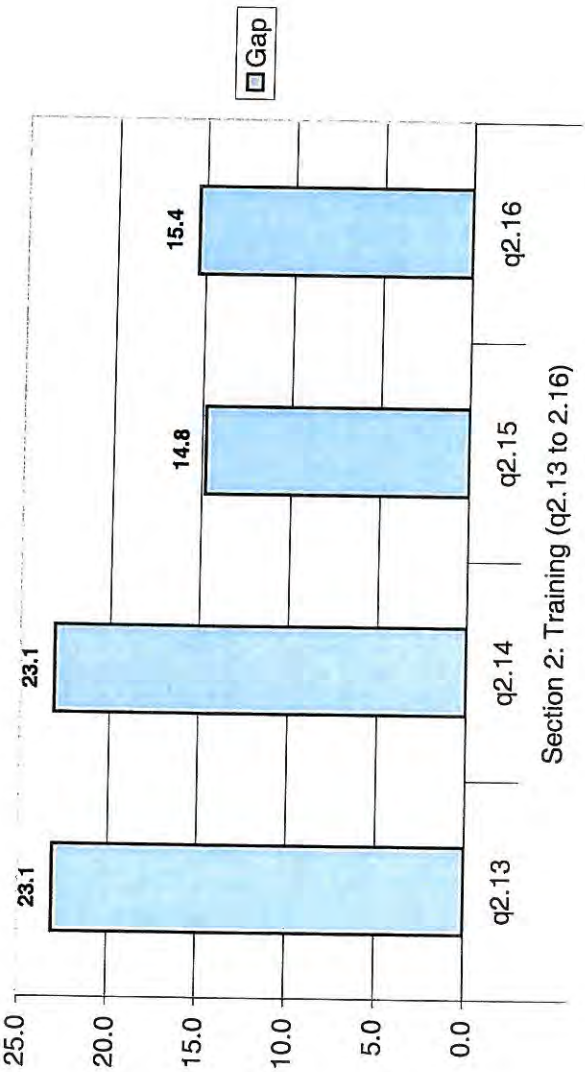


Section 2: Training (q2.13 to 2.16)

Instructors		q2.13	q2.14	q2.15	q2.16
Positive Answers		12	12	11	12
Negative Answers					
Don't Know					
Total including don't know		12	12	1	12
Total excluding don't know		12	12	11	12
% positive (total includes dk)		100.0	100.0	91.7	100.0
% positive (total excludes dk)		100.0	100.0	100.0	100.0
Average Q2.13 - 2.16% (includes dk's)		97.9	97.9	97.9	97.9
Average Q2.13 - 2.16% (excludes dk's)		100.0	100.0	100.0	100.0

Figure SW13: SES Volunteer Survey 2005 - South West Region

Graph SW13: Training Support Q 2.13 to 2.16 - Gap
Analysis - South West Region

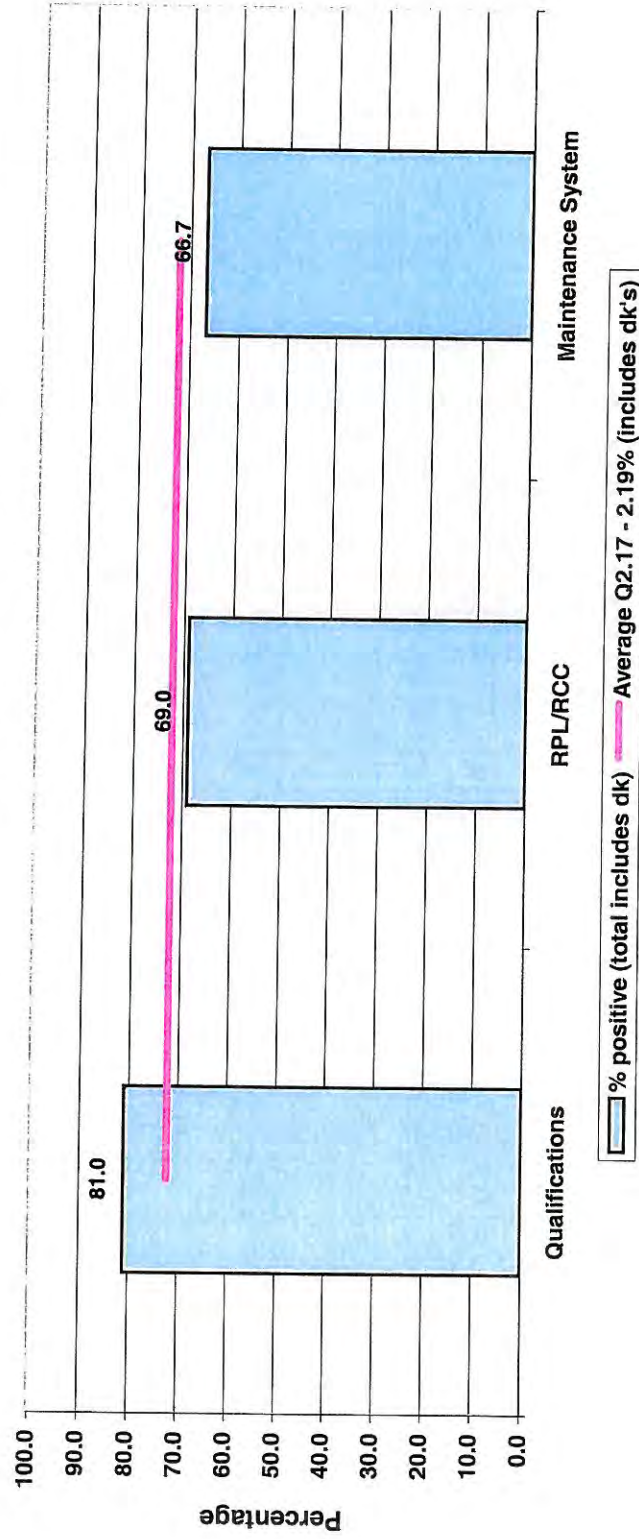


Section 2: Training (q2.13 to 2.16)				
Instructors	q2.13	q2.14	q2.15	q2.16
Satisfaction Score	76.9	76.9	76.9	84.6
Importance Score	100.0	100.0	91.7	100.0
Gap	23.1	23.1	14.8	15.4

Note: Gap = Importance score - Satisfaction Score

Figure SW14: SES Volunteer Survey 2005 - South West Region

Graph SW14: Positive Scores for Awareness Questions q.17 to 2.19
South West Region - SES Volunteer Survey 2005

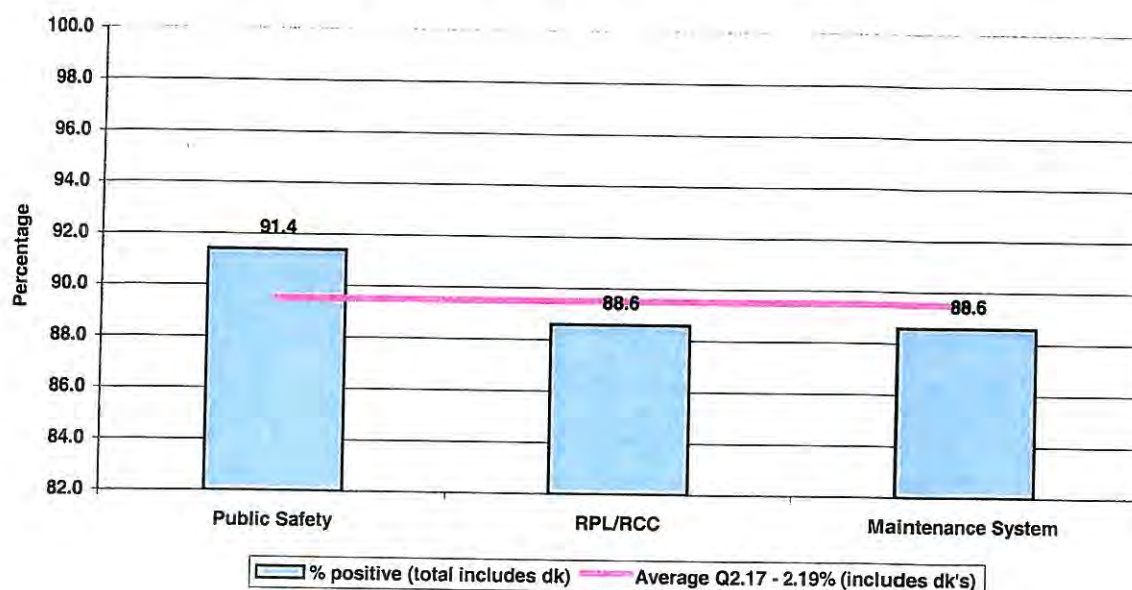


Section 2: Training (q2.17 to 2.19)

	Qualifications		RPL/RCC		Maintenance System	
	No.		No.		No.	
Instructors						
Positive Answers	12		11		13	
Negative Answers						
Don't Know	1		2			
Total including don't know	13		13		13	
Total excluding don't know	12		11		13	

Figure SW15: SES Volunteer Survey 2005 - South West Region

Graph SW15: Positive Scores for Awareness Questions 2.17 to 2.19 Importance
South West Region - SES Volunteer Survey 2005

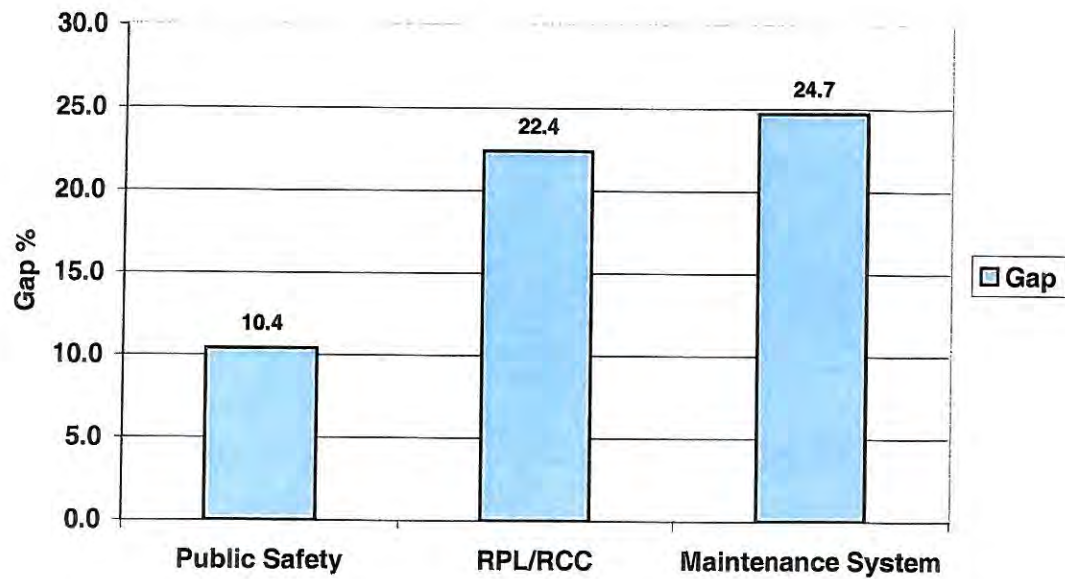


Section 2: Training (q2.17 to 2.19) Importance

	Public Safety No.	RPL/RCC No.	Maintenance System No.
Instructors			
Positive Answers	12	12	11
Negative Answers			
Don't Know			1
Total including don't know	12	12	12
Total excluding don't know	12	12	11
% positive (total includes dk)	100.0	100.0	91.7
% positive (total excludes dk)	100.0	100.0	100.0
Average Q2.17 - 2.19% (includes dk's)	97.2	97.2	97.2
Average Q2.17 - 2.19% (excludes dk's)	100.0	100.0	100.0
Volunteers			
Positive Answers	20	19	20
Negative Answers	3	2	2
Don't Know		2	1
Total including don't know	23	23	23
Total excluding don't know	23	21	22
% positive (total includes dk)	87.0	82.6	87.0
% positive (total excludes dk)	87.0	90.5	90.9
Average Q2.17 - 2.19% (includes dk's)	85.5	85.5	85.5
Average Q2.17 - 2.19% (excludes dk's)	89.5	89.5	89.5
Instructors and Volunteers			
Positive Answers	32	31	31
Negative Answers	3	2	2
Don't Know	0	2	2
Total including don't know	35	35	35
Total excluding don't know	35	33	33
% positive (total includes dk)	91.4	88.6	88.6
% positive (total excludes dk)	91.4	93.9	93.9
Average Q2.17 - 2.19% (includes dk's)	89.5	89.5	89.5
Average Q2.17 - 2.19% (excludes dk's)	93.1	93.1	93.1

Figure SW16: SES Volunteer Survey 2005 - South West Region

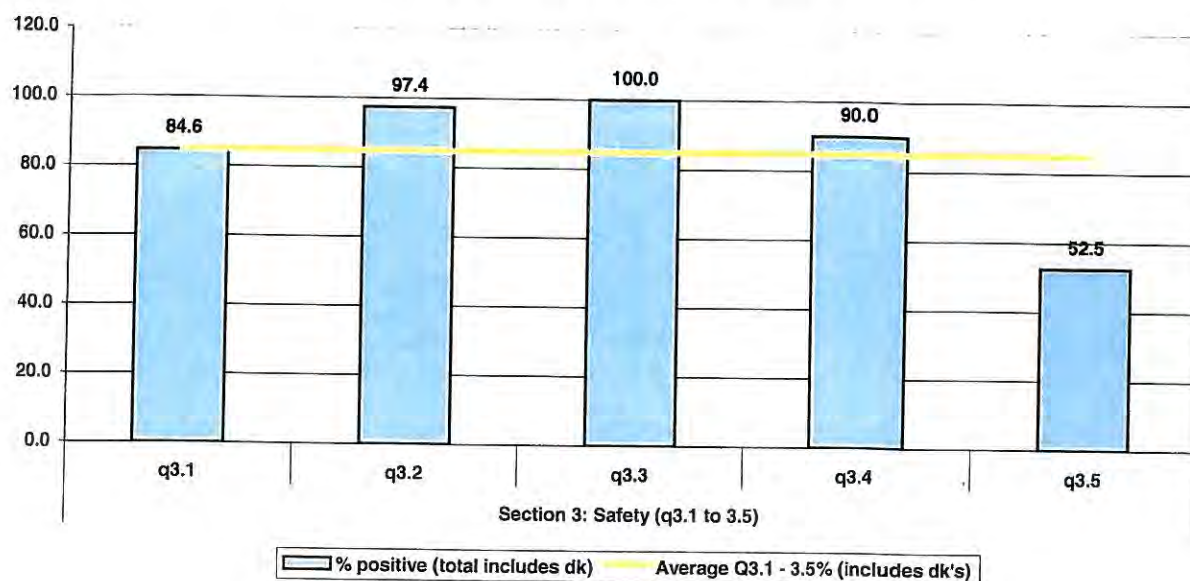
Graph SW16: Section 2 Training (q2.17 to 2.19) Gap Analysis
South West Region - SES Volunteer Survey 2005



Section 2: Training (q2.17 to 2.19) Gap			
	Public Safety	RPL/RCC	Maintenance System
	%	%	%
Instructors			
Satisfaction Score	92.3	84.6	100
Importance Score	100.0	100.0	100.0
Gap	7.7	15.4	0
Volunteers			
Satisfaction Score	75.9	62.1	51.7
Importance Score	87.0	87.0	87.0
Gap	11.1	24.9	35.3
Instructors & Volunteers			
Satisfaction Score	81	69	66.7
Importance Score	91.4	91.4	91.4
Gap	10.4	22.4	24.7

Figure SW17: SES Volunteer Survey 2005 - South West Region

Graph SW17: Positive Scores Questions 3.1 to 3.5 Safety
South West Region - SES Volunteer Survey 2005



Section 3: Safety (q3.1 to 3.5)

	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Positive Answers	9	13	13	12	10
Negative Answers	3				1
Don't Know				1	2
Total including don't know	12	13	13	13	13
Total excluding don't know	12	13	13	12	11
% positive (total includes dk)	75.0	100.0	100.0	92.3	76.9
% positive (total excludes dk)	75.0	100.0	100.0	100.0	90.9
Average Q3.1 - 3.5% (includes dk's)	88.8	88.8	88.8	88.8	88.8
Average Q3.1 - 3.5% (excludes dk's)	93.2	93.2	93.2	93.2	93.2
Volunteers					
Positive Answers	24	24	27	24	11
Negative Answers	2	1		1	5
Don't Know	1	2		2	11
Total including don't know	27	27	27	27	27
Total excluding don't know	26	25	27	25	16
% positive (total includes dk)	88.9	88.9	100.0	88.9	40.7
% positive (total excludes dk)	92.3	96.0	100.0	96.0	68.8
Average Q3.1 - 3.5% (includes dk's)	81.5	81.5	81.5	81.5	81.5
Average Q3.1 - 3.5% (excludes dk's)	90.6	90.6	90.6	90.6	90.6
Instructors and Volunteers					
Positive Answers	33	37	40	36	21
Negative Answers	5	1		1	6
Don't Know	1			3	13
Total including don't know	39	38	40	40	40
Total excluding don't know	38	38	40	37	27
% positive (total includes dk)	84.6	97.4	100.0	90.0	52.5
% positive (total excludes dk)	86.8	97.4	100.0	97.3	77.8
Average Q3.1 - 3.5% (includes dk's)	84.9	84.9	84.9	84.9	84.9
Average Q3.1 - 3.5% (excludes dk's)	91.9	91.9	91.9	91.9	91.9

Figure SW18: SES Volunteer Survey 2005 - South West Region

Graph SW18: Importance - Positive Scores Questions 3.1 to 3.5 Safety
South West Region - SES Volunteer Survey 2005

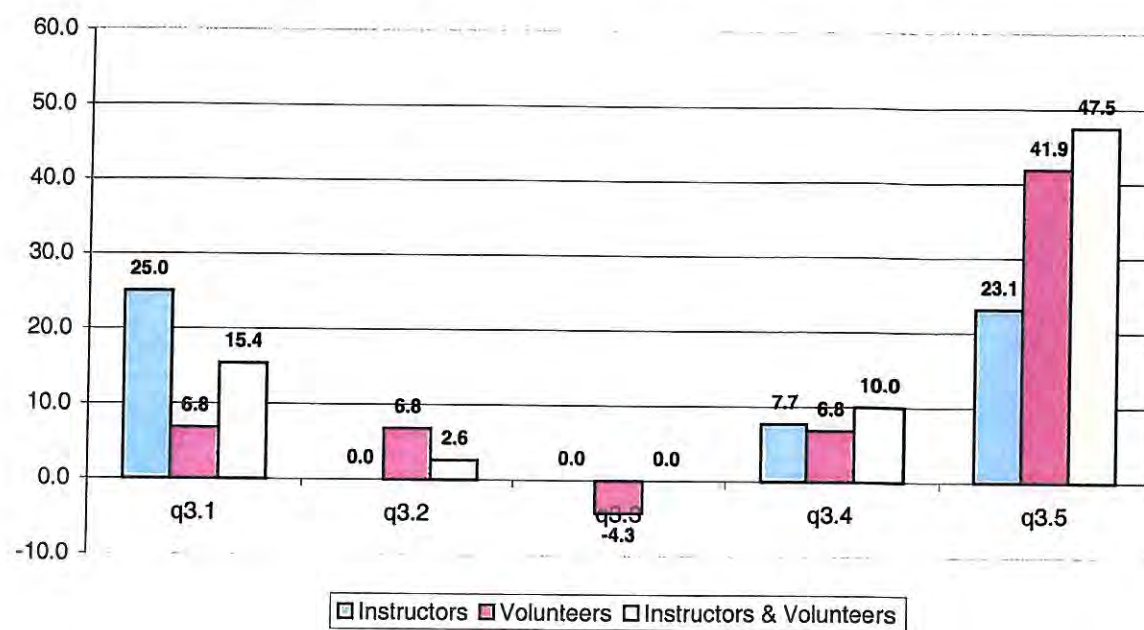


Section 3: Safety (q3.1 to 3.5) Importance

	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Positive Answers	11	12	12	12	12
Negative Answers					
Don't Know					
Total including don't know	11	12	12	12	12
Total excluding don't know	11	12	12	12	12
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0
Volunteers					
Positive Answers	22	22	22	22	19
Negative Answers	1	1	1	1	1
Don't Know					3
Total including don't know	23	23	23	23	23
Total excluding don't know	23	23	23	23	20
% positive (total includes dk)	95.7	95.7	95.7	95.7	82.6
% positive (total excludes dk)	95.7	95.7	95.7	95.7	95.0
Average Q3.1 - 3.5% (includes dk's)	93.1	93.1	93.1	93.1	93.1
Average Q3.1 - 3.5% (excludes dk's)	95.6	95.6	95.6	95.6	95.6
Instructors and Volunteers					
Positive Answers	33	34	34	34	31
Negative Answers					
Don't Know					
Total including don't know	33	34	34	34	31
Total excluding don't know	33	34	34	34	31
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0

Figure SW19: SES Volunteer Survey 2005 - South West Region

Graph SW19: Safety Q3.1 to Q3.5 - Gap Analysis
South West Region - SES Volunteer Survey 2005

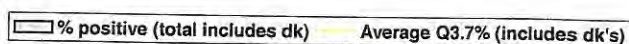


	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Satisfaction Score	75.0	100.0	100.0	92.3	76.9
Importance Score	100.0	100.0	100.0	100.0	100.0
Gap	25.0	0.0	0.0	7.7	23.1
Volunteers					
Satisfaction Score	88.9	88.9	100.0	88.9	40.7
Importance Score	95.7	95.7	95.7	95.7	82.6
Gap	6.8	6.8	-4.3	6.8	41.9
Instructors & Volunteers					
Satisfaction Score	84.6	97.4	100.0	90.0	52.5
Importance Score	100.0	100.0	100.0	100.0	100.0
Gap	15.4	2.6	0.0	10.0	47.5

**Graph SW20: Positive Scores Questions 3.7 to 3.8 Equipment
South West Region - SES Volunteer Survey 2005**

[illegible]

Graph SW21: Importance - Positive Scores Questions 3.7 to 3.8 Equipment
South West Region - SES Volunteer Survey 2005

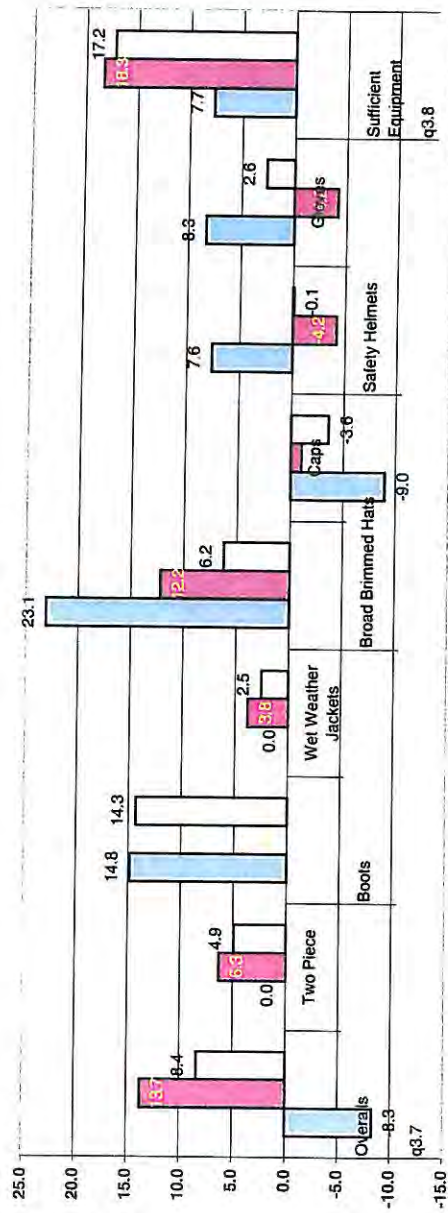


q3.7

[illegible]

Figure SW22: SES Volunteer Survey 2005 - South West Region

Graph SW22: Equipment Gap - South West Region
SES Volunteer Survey

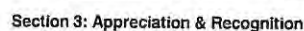


□ Instructors □ Volunteers □ Instructors & Volunteers

		q3.7		Boots		Broad Brimmed Hats		Safety Helmets		Gloves		q3.8	
		Overall		Two Piece		Wet Weather Jackets		Caps		Caps		Sufficient Equipment	
Instructors	Satisfaction Score	100.0	100.0	100.0	76.9	100.0	100.0	92.3	83.3	91.7	92.3		
Instructors	Importance Score	91.7	100.0	100.0	100.0	100.0	100.0	83.3	90.9	100.0	100.0		
Instructors	Gap	-8.3	0.0	0.0	14.8	0.0	23.1	-9.0	7.6	8.3	7.7		
Volunteers	Satisfaction Score	81.8	75.0	90.9	92.0	83.3	88.5	100.0	100.0	100.0	69.2		
Volunteers	Importance Score	95.5	81.3	90.9	95.8	95.5	87.5	95.8	95.8	95.8	87.5		
Volunteers	Gap	13.7	6.3	0.0	3.8	12.2	-1.0	-4.2	-4.2	-4.2	18.3		
Instructors & Volunteers	Satisfaction Score	88.6	82.6	85.7	94.6	93.8	89.7	97.2	97.1	97.4	76.9		
Instructors & Volunteers	Importance Score	97.0	87.5	100.0	97.1	100.0	86.1	97.1	100.0	100.0	94.1		
Instructors & Volunteers	Gap	8.4	4.9	14.3	2.5	6.2	-3.6	-0.1	2.6	2.6	17.2		

Note: Gap = Importance % Score - Satisfaction % Score

Graph SW23: Positive Scores Questions 3.11 Appreciation & Recognition
South West Region - SES Volunteer Survey 2005

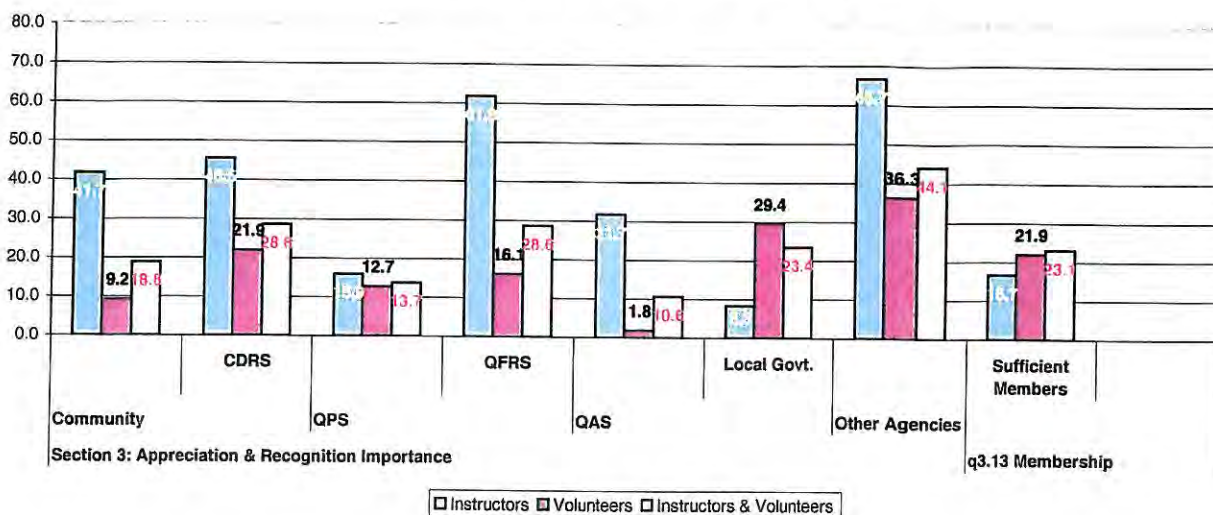
[illegible]

Graph SW24: Importance - Positive Scores Questions 3.11 & 3.13 Appreciation & Recognition, Membership
South West Region - SES Volunteer Survey 2005

[illegible]

Figure SW25: SES Volunteer Survey 2005 - South West Region

Graph SW25: Appreciation Q3.11 - Gap Analysis
South West Region - SES Volunteer Survey 2005



	Section 3: Appreciation & Recognition Importance					q3.13 Membership		
	Community	CDRS	QPS	QFRS	QAS	Local Govt.	Other Agencies	Sufficient Members
Instructors								
Satisfaction Score	58.3	54.5	75.0	18.2	58.3	91.7	11.1	83.3
Importance Score	100.0	100.0	90.9	80.0	90.0	100.0	77.8	100.0
Gap	41.7	45.5	15.9	61.8	31.7	8.3	66.7	16.7
Volunteers								
Satisfaction Score	82.8	62.1	79.3	75.9	86.2	58.6	33.3	62.1
Importance Score	92.0	84.0	92.0	92.0	88.0	88.0	69.6	84.0
Gap	9.2	21.9	12.7	16.1	1.8	29.4	36.3	21.9
Instructors & Volunteers								
Satisfaction Score	75.6	60.0	78.0	60.0	78.0	68.3	27.8	68.3
Importance Score	94.4	88.6	91.7	88.6	88.6	91.7	71.9	91.4
Gap	18.8	28.6	13.7	28.6	10.6	23.4	44.1	23.1

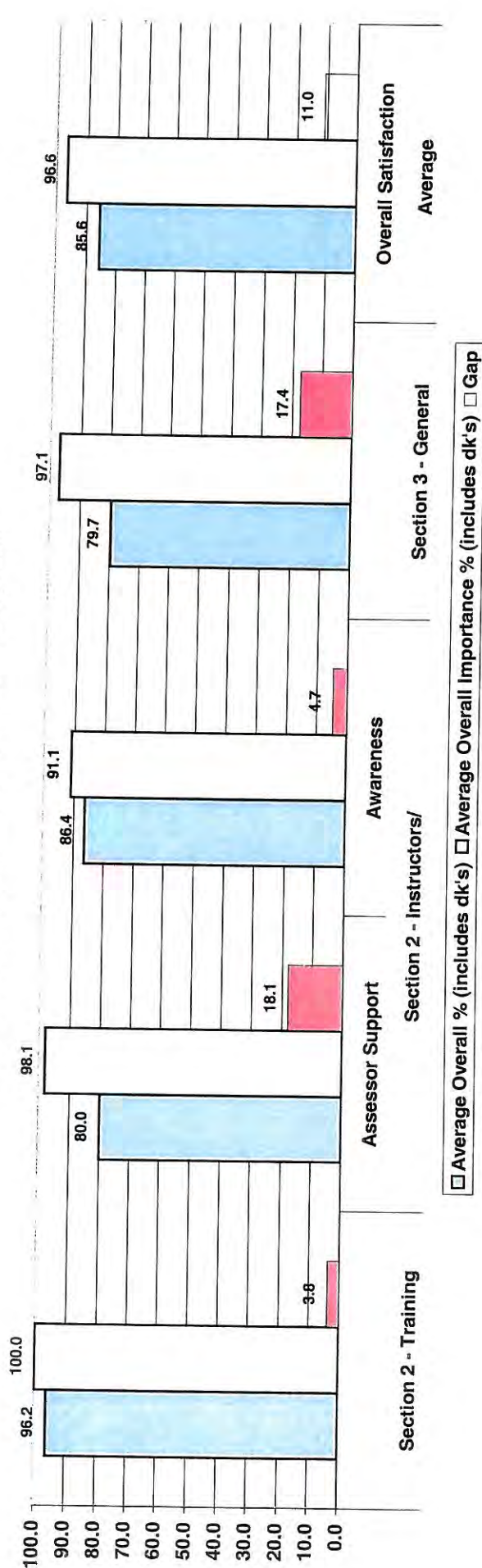
SES Volunteer

2005 Survey

North Coast Region

Figure NC1: SES Volunteer Survey 2005 - North Coast Region

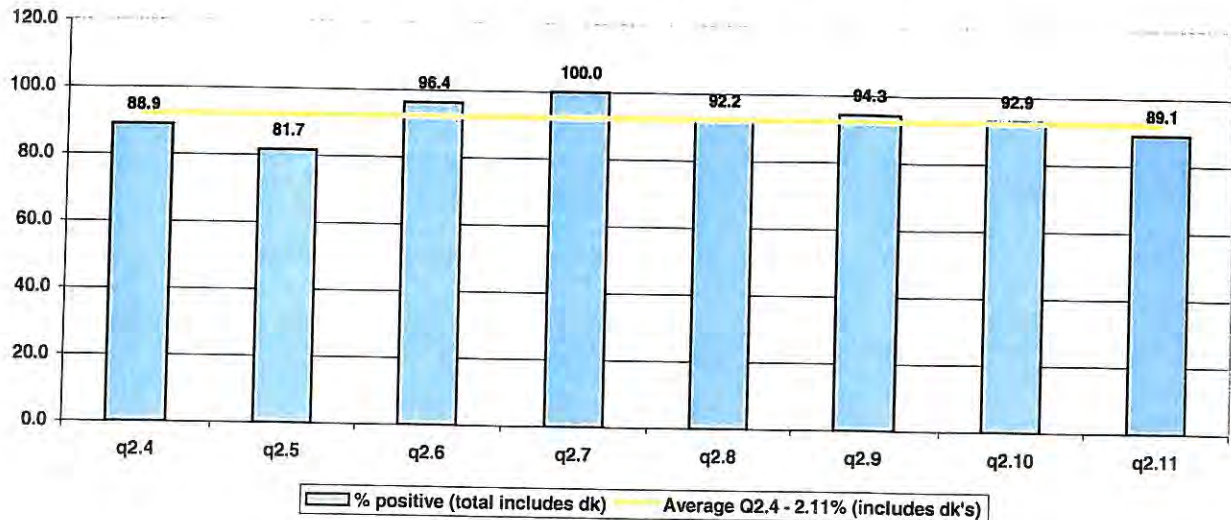
Graph NC1: Mean Positive % Scores - Section and Overall
North Coast Region - SES Volunteer Survey 2005



Central	Section 2 - Training		Section 2 - Instructors/ Assessor Support		Section 3 - General	
	Instructors		Awareness		Average Overall Satisfaction	
Average Overall % (includes dk's)	96.2	80.0	86.4	79.7	85.6	85.6
Average Overall % (excludes dk's)	97.8	86.7	97.3	81.7	90.9	90.9
Average Overall Importance % (includes dk's)	100.0	98.1	91.1	97.1	96.6	96.6
Average Overall Importance % (excludes dk's)	100.0	100.0	97.3	99.1	99.1	99.1
Gap	3.8	18.1	4.7	17.4	11.0	11.0

Figure NC8: SES Volunteer Survey 2005 - North Coast Region

Graph NC8: Q2.4 - 2.11 - Positive Scores - North Coast Region
SES Volunteer Survey 2005

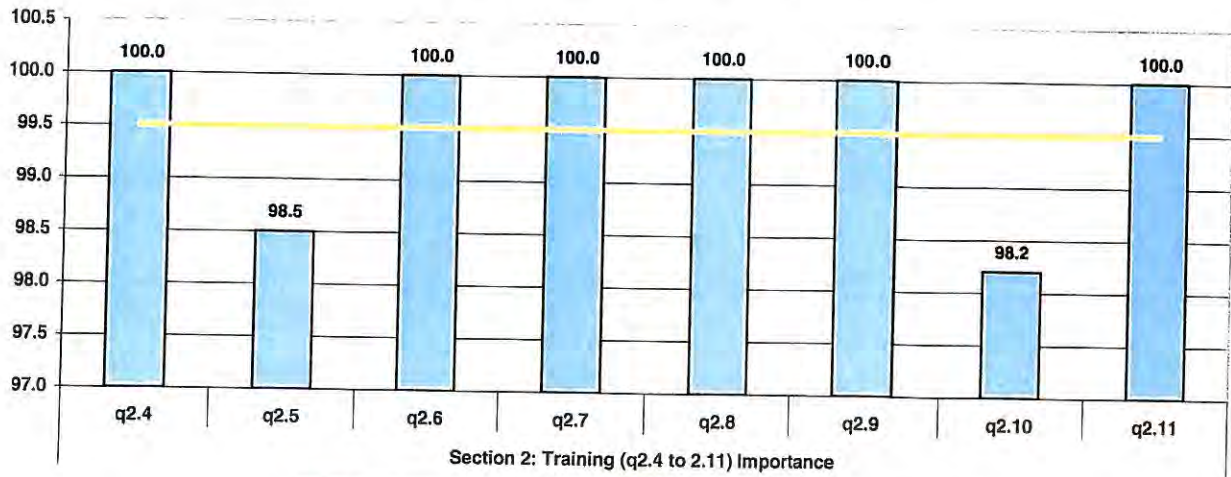


Section 2: Training (q2.4 to 2.11)

North Coast	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Positive Answers	26	23	23	23	22	21	22	21
Negative Answers		1	1			1		1
Don't Know						1	1	1
Total including don't know	26	24	24	23	22	23	23	23
Total excluding don't know	26	24	24	23	22	22	22	22
% positive (total includes dk)	100.0	95.8	95.8	100.0	100.0	91.3	95.7	91.3
% positive (total excludes dk)	100.0	95.8	95.8	100.0	100.0	95.5	100.0	95.5
Average Q2.4 - 2.11% (includes dk's)	96.2	83.7	71.8	59.8	47.3	34.8	23.4	11.4
Average Q2.4 - 2.11% (excludes dk's)	97.8	85.3	73.4	61.4	48.9	36.4	24.4	11.9
Volunteers								
Positive Answers	38	35	30	30	25	29	30	28
Negative Answers	5	8	1		4	2	1	1
Don't Know	3	4	3	4	3	2	2	3
Total including don't know	46	47	34	34	32	33	33	32
Total excluding don't know	43.0	43.0	31.0	30.0	29.0	31.0	31.0	29.0
% positive (total includes dk)	82.6	74.5	88.2	88.2	78.1	87.9	90.9	87.5
% positive (total excludes dk)	88.4	81.4	96.8	100.0	86.2	93.5	96.8	96.6
Average Q2.4 - 2.11% (includes dk's)	84.7	84.7	84.7	84.7	84.7	84.7	84.7	84.7
Average Q2.4 - 2.11% (excludes dk's)	92.5	92.5	92.5	92.5	92.5	92.5	92.5	92.5
Instructors and Volunteers								
Positive Answers	64	58	53	53	47	50	52	49
Negative Answers	5	9	2	0	4	3	1	2
Don't Know	3	4					3	4
Total including don't know	72	71	55	53	51	53	56	55
Total excluding don't know	69	67	55	53	51	53	53	51
% positive (total includes dk)	88.9	81.7	96.4	100.0	92.2	94.3	92.9	89.1
% positive (total excludes dk)	92.8	86.6	96.4	100.0	92.2	94.3	98.1	96.1
Average Q2.4 - 2.11% (includes dk's)	92.3	92.3	92.3	92.3	92.3	92.3	92.3	92.3
Average Q2.4 - 2.11% (excludes dk's)	94.3	94.3	94.3	94.3	94.3	94.3	94.3	94.3
Average % Negative	6.9	12.7	3.6	0	7.8	5.7	1.8	3.6

Figure NC9: SES Volunteer Survey 2005 - North Coast Region

Graph NC9: Q2.4 - 2.11 Importance - Positive Scores - North Coast Region
SES Volunteer Survey 2005



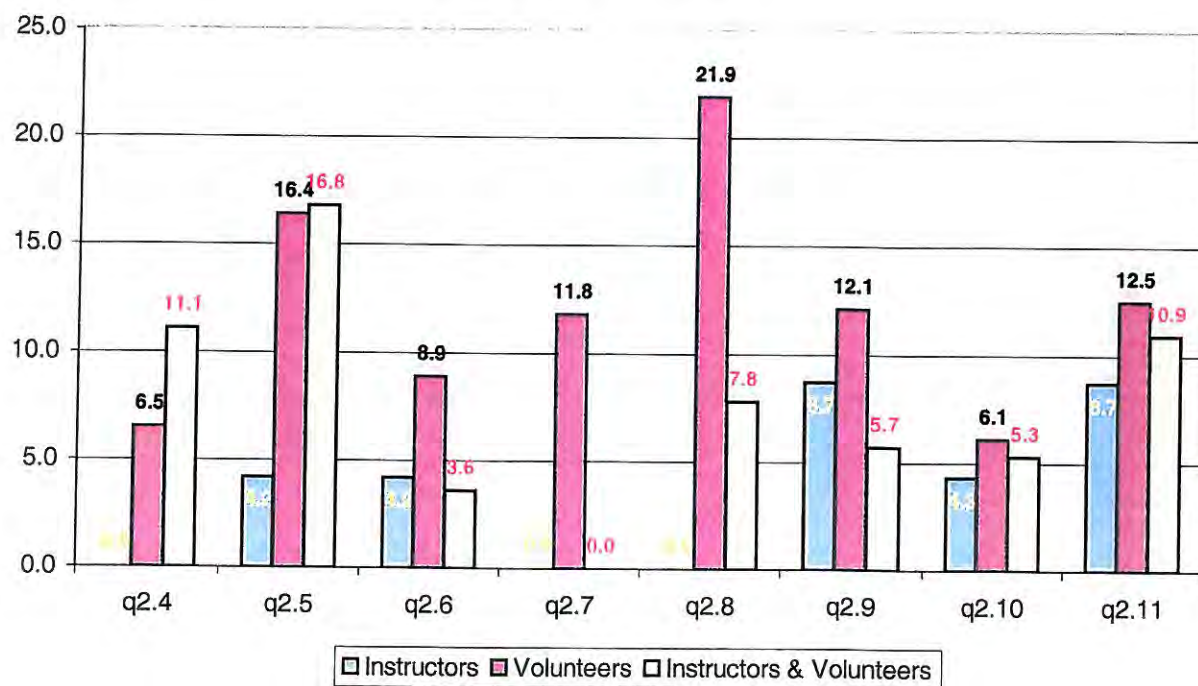
□ % positive (total includes dk) — Average Q2.4 - 2.11% (includes dk's)

Section 2: Training (q2.4 to 2.11) Importance

	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Positive Answers	27	25	24	23	23	22	23	24
Negative Answers								
Don't Know								
Total including don't know	27	25	24	23	23	22	23	24
Total excluding don't know	27	25	24	23	23	22	23	24
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (excludes dk's)	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average % Negative								
Volunteers								
Positive Answers	41	40	33	34	31	33	32	32
Negative Answers	3	3						
Don't Know	2	1	1					
Total including don't know	46	44	34	34	31	33	33	32
Total excluding don't know	44	43	33	34	31	33	32	32
% positive (total includes dk)	89.1	90.9	97.1	100.0	100.0	100.0	97.0	100.0
% positive (total excludes dk)	93.2	93.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	96.3	96.3	96.3	96.3	96.3	96.3	96.3	96.3
Average Q2.4 - 2.11% (excludes dk's)	98	98.0	98.0	98.0	98.0	98.0	98.0	98.0
Average % Negative								
Instructors and Volunteers								
Positive Answers	68	65	57	57	54	55	55	56
Negative Answers					0		0	0
Don't Know		1					1	0
Total including don't know	68	66	57	57	54	55	56	56
Total excluding don't know	68	65	57	57	54	55	55	56
% positive (total includes dk)	100.0	98.5	100.0	100.0	100.0	100.0	98.2	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	99.5	99.5	99.5	99.5	99.5	99.5	99.5	99.5
Average Q2.4 - 2.11% (excludes dk's)	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average % Negative								

Figure NC10: SES Volunteer Survey 2005 - North Coast Region

Graph NC10: Training Gap - North Coast Region
SES Volunteer Survey

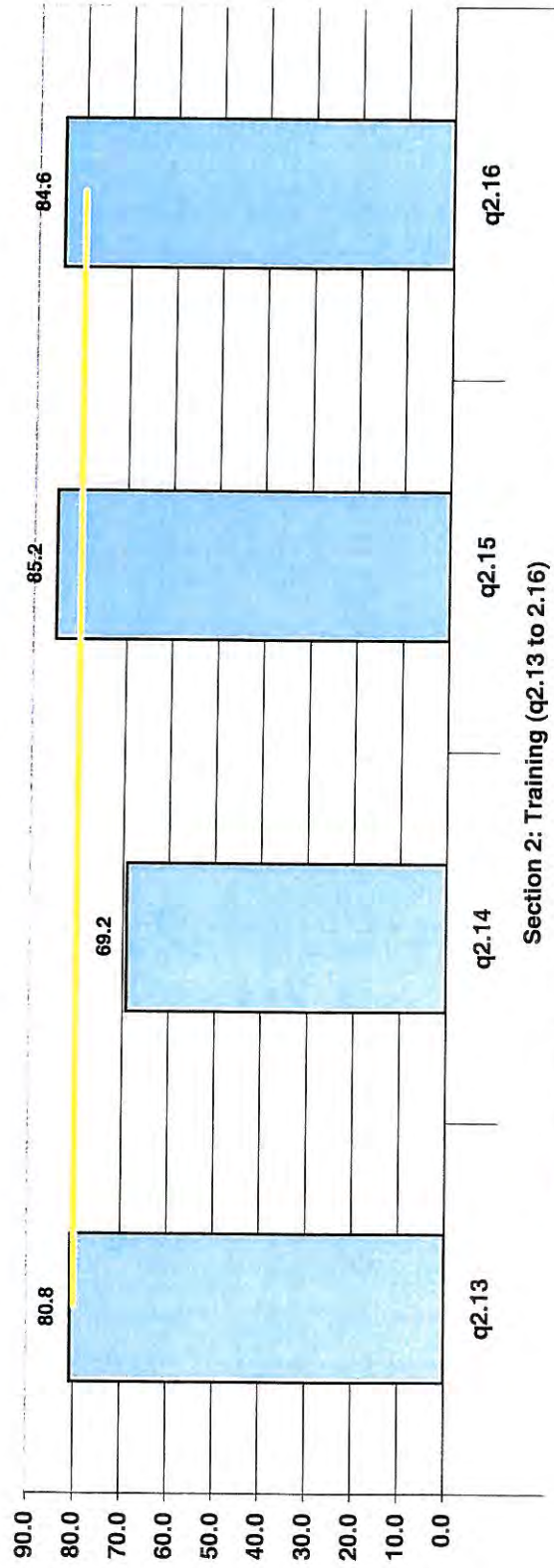


	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Satisfaction Score	100.0	95.8	95.8	100.0	100.0	91.3	95.7	91.3
Importance Score	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Gap	0.0	4.2	4.2	0.0	0.0	8.7	4.3	8.7
Volunteers								
Satisfaction Score	82.6	74.5	88.2	88.2	78.1	87.9	90.9	87.5
Importance Score	89.1	90.9	97.1	100.0	100.0	100.0	97.0	100.0
Gap	6.5	16.4	8.9	11.8	21.9	12.1	6.1	12.5
Instructors & Volunteers								
Satisfaction Score	88.9	81.7	96.4	100.0	92.2	94.3	92.9	89.1
Importance Score	100.0	98.5	100.0	100.0	100.0	100.0	98.2	100.0
Gap	11.1	16.8	3.6	0.0	7.8	5.7	5.3	10.9

Note: Gap = Importance score - Satisfaction Score

Figure NC11: SES Volunteer Survey 2005 - North Coast Region

Graph NC11: Positive Scores Questions 2.13 to 2.16 - North Coast Region
SES Volunteer Survey 2005



Legend:
 % positive (total includes dk)
 Average Q2.13 - 2.16% (includes dk's)

Section 2: Training (q2.13 to 2.16)

	q2.13	q2.14	q2.15	q2.16
Instructors				
Positive Answers	21	18	23	22
Negative Answers	4	6	2	1
Don't Know	1	2	2	3
Total including don't know	26	26	27	26
Total excluding don't know	25	24	25	23
% positive (total includes dk)	80.8	69.2	85.2	84.6
% positive (total excludes dk)	84.0	75.0	92.0	95.7
Average Q2.13 - 2.16% (includes dk's)	80.0	80.0	80.0	80.0
Average Q2.13 - 2.16% (excludes dk's)	86.7	86.7	86.7	86.7

Figure NC12: SES Volunteer Survey 2005 - North Coast Region

Graph NC12: Positive Scores Questions 2.13 to 2.16 - North Coast Region
SES Volunteer Survey 2005

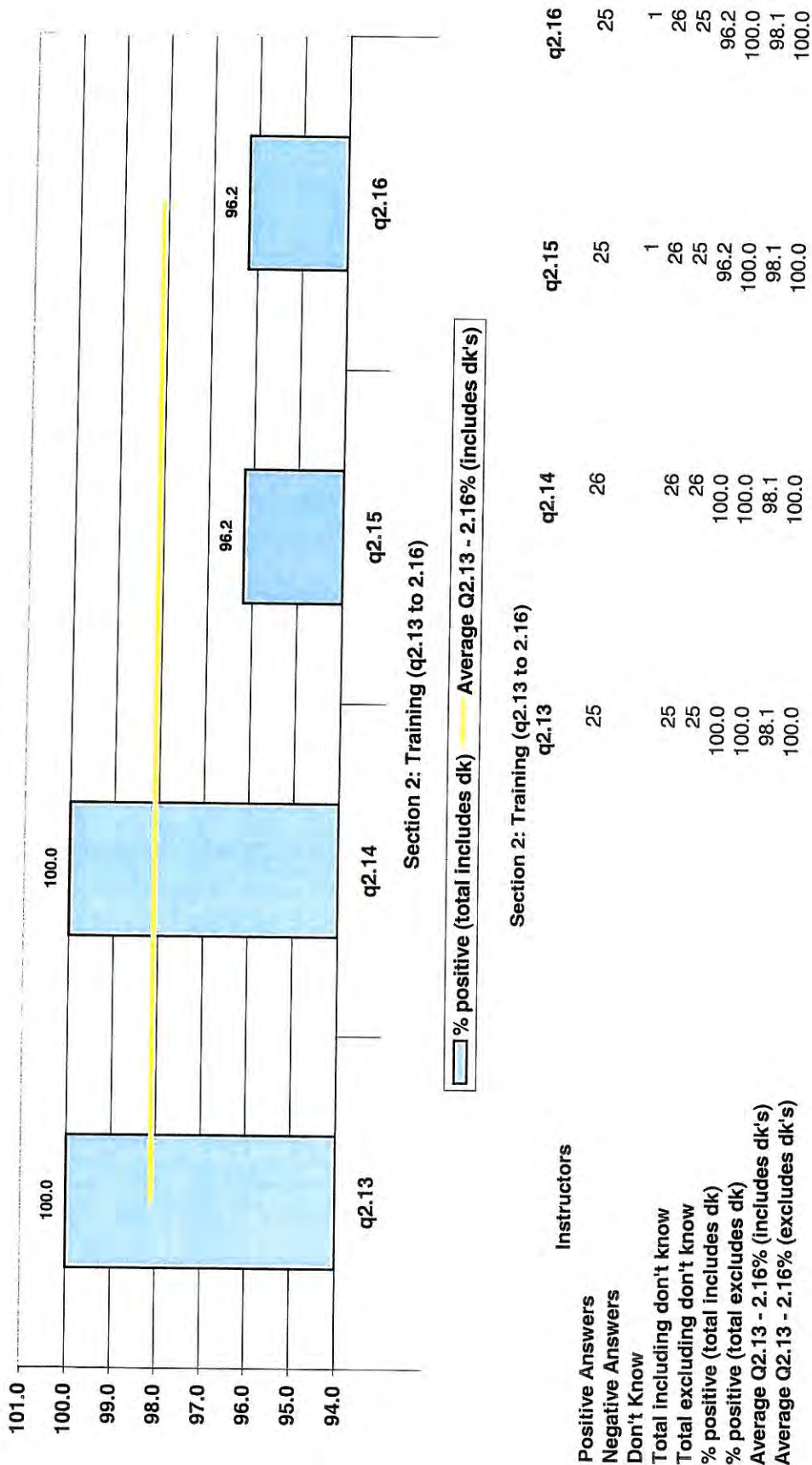
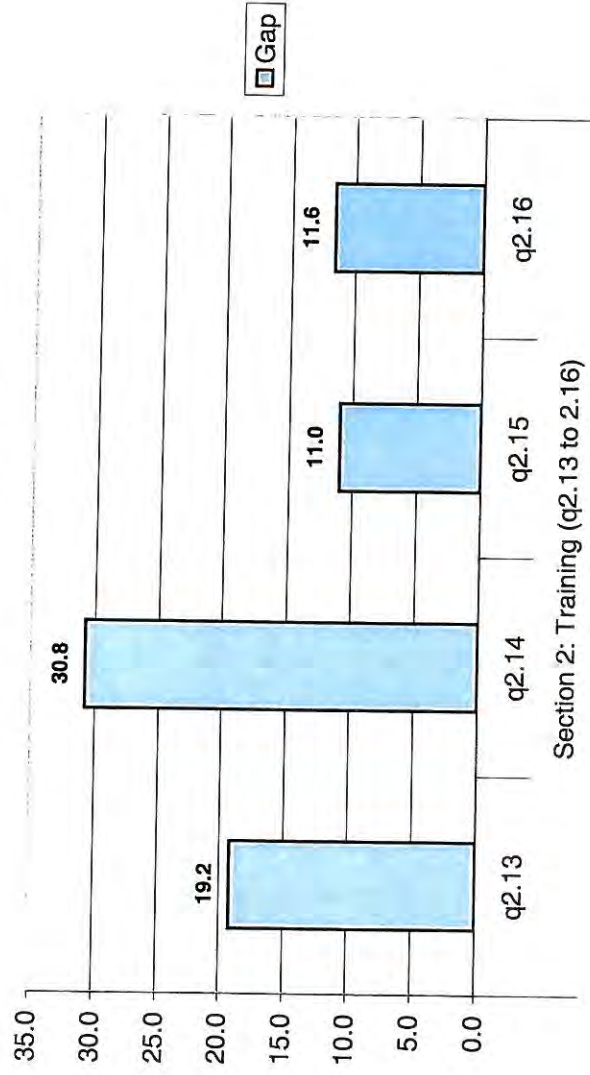


Figure NC13: SES Volunteer Survey 2005 - North Coast Region

Graph NC13: Training Support Q 2.13 to 2.16 - Gap
Analysis - North Coast Region



Section 2: Training (q2.13 to 2.16)				
Instructors	q2.13	q2.14	q2.15	q2.16
Satisfaction Score	80.8	69.2	85.2	84.6
Importance Score	100.0	100.0	96.2	96.2
Gap	19.2	30.8	11.0	11.6

Note: Gap = Importance score - Satisfaction Score

**Graph NC14: Positive Scores for Awareness Questions q.17 to 2.19
North Coast Region - SES Volunteer Survey 2005**

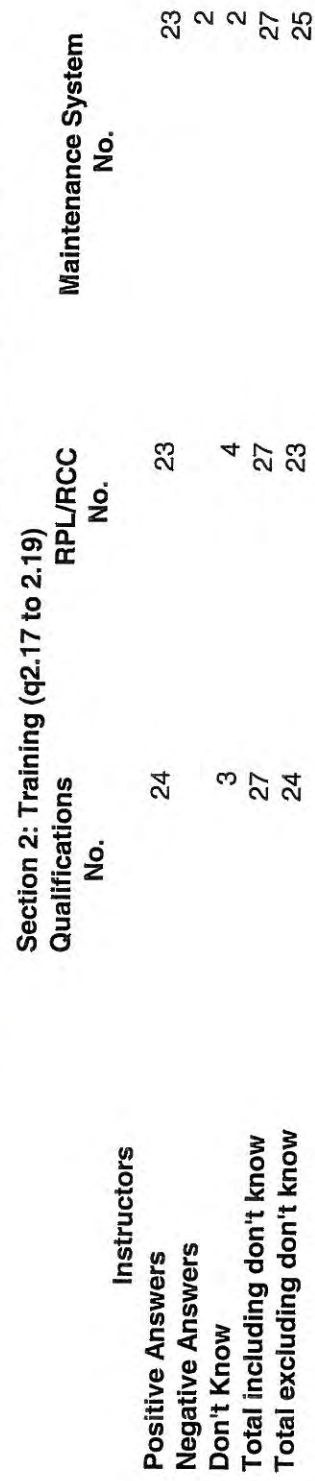
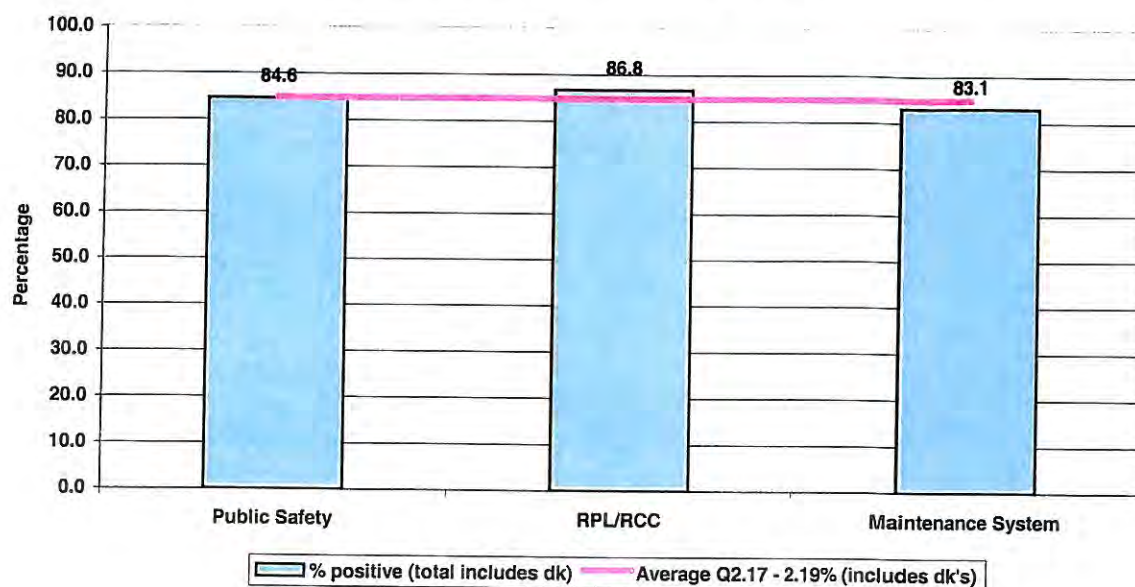


Figure NC15: SES Volunteer Survey 2005 - North Coast Region

Graph NC15: Positive Scores for Awareness Questions 2.17 to 2.19 Importance
North Coast Region - SES Volunteer Survey 2005

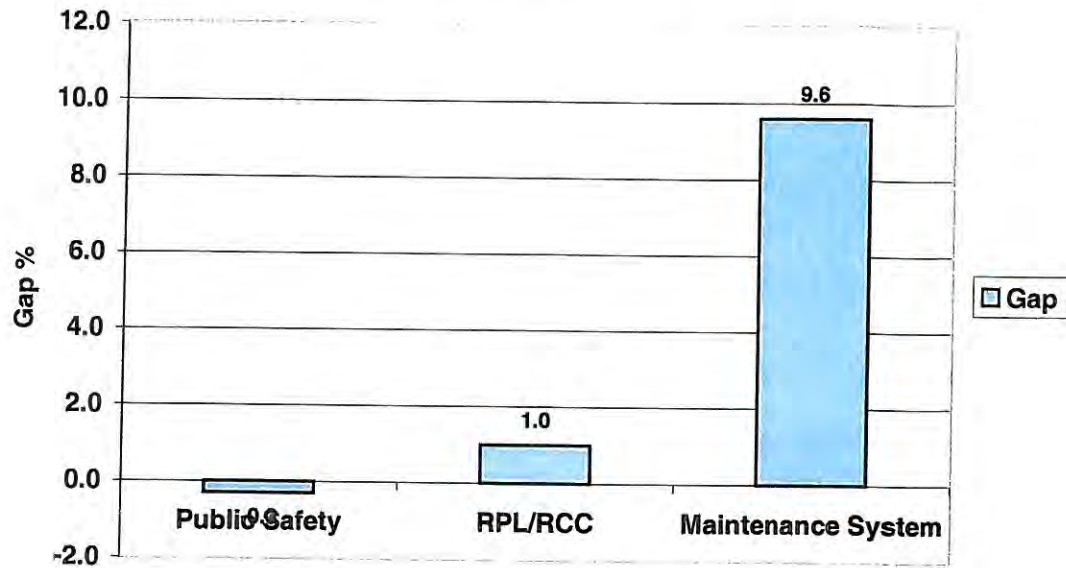


Section 2: Training (q2.17 to 2.19) Importance

	Public Safety No.	RPL/RCC No.	Maintenance System No.
Instructors			
Positive Answers	23	24	24
Negative Answers	1	1	
Don't Know	1	2	2
Total including don't know	25	27	26
Total excluding don't know	24	25	24
% positive (total includes dk)	92.0	88.9	92.3
% positive (total excludes dk)	95.8	96.0	100.0
Average Q2.17 - 2.19% (includes dk's)	91.1	91.1	91.1
Average Q2.17 - 2.19% (excludes dk's)	97.3	97.3	97.3
Volunteers			
Positive Answers	32	35	30
Negative Answers	3	1	2
Don't Know	5	5	7
Total including don't know	40	41	39
Total excluding don't know	35	36	32
% positive (total includes dk)	80.0	85.4	76.9
% positive (total excludes dk)	91.4	97.2	93.8
Average Q2.17 - 2.19% (includes dk's)	80.8	80.8	80.8
Average Q2.17 - 2.19% (excludes dk's)	94.1	94.1	94.1
Instructors and Volunteers			
Positive Answers	55	59	54
Negative Answers	4	2	2
Don't Know	6	7	9
Total including don't know	65	68	65
Total excluding don't know	59	61	56
% positive (total includes dk)	84.6	86.8	83.1
% positive (total excludes dk)	93.2	96.7	96.4
Average Q2.17 - 2.19% (includes dk's)	84.8	84.8	84.8
Average Q2.17 - 2.19% (excludes dk's)	95.4	95.4	95.4

Figure NC16: SES Volunteer Survey 2005 - North Coast Region

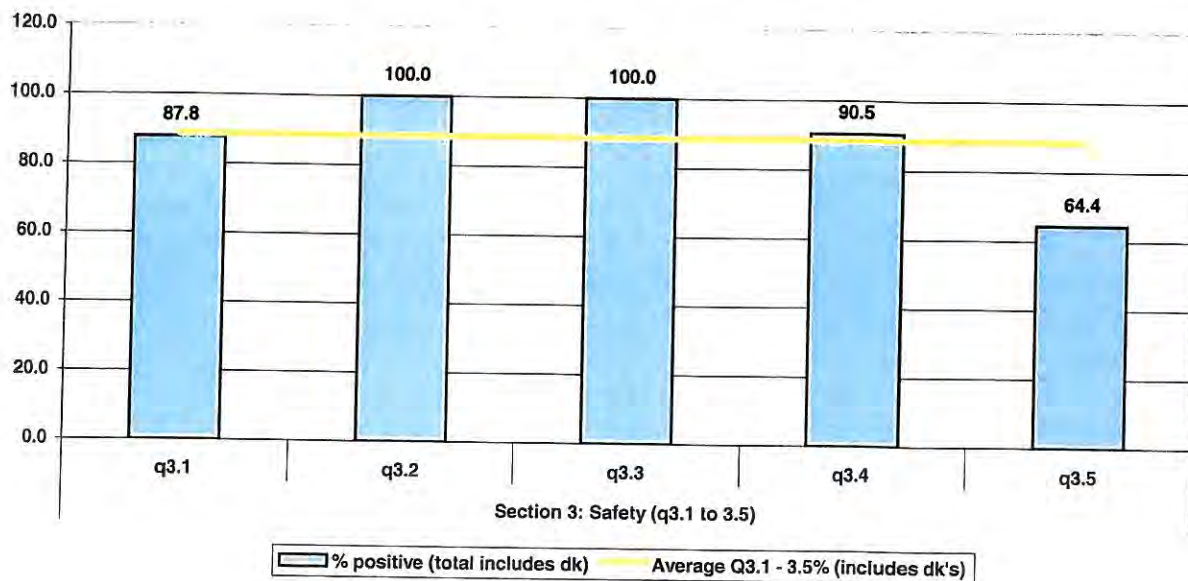
Graph NC16: Section 2 Training (q2.17 to 2.19) Gap Analysis
North Coast Region - SES Volunteer Survey 2005



	Section 2: Training (q2.17 to 2.19) Gap		
	Public Safety %	RPL/RCC %	Maintenance System %
Instructors			
Satisfaction Score	88.9	85.2	85.2
Importance Score	92.0	92.0	92.0
Gap	3.1	6.8	6.8
Volunteers			
Satisfaction Score	82.6	82.6	68.9
Importance Score	80.0	80.0	80.0
Gap	-2.6	-2.6	11.1
Instructors & Volunteers			
Satisfaction Score	84.9	83.6	75
Importance Score	84.6	84.6	84.6
Gap	-0.3	1.0	9.6

Figure NC17: SES Volunteer Survey 2005 - North Coast Region

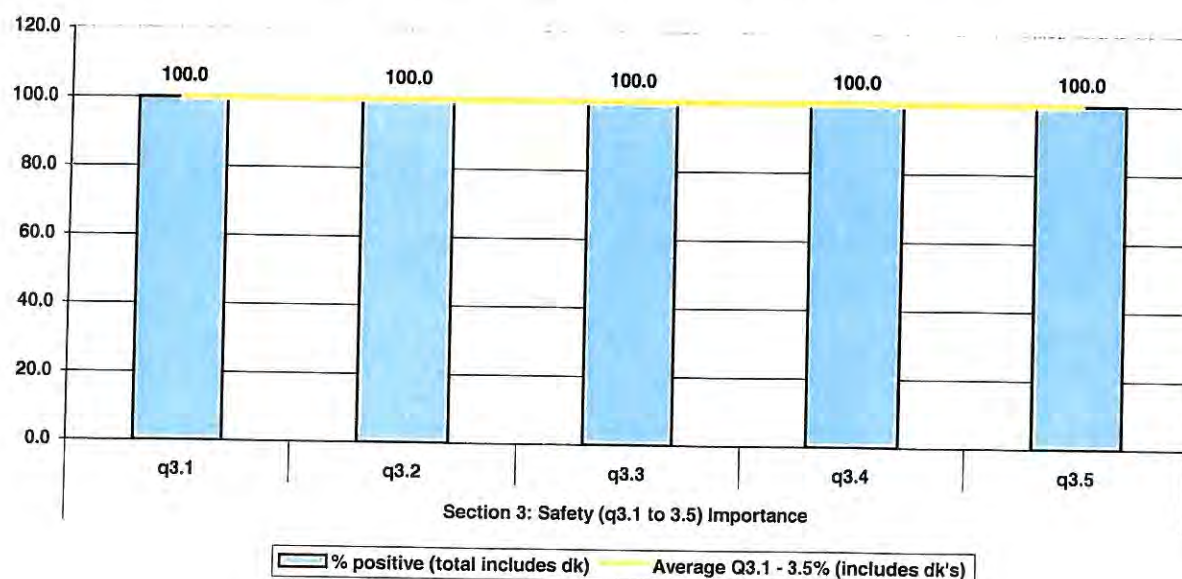
Graph NC17: Positive Scores Questions 3.1 to 3.5 Safety
North Coast Region - SES Volunteer Survey 2005



Section 3: Safety (q3.1 to 3.5)					
	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Positive Answers	23	26	26	25	21
Negative Answers	2				
Don't Know	2				
Total including don't know	27	26	26	26	26
Total excluding don't know	25	26	26	25	21
% positive (total includes dk)	85.2	100.0	100.0	96.2	80.8
% positive (total excludes dk)	92.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	92.4	92.4	92.4	92.4	92.4
Average Q3.1 - 3.5% (excludes dk's)	98.4	98.4	98.4	98.4	98.4
Volunteers					
Positive Answers	42	44	47	42	26
Negative Answers	3			1	9
Don't Know	2	4	1	5	12
Total including don't know	47	48	48	48	47
Total excluding don't know	45	44	47	43	35
% positive (total includes dk)	89.4	91.7	97.9	87.5	55.3
% positive (total excludes dk)	93.3	100.0	100.0	97.7	74.3
Average Q3.1 - 3.5% (includes dk's)	84.4	84.4	84.4	84.4	84.4
Average Q3.1 - 3.5% (excludes dk's)	93.1	93.1	93.1	93.1	93.1
Instructors and Volunteers					
Positive Answers	65	70	73	67	47
Negative Answers	5	0		1	9
Don't Know	4			6	17
Total including don't know	74	70	73	74	73
Total excluding don't know	70	70	73	68	56
% positive (total includes dk)	87.8	100.0	100.0	90.5	64.4
% positive (total excludes dk)	92.9	100.0	100.0	98.5	83.9
Average Q3.1 - 3.5% (includes dk's)	88.5	88.5	88.5	88.5	88.5
Average Q3.1 - 3.5% (excludes dk's)	95.1	95.1	95.1	95.1	95.1

Figure NC18: SES Volunteer Survey 2005 - North Coast Region

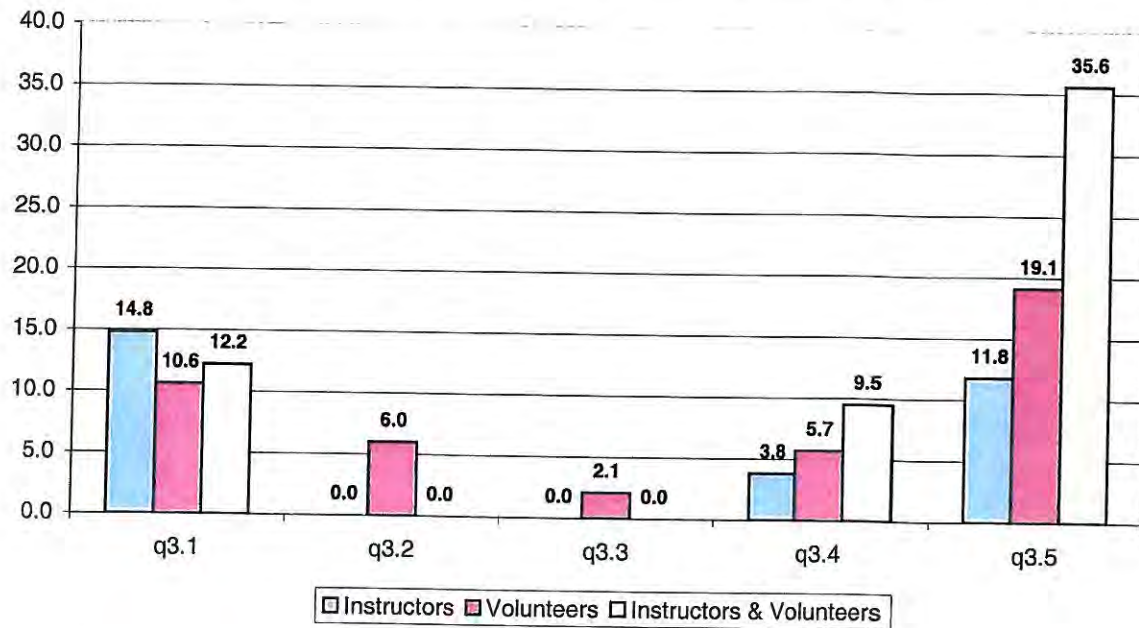
Graph NC18: Importance - Positive Scores Questions 3.1 to 3.5 Safety
North Coast Region - SES Volunteer Survey 2005



Section 3: Safety (q3.1 to 3.5) Importance					
	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Positive Answers	27	27	27	27	25
Negative Answers					
Don't Know					2
Total including don't know	27	27	27	27	27
Total excluding don't know	27	27	27	27	25
% positive (total includes dk)	100.0	100.0	100.0	100.0	92.6
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	98.5	98.5	98.5	98.5	98.5
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0
Volunteers					
Positive Answers	44	42	44	41	32
Negative Answers		1		2	5
Don't Know				1	6
Total including don't know	44	43	44	44	43
Total excluding don't know	44	43	44	43	37
% positive (total includes dk)	100.0	97.7	100.0	93.2	74.4
% positive (total excludes dk)	100.0	97.7	100.0	95.3	86.5
Average Q3.1 - 3.5% (includes dk's)	93.1	93.1	93.1	93.1	93.1
Average Q3.1 - 3.5% (excludes dk's)	95.9	95.9	95.9	95.9	95.9
Instructors and Volunteers					
Positive Answers	71	69	71	68	57
Negative Answers					
Don't Know					
Total including don't know	71	69	71	68	57
Total excluding don't know	71	69	71	68	57
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0

Figure NC19: SES Volunteer Survey 2005 - North Coast Region

Graph NC19: Safety Q3.1 to Q3.5 - Gap Analysis
North Coast Region - SES Volunteer Survey 2005

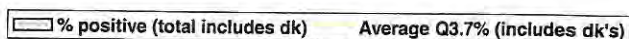


	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Satisfaction Score	85.2	100.0	100.0	96.2	80.8
Importance Score	100.0	100.0	100.0	100.0	92.6
Gap	14.8	0.0	0.0	3.8	11.8
Volunteers					
Satisfaction Score	89.4	91.7	97.9	87.5	55.3
Importance Score	100.0	97.7	100.0	93.2	74.4
Gap	10.6	6.0	2.1	5.7	19.1
Instructors & Volunteers					
Satisfaction Score	87.8	100.0	100.0	90.5	64.4
Importance Score	100.0	100.0	100.0	100.0	100.0
Gap	12.2	0.0	0.0	9.5	35.6

**Graph NC20: Positive Scores Questions 3.7 to 3.8 Equipment
North Coast Region - SES Volunteer Survey 2005**

[illegible]

**Graph NC21: Importance - Positive Scores Questions 3.7 to 3.8 Equipment
North Coast Region - SES Volunteer Survey 2005**

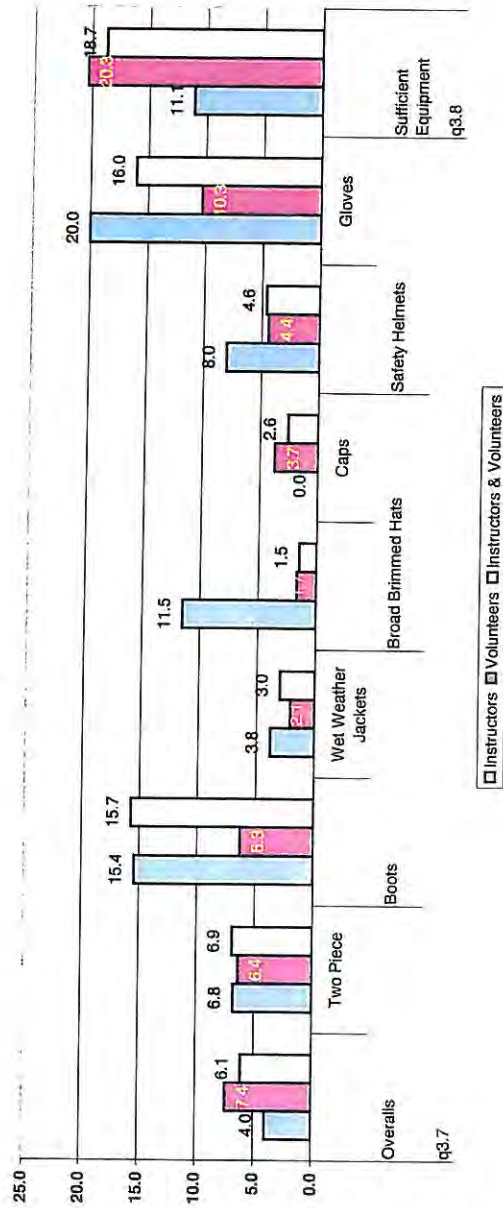


q3.7

[illegible]

Figure NC22: SES Volunteer Survey 2005 - North Coast Region

Graph NC22: Equipment Gap - North Coast Region
SES Volunteer Survey



q3.7		q3.8											
Overalls		Two Piece		Boots	Wet Weather Jackets		Broad Brimmed Hats		Safety Helmets		Gloves		Sufficient Equipment
Instructors													
Satisfaction Score	96.0	88.2	76.9	96.2	88.5	100.0	92.0	80.0	88.9				
Importance Score	100.0	95.0	92.3	100.0	100.0	100.0	100.0	100.0	100.0				
Gap	4.0	6.8	15.4	3.8	11.5	0.0	8.0	20.0	11.1				
Volunteers													
Satisfaction Score	89.5	82.1	88.6	92.3	93.2	88.4	90.0	83.8	77.1				
Importance Score	96.9	88.5	94.9	94.4	94.9	92.1	94.4	94.1	97.4				
Gap	7.4	6.4	6.3	2.1	1.7	3.7	4.4	10.3	20.3				
Instructors & Volunteers													
Satisfaction Score	92.1	84.4	84.3	93.8	98.5	92.8	93.7	82.3	81.3				
Importance Score	98.2	91.3	100.0	96.8	100.0	95.4	98.3	98.3	100.0				
Gap	6.1	6.9	15.7	3.0	1.5	2.6	4.6	16.0	18.7				

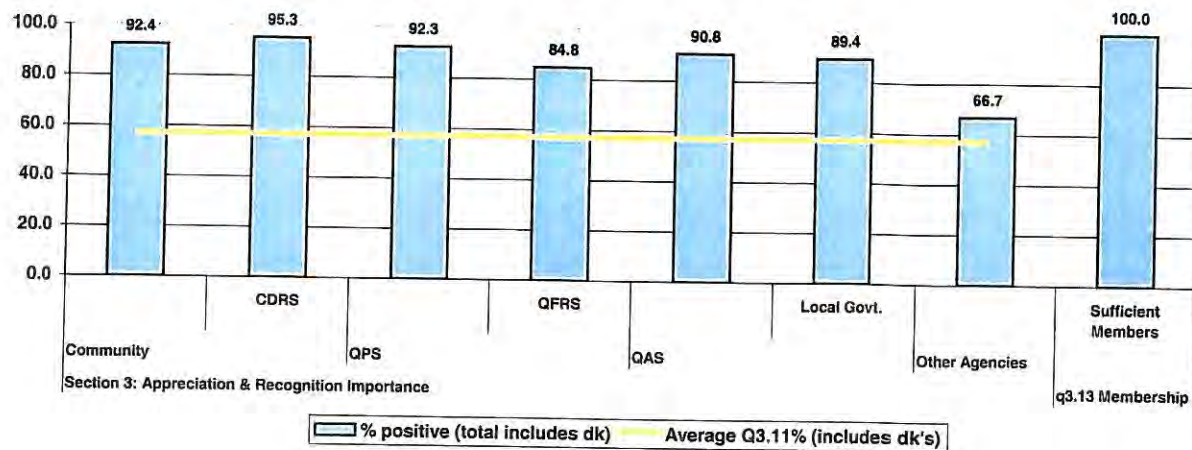
Note: Gap = Importance % Score - Satisfaction % Score

**Graph NC23: Positive Scores Questions 3.11 Appreciation & Recognition
North Coast Region - SES Volunteer Survey 2005**

[illegible]

Figure NC24: SES Volunteer Survey 2005 - North Coast Region

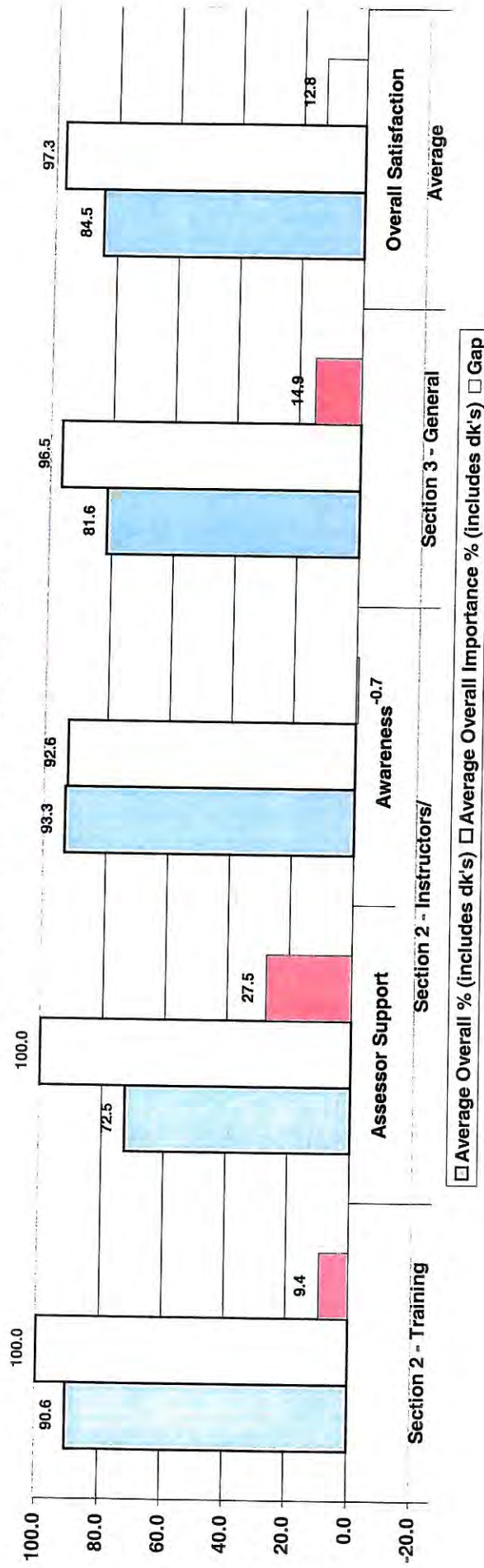
Graph NC24: Importance - Positive Scores Questions 3.11 & 3.13 Appreciation & Recognition, Membership
North Coast Region - SES Volunteer Survey 2005

[illegible]

SES Volunteer 2005 Survey Central Region

Figure C1: SES Volunteer Survey 2005 - Central Region

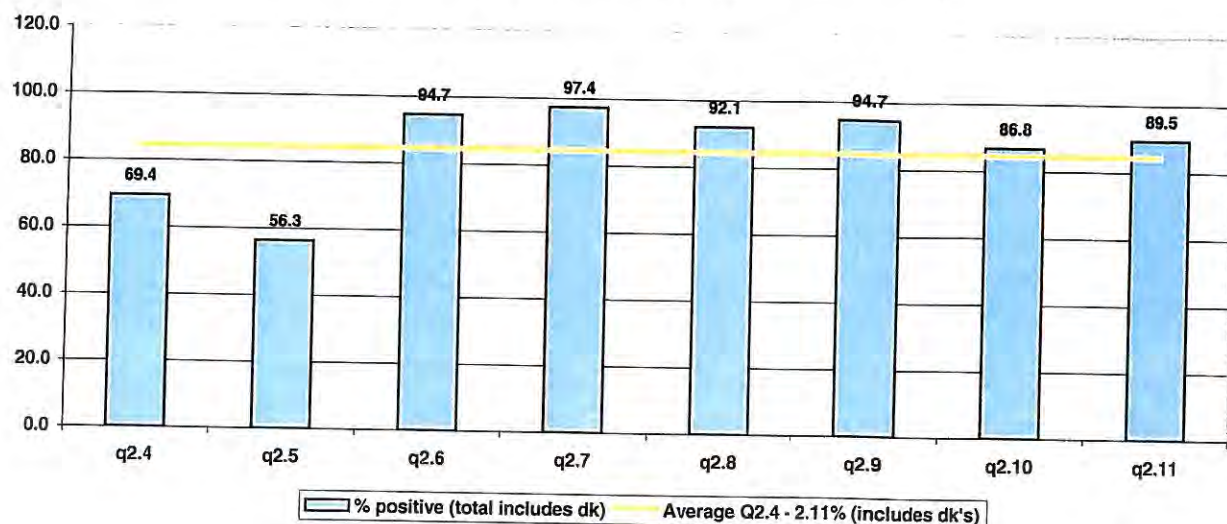
Graph C1: Mean Positive % Scores - Section and Overall
Central Region - SES Volunteer Survey 2005



Central	Section 2 - Training		Section 2 - Instructors/ Assessor Support		Section 3 - General	
	Assessor Support		Awareness		Average Overall Satisfaction	
Average Overall % (includes dk's)	90.6	72.5	93.3	81.6	84.5	
Average Overall % (excludes dk's)	93.8	78.1	100.0	82.9	88.7	
Average Overall Importance % (includes dk's)	100.0	100.0	100.0	96.5	97.3	
Average Overall Importance % (excludes dk's)	9.4	27.5	-0.7	98.5	99.6	
Gap				14.9	12.8	

Figure C8: SES Volunteer Survey 2005 - Central Region

Graph C8: Q2.4 - 2.11 - Positive Scores - Central Region
SES Volunteer Survey 2005

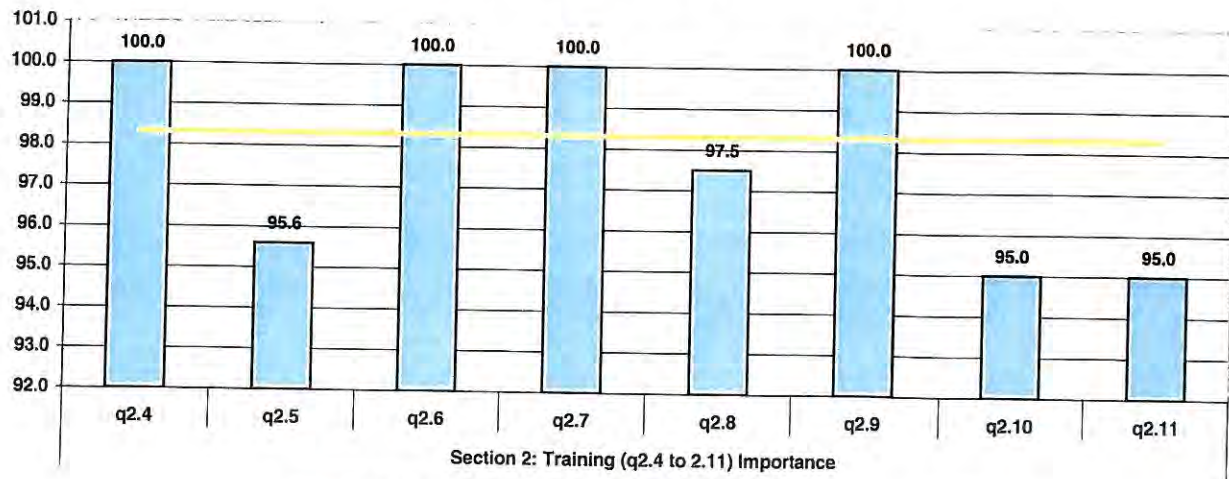


Section 2: Training (q2.4 to 2.11)

	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Central								
Instructors								
Positive Answers	7	8	8	8	8	8	7	7
Negative Answers	3	2						
Don't Know							1	1
Total including don't know	10	10	8	8	8	8	8	8
Total excluding don't know	10	10	8	8	8	8	7	7
% positive (total includes dk)	70.0	80.0	100.0	100.0	100.0	100.0	87.5	87.5
% positive (total excludes dk)	70.0	80.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	90.6	81.9	71.9	59.4	46.9	34.4	21.9	10.9
Average Q2.4 - 2.11% (excludes dk's)	93.8	85.0	75.0	62.5	50.0	37.5	25.0	12.5
Volunteers								
Positive Answers	27	19	28	29	27	28	26	27
Negative Answers	9	12	2	1	3	2	2	2
Don't Know	3	7					2	1
Total including don't know	39	38	30	30	30	30	30	30
Total excluding don't know	36.0	31.0	30.0	30.0	30.0	30.0	28.0	29.0
% positive (total includes dk)	69.2	50.0	93.3	96.7	90.0	93.3	86.7	90.0
% positive (total excludes dk)	75.0	61.3	93.3	96.7	90.0	93.3	92.9	93.1
Average Q2.4 - 2.11% (includes dk's)	83.7	83.7	83.7	83.7	83.7	83.7	83.7	83.7
Average Q2.4 - 2.11% (excludes dk's)	87.0	87.0	87.0	87.0	87.0	87.0	87.0	87.0
Instructors and Volunteers								
Positive Answers	34	27	36	37	35	36	33	34
Negative Answers	12	14	2	1	3	2	2	2
Don't Know	3	7					3	2
Total including don't know	49	48	38	38	38	38	38	38
Total excluding don't know	46	41	38	38	38	38	35	36
% positive (total includes dk)	69.4	56.3	94.7	97.4	92.1	94.7	86.8	89.5
% positive (total excludes dk)	73.9	65.9	94.7	97.4	92.1	94.7	94.3	94.4
Average Q2.4 - 2.11% (includes dk's)	84.5	84.5	84.5	84.5	84.5	84.5	84.5	84.5
Average Q2.4 - 2.11% (excludes dk's)	87.6	87.6	87.6	87.6	87.6	87.6	87.6	87.6
Average % Negative	24.5	29.2	5.3	2.6	7.9	5.3	5.3	5.3

Figure C9: SES Volunteer Survey 2005 - Central Region

Graph C9: Q2.4 - 2.11 Importance - Positive Scores - Central Region
SES Volunteer Survey 2005

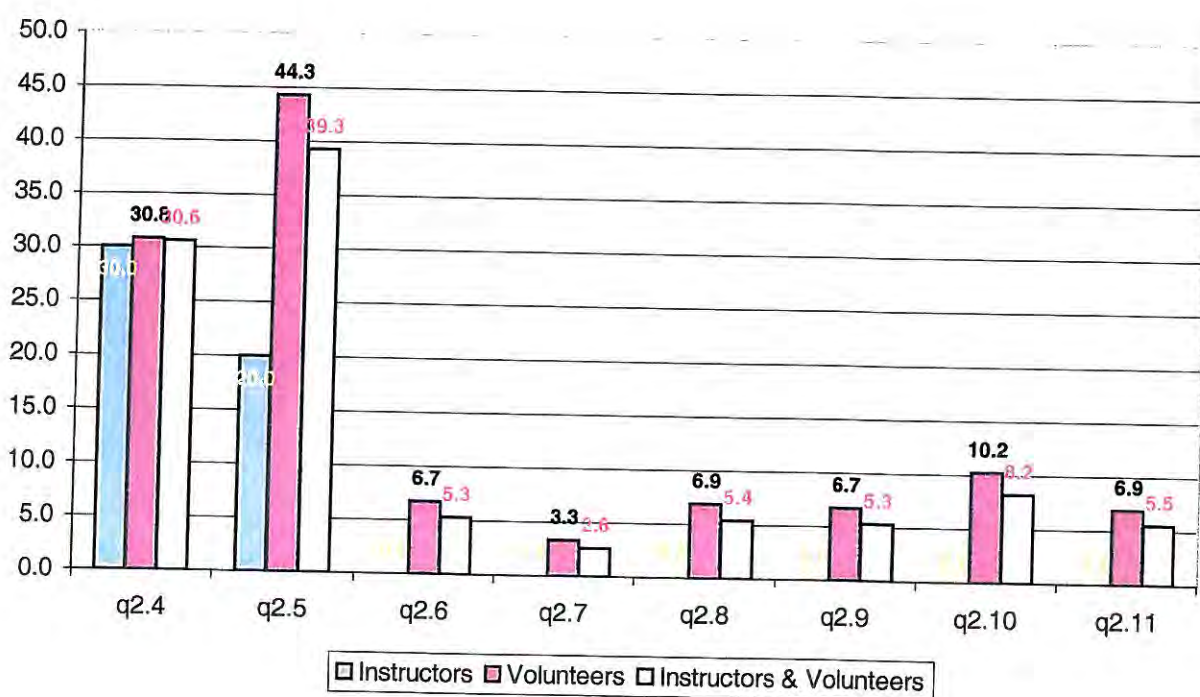


Section 2: Training (q2.4 to 2.11) Importance

	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Positive Answers	10	10	8	8	8	8	7	7
Negative Answers								
Don't Know							1	1
Total including don't know	10	10	8	8	8	8	8	8
Total excluding don't know	10	10	8	8	8	8	7	7
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0	100.0	87.5	87.5
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2
Average Q2.4 - 2.11% (excludes dk's)	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average % Negative								
Volunteers								
Positive Answers	35	33	32	32	31	32	31	31
Negative Answers					1		1	1
Don't Know		2						
Total including don't know	35	35	32	32	32	32	32	32
Total excluding don't know	35	33	32	32	32	32	32	32
% positive (total includes dk)	100.0	94.3	100.0	100.0	96.9	100.0	96.9	96.9
% positive (total excludes dk)	100.0	100.0	100.0	100.0	96.9	100.0	96.9	96.9
Average Q2.4 - 2.11% (includes dk's)	98.3	98.3	98.3	98.3	98.3	98.3	98.3	98.3
Average Q2.4 - 2.11% (excludes dk's)	99.1	99.1	99.1	99.1	99.1	99.1	99.1	99.1
Average % Negative								
Instructors and Volunteers								
Positive Answers	45	43	40	40	39	40	38	38
Negative Answers					1		1	1
Don't Know		2					1	1
Total including don't know	45	45	40	40	40	40	40	40
Total excluding don't know	45	43	40	40	40	40	39	39
% positive (total includes dk)	100.0	95.6	100.0	100.0	97.5	100.0	95.0	95.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	97.5	100.0	97.4	97.4
Average Q2.4 - 2.11% (includes dk's)	98.3	98.3	98.3	98.3	98.3	98.3	98.3	98.3
Average Q2.4 - 2.11% (excludes dk's)	99.3	99.3	99.3	99.3	99.3	99.3	99.3	99.3
Average % Negative								

Figure C10: SES Volunteer Survey 2005 - Central Region

Graph C10: Training Gap - Central Region
SES Volunteer Survey



	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Satisfaction Score	70.0	80.0	100.0	100.0	100.0	100.0	87.5	87.5
Importance Score	100.0	100.0	100.0	100.0	100.0	100.0	87.5	87.5
Gap	30.0	20.0	0.0	0.0	0.0	0.0	0.0	0.0
Volunteers								
Satisfaction Score	69.2	50.0	93.3	96.7	90.0	93.3	86.7	90.0
Importance Score	100.0	94.3	100.0	100.0	96.9	100.0	96.9	96.9
Gap	30.8	44.3	6.7	3.3	6.9	6.7	10.2	6.9
Instructors & Volunteers								
Satisfaction Score	69.4	56.3	94.7	97.4	92.1	94.7	86.8	89.5
Importance Score	100.0	95.6	100.0	100.0	97.5	100.0	95.0	95.0
Gap	30.6	39.3	5.3	2.6	5.4	5.3	8.2	5.5

Note: Gap = Importance score - Satisfaction Score

Figure C11: SES Volunteer Survey 2005 - Central Region

Graph C11: Positive Scores Questions 2.13 to 2.16 - Central Region
SES Volunteer Survey 2005

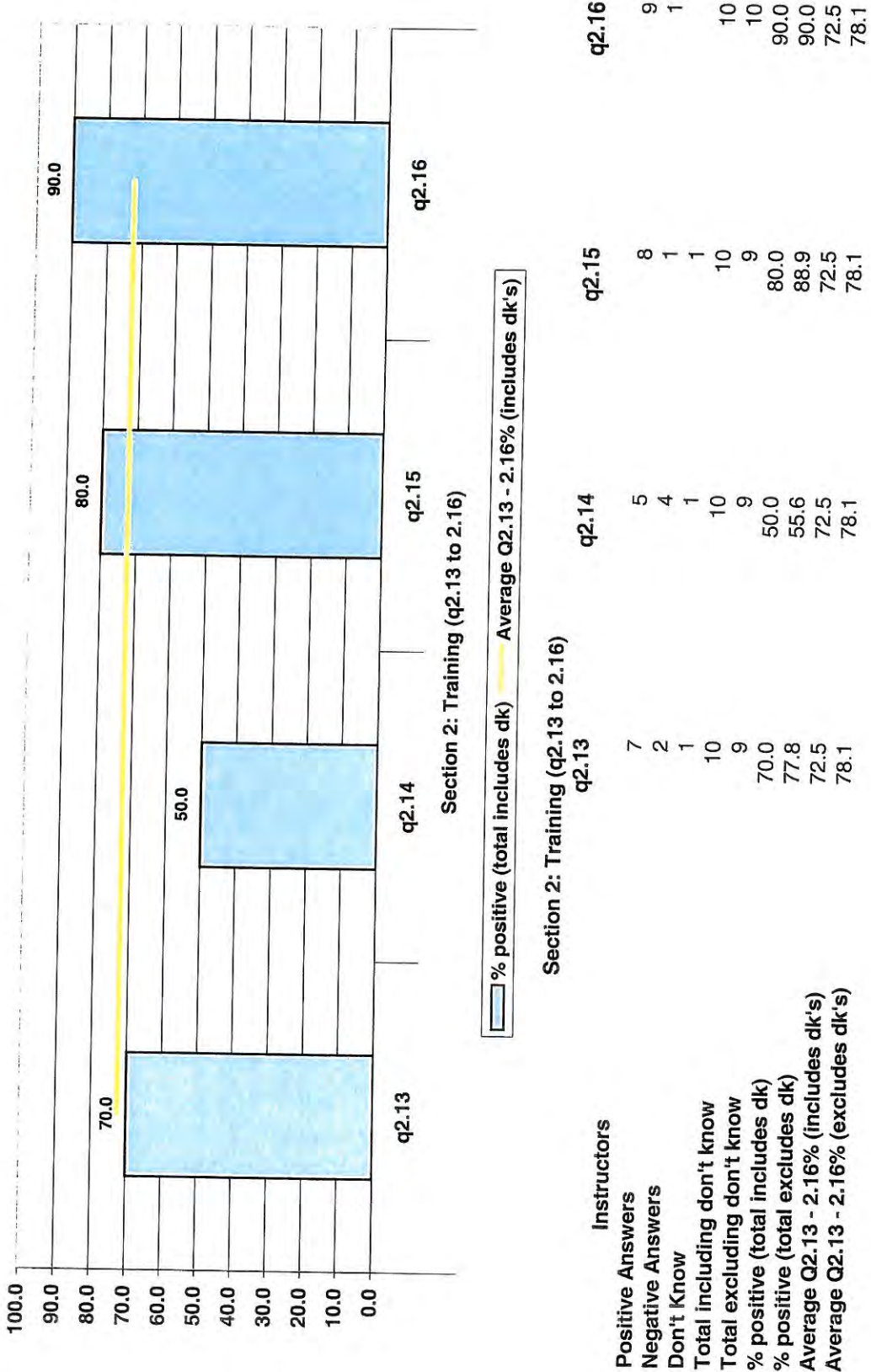


Figure C12: SES Volunteer Survey 2005 - Central Region

Graph C12: Positive Scores Questions 2.13 to 2.16 - Central Region
SES Volunteer Survey 2005

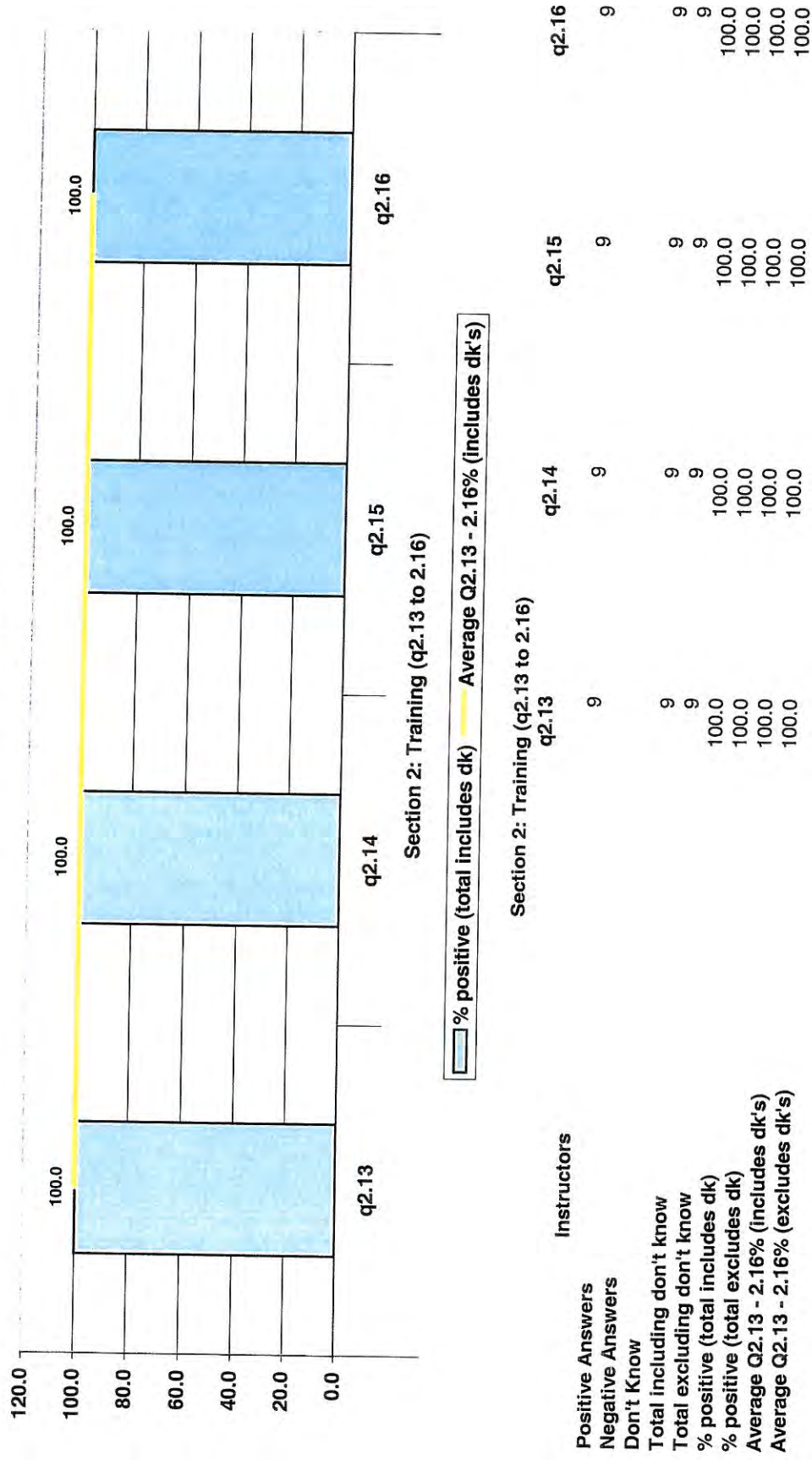
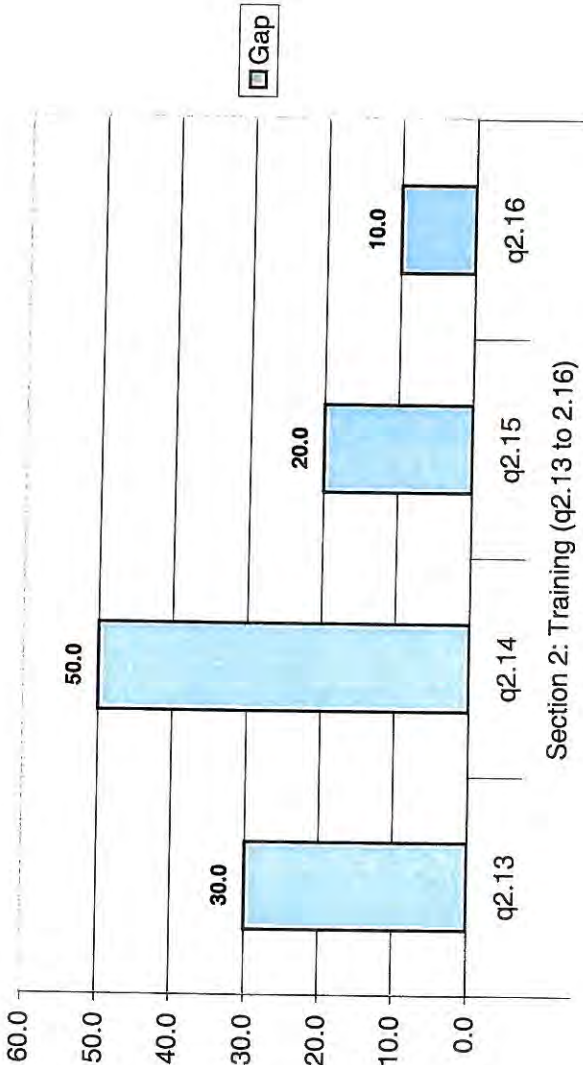


Figure C13: SES Volunteer Survey 2005 - Central Region

Graph C13: Training Support Q 2.13 to 2.16 - Gap
Analysis - Central Region

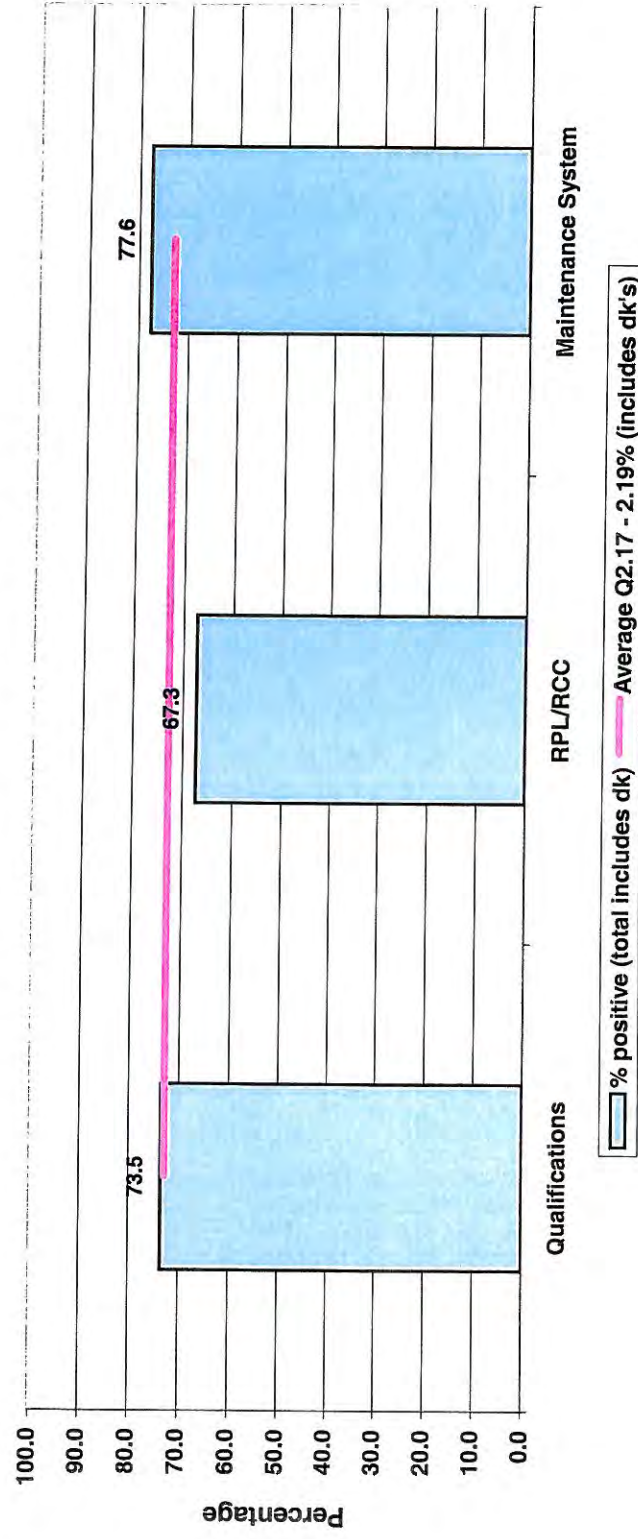


Section 2: Training (q2.13 to 2.16)				
Instructors	q2.13	q2.14	q2.15	q2.16
Satisfaction Score	70.0	50.0	80.0	90.0
Importance Score	100.0	100.0	100.0	100.0
Gap	30.0	50.0	20.0	10.0

Note: Gap = Importance score - Satisfaction Score

Figure C14: SES Volunteer Survey 2005 - Central Region

Graph C14: Positive Scores for Awareness Questions q.17 to 2.19
Central Region - SES Volunteer Survey 2005

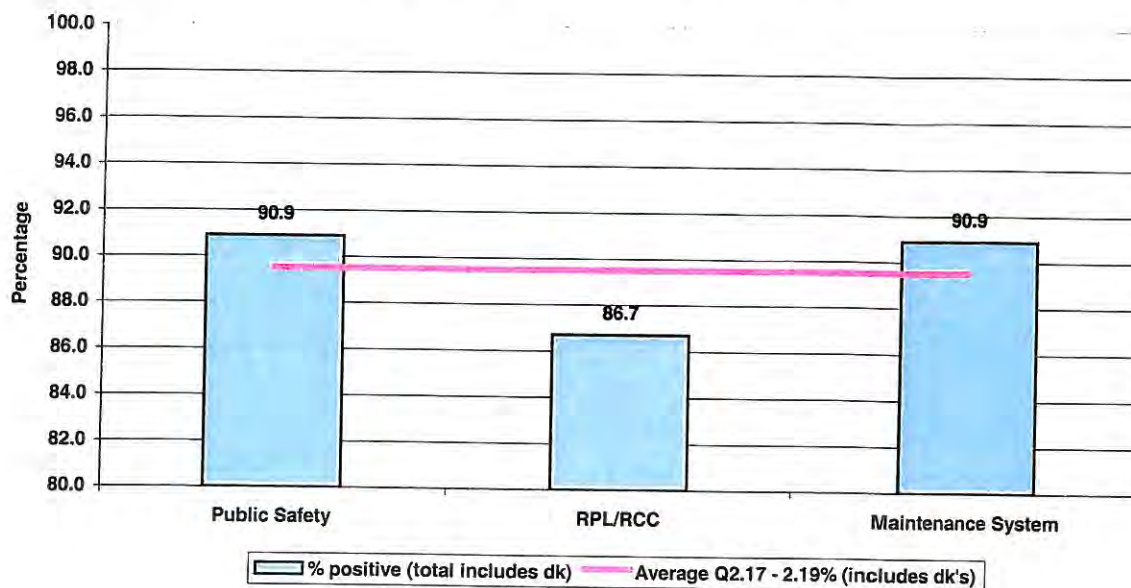


Section 2: Training (q2.17 to 2.19)

	Qualifications No.	RPL/RCC No.	Maintenance System No.
Instructors			
Positive Answers	9	9	10
Negative Answers			
Don't Know	1	1	
Total including don't know	10	10	10
Total excluding don't know	9	9	10

Figure C15: SES Volunteer Survey 2005 - Central Region

Graph C15: Positive Scores for Awareness Questions 2.17 to 2.19 Importance
Central Region - SES Volunteer Survey 2005

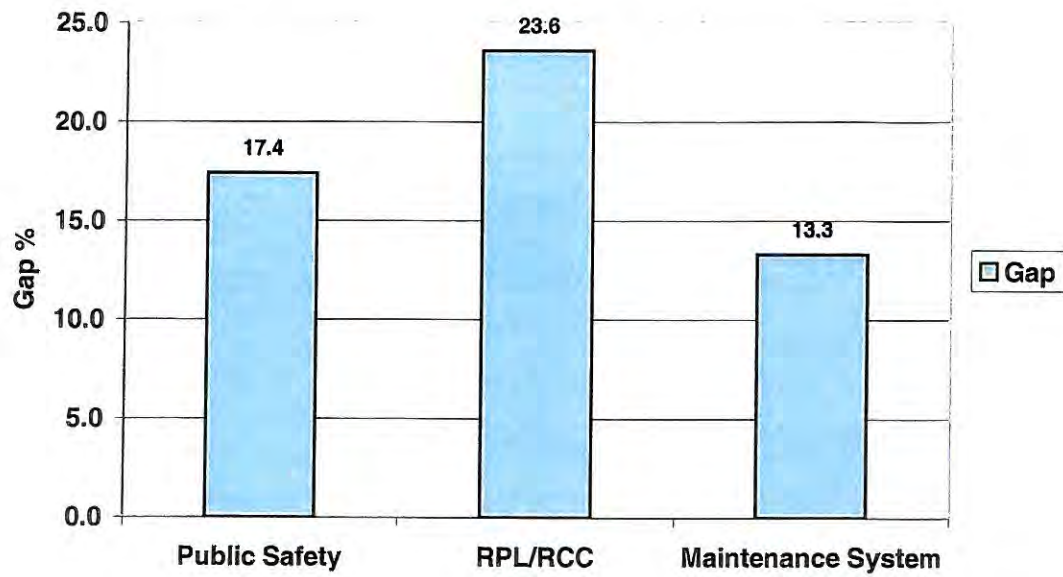


Section 2: Training (q2.17 to 2.19) Importance

	Public Safety No.	RPL/RCC No.	Maintenance System No.
Instructors			
Positive Answers	8	8	9
Negative Answers			
Don't Know	1	1	
Total including don't know	9	9	9
Total excluding don't know	8	8	9
% positive (total includes dk)	88.9	88.9	100.0
% positive (total excludes dk)	100.0	100.0	100.0
Average Q2.17 - 2.19% (includes dk's)	92.6	92.6	92.6
Average Q2.17 - 2.19% (excludes dk's)	100.0	100.0	100.0
Volunteers			
Positive Answers	32	31	31
Negative Answers	2	1	1
Don't Know	1	4	3
Total including don't know	35	36	35
Total excluding don't know	34	32	32
% positive (total includes dk)	91.4	86.1	88.6
% positive (total excludes dk)	94.1	96.9	96.9
Average Q2.17 - 2.19% (includes dk's)	88.7	88.7	88.7
Average Q2.17 - 2.19% (excludes dk's)	96.0	96.0	96.0
Instructors and Volunteers			
Positive Answers	40	39	40
Negative Answers	2	1	1
Don't Know	2	5	3
Total including don't know	44	45	44
Total excluding don't know	42	40	41
% positive (total includes dk)	90.9	86.7	90.9
% positive (total excludes dk)	95.2	97.5	97.6
Average Q2.17 - 2.19% (includes dk's)	89.5	89.5	89.5
Average Q2.17 - 2.19% (excludes dk's)	96.8	96.8	96.8

Figure C16: SES Volunteer Survey 2005 - Central Region

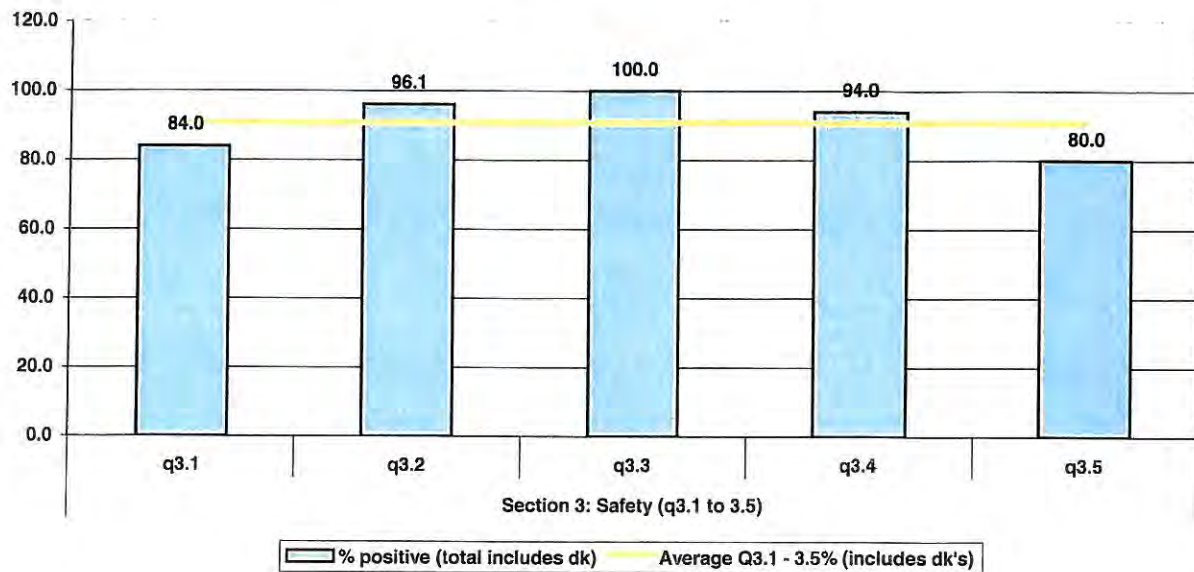
Graph C16: Section 2 Training (q2.17 to 2.19) Gap Analysis
Central Region - SES Volunteer Survey 2005



Section 2: Training (q2.17 to 2.19) Gap			
	Public Safety	RPL/RCC	Maintenance System
	%	%	%
Instructors			
Satisfaction Score	90	90	100
Importance Score	88.9	88.9	88.9
Gap	-1.1	-1.1	-11.1
Volunteers			
Satisfaction Score	69.2	61.5	71.8
Importance Score	91.4	91.4	91.4
Gap	22.2	29.9	19.6
Instructors & Volunteers			
Satisfaction Score	73.5	67.3	77.6
Importance Score	90.9	90.9	90.9
Gap	17.4	23.6	13.3

Figure C17: SES Volunteer Survey 2005 - Central Region

Graph C17: Positive Scores Questions 3.1 to 3.5 Safety
Central Region - SES Volunteer Survey 2005

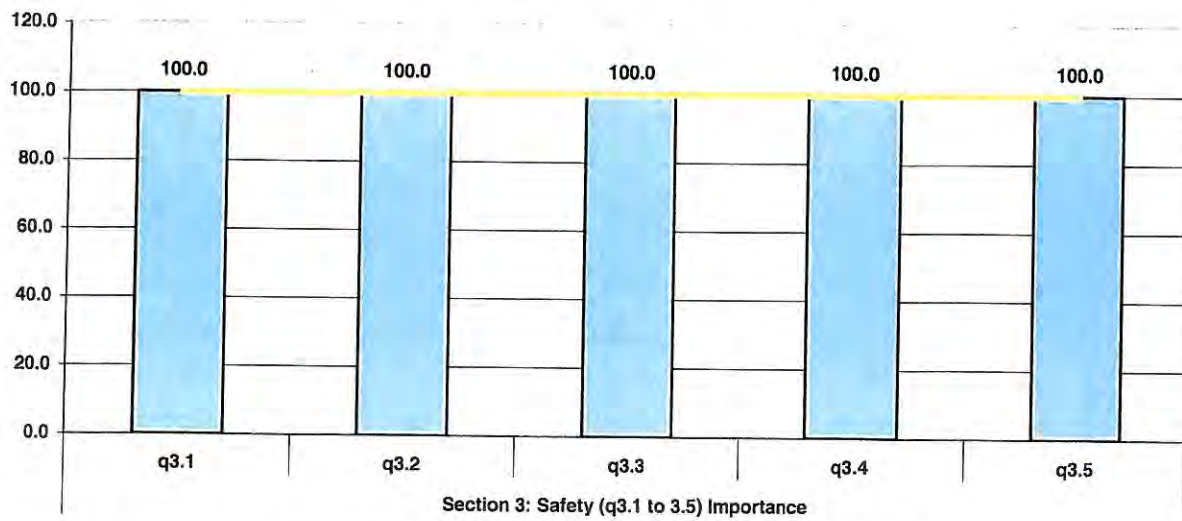


Section 3: Safety (q3.1 to 3.5)

	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Positive Answers	7	10	10	10	9
Negative Answers	1				
Don't Know	1				1
Total including don't know	9	10	10	10	10
Total excluding don't know	8	10	10	10	9
% positive (total includes dk)	77.8	100.0	100.0	100.0	90.0
% positive (total excludes dk)	87.5	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	93.6	93.6	93.6	93.6	93.6
Average Q3.1 - 3.5% (excludes dk's)	97.5	97.5	97.5	97.5	97.5
Volunteers					
Positive Answers	35	39	41	37	31
Negative Answers	4	2		2	4
Don't Know	2			1	5
Total including don't know	41	41	41	40	40
Total excluding don't know	39	41	41	39	35
% positive (total includes dk)	85.4	95.1	100.0	92.5	77.5
% positive (total excludes dk)	89.7	95.1	100.0	94.9	88.6
Average Q3.1 - 3.5% (includes dk's)	90.1	90.1	90.1	90.1	90.1
Average Q3.1 - 3.5% (excludes dk's)	93.7	93.7	93.7	93.7	93.7
Instructors and Volunteers					
Positive Answers	42	49	51	47	40
Negative Answers	5	2		2	4
Don't Know	3			1	6
Total including don't know	50	51	51	50	50
Total excluding don't know	47	51	51	49	44
% positive (total includes dk)	84.0	96.1	100.0	94.0	80.0
% positive (total excludes dk)	89.4	96.1	100.0	95.9	90.9
Average Q3.1 - 3.5% (includes dk's)	90.8	90.8	90.8	90.8	90.8
Average Q3.1 - 3.5% (excludes dk's)	94.5	94.5	94.5	94.5	94.5

Figure C18: SES Volunteer Survey 2005 - Central Region

Graph C18: Importance - Positive Scores Questions 3.1 to 3.5 Safety
Central Region - SES Volunteer Survey 2005



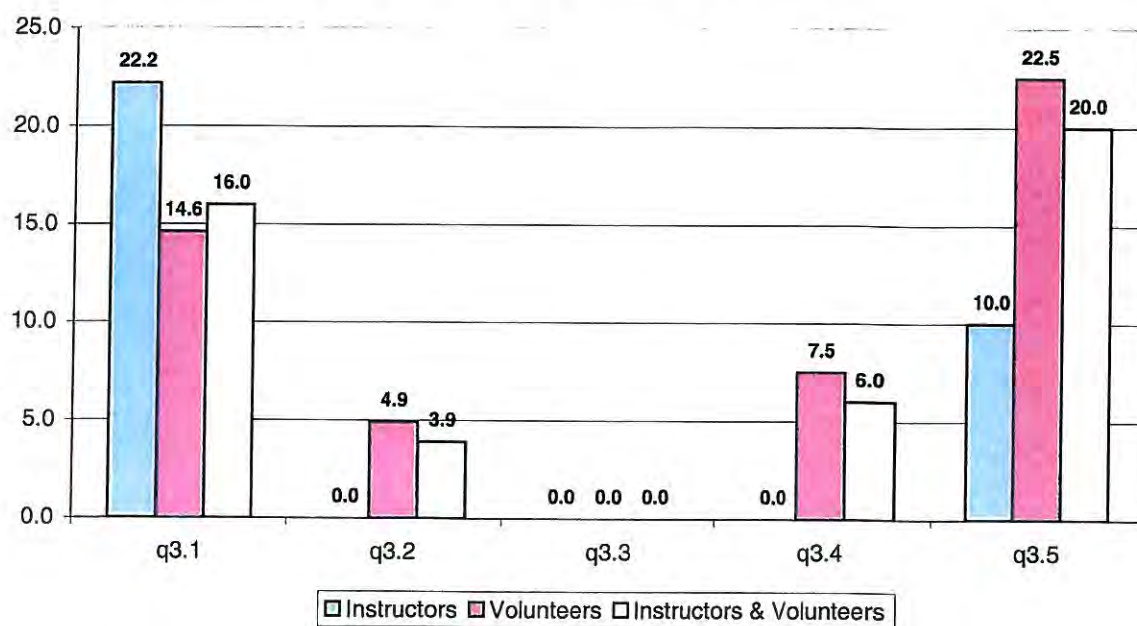
☐ % positive (total includes dk)
 ☐ Average Q3.1 - 3.5% (includes dk's)

Section 3: Safety (q3.1 to 3.5) Importance

	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Positive Answers	9	10	10	10	10
Negative Answers					
Don't Know					
Total including don't know	9	10	10	10	10
Total excluding don't know	9	10	10	10	10
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0
Volunteers					
Positive Answers	37	37	37	36	37
Negative Answers					
Don't Know					
Total including don't know	37	37	37	36	37
Total excluding don't know	37	37	37	36	37
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0
Instructors and Volunteers					
Positive Answers	46	47	47	46	47
Negative Answers					
Don't Know					
Total including don't know	46	47	47	46	47
Total excluding don't know	46	47	47	46	47
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0

Figure C19: SES Volunteer Survey 2005 - Central Region

Graph C19: Safety Q3.1 to Q3.5 - Gap Analysis
Central Region - SES Volunteer Survey 2005



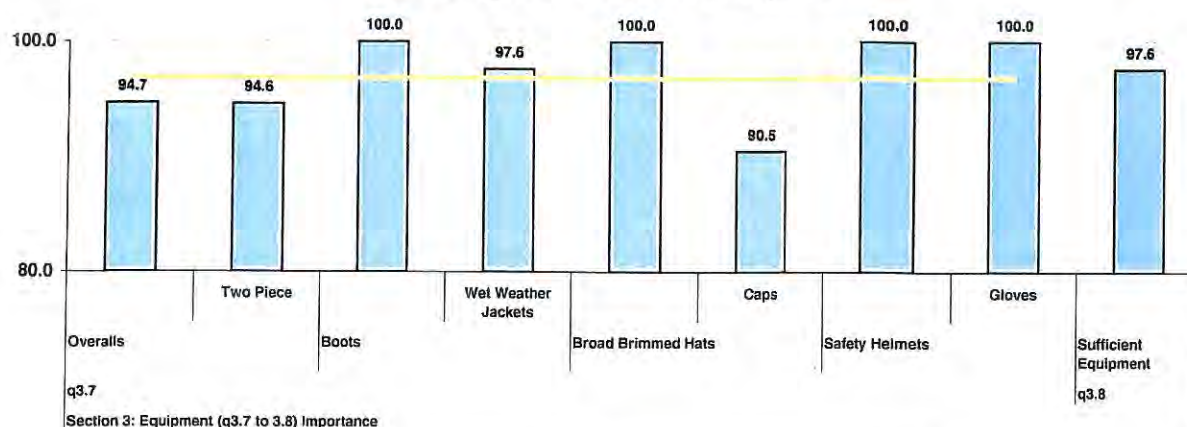
	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Satisfaction Score	77.8	100.0	100.0	100.0	90.0
Importance Score	100.0	100.0	100.0	100.0	100.0
Gap	22.2	0.0	0.0	0.0	10.0
Volunteers					
Satisfaction Score	85.4	95.1	100.0	92.5	77.5
Importance Score	100.0	100.0	100.0	100.0	100.0
Gap	14.6	4.9	0.0	7.5	22.5
Instructors & Volunteers					
Satisfaction Score	84.0	96.1	100.0	94.0	80.0
Importance Score	100.0	100.0	100.0	100.0	100.0
Gap	16.0	3.9	0.0	6.0	20.0

Graph C20: Positive Scores Questions 3.7 to 3.8 Equipment
Central Region - SES Volunteer Survey 2005

[illegible]

Figure C21: SES Volunteer Survey 2005 - Central Region

Graph C21: Importance - Positive Scores Questions 3.7 to 3.8 Equipment
Central Region - SES Volunteer Survey 2005



☐ % positive (total includes dk) Average Q3.7% (includes dk's)

Section 3: Equipment (q3.7 to 3.8) Importance

g3.7

038

Overalls

Sufficient Equipment

Instructors

Positive Answers

Negative Answers

Don't Know

Total including don't know

Total excluding don't know

% positive (total includes dk)

% positive (total excludes dk)

Average Q3.7% (includes dk's)

Average Q3.7% (excludes dk's)

Volunteers

Positive Answers

Positive Answers
Negative Answers

Don't Know

Total including don't know

Total excluding don't know

% positive (total includes dk)

% positive (total excludes dk)

Average Q3.7% (includes dk's)

Average Q3.7% (excludes dk's)

Average Q3.7% (excludes bk's)

Instructors and Volunteers

Positive Answers

Positive Answers
Negative Answers

Negative Attitudes Don't Know

Total including don't know

Total excluding don't know

% positive (total includes dk)

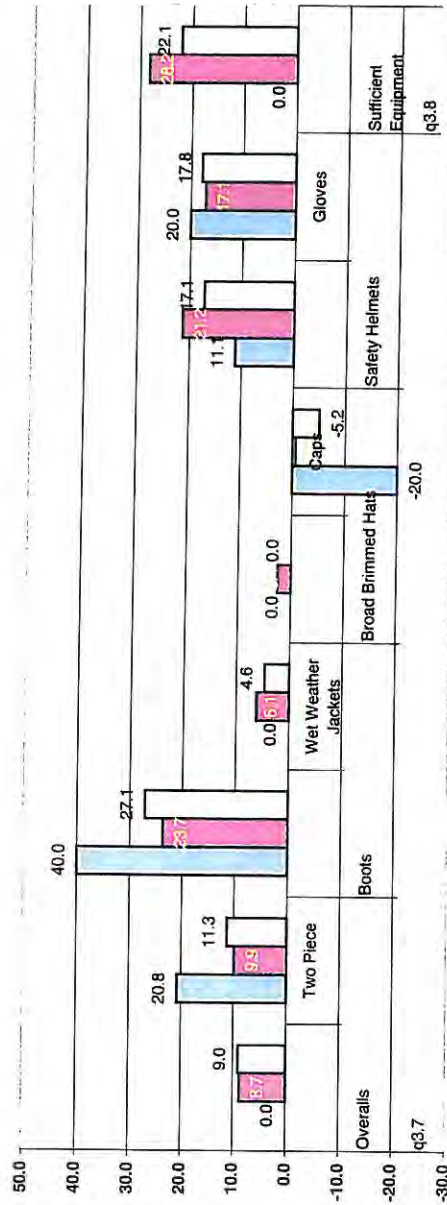
% positive (total excludes dk)

Average Q3.7% (includes dk's)

Average Q3.7% (excludes dk's)

Figure C22: SES Volunteer Survey 2005 - Central Region

Graph C22: Equipment Gap - Central Region
SES Volunteer Survey

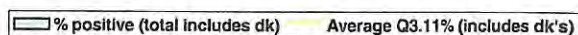


□ Instructors □ Volunteers □ Instructors & Volunteers

		q3.7		Boots		Broad Brimmed Hats		Safety Helmets		Gloves		q3.8	
		Overall		Two Piece		Wet Weather Jackets		Caps		Gloves		Sufficient Equipment	
Instructors	Satisfaction Score	90.0	66.7	60.0	90.0	100.0	100.0	100.0	88.9	80.0	80.0	90.0	90.0
	Importance Score	90.0	87.5	100.0	90.0	100.0	80.0	100.0	100.0	100.0	100.0	90.0	90.0
	Gap	0.0	20.8	40.0	0.0	0.0	-20.0	0.0	11.1	20.0	20.0	0.0	0.0
Volunteers	Satisfaction Score	84.4	86.7	76.3	93.9	94.7	94.4	78.8	82.9	71.8	71.8	71.8	71.8
	Importance Score	93.1	96.6	100.0	100.0	97.1	93.8	100.0	100.0	100.0	100.0	100.0	100.0
	Gap	8.7	9.9	23.7	6.1	2.4	-0.6	21.2	17.1	28.2	28.2	28.2	28.2
Instructors & Volunteers	Satisfaction Score	85.7	83.3	72.9	93.0	100.0	95.7	82.9	82.2	75.5	75.5	75.5	75.5
	Importance Score	94.7	94.6	100.0	97.6	100.0	90.5	100.0	100.0	100.0	100.0	97.6	97.6
	Gap	9.0	11.3	27.1	4.6	0.0	-5.2	17.1	17.8	24.3	24.3	22.1	22.1

Note: Gap = Importance % Score - Satisfaction % Score

Graph C23: Positive Scores Questions 3.11 Appreciation & Recognition
Central Region - SES Volunteer Survey 2005

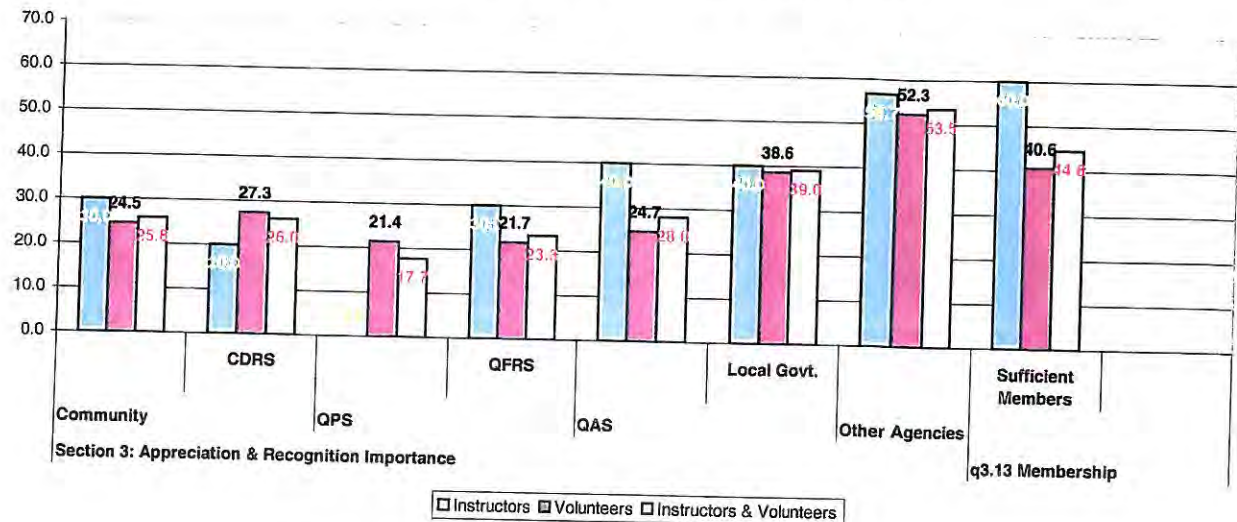
[illegible]

Graph C24: Importance - Positive Scores Questions 3.11 & 3.13 Appreciation & Recognition, Membership
Central Region - SES Volunteer Survey 2005

[illegible]

Figure C25: SES Volunteer Survey 2005 - Central Region

Graph C25: Appreciation Q3.11 - Gap Analysis
Central Region - SES Volunteer Survey 2005



Section 3: Appreciation & Recognition Importance

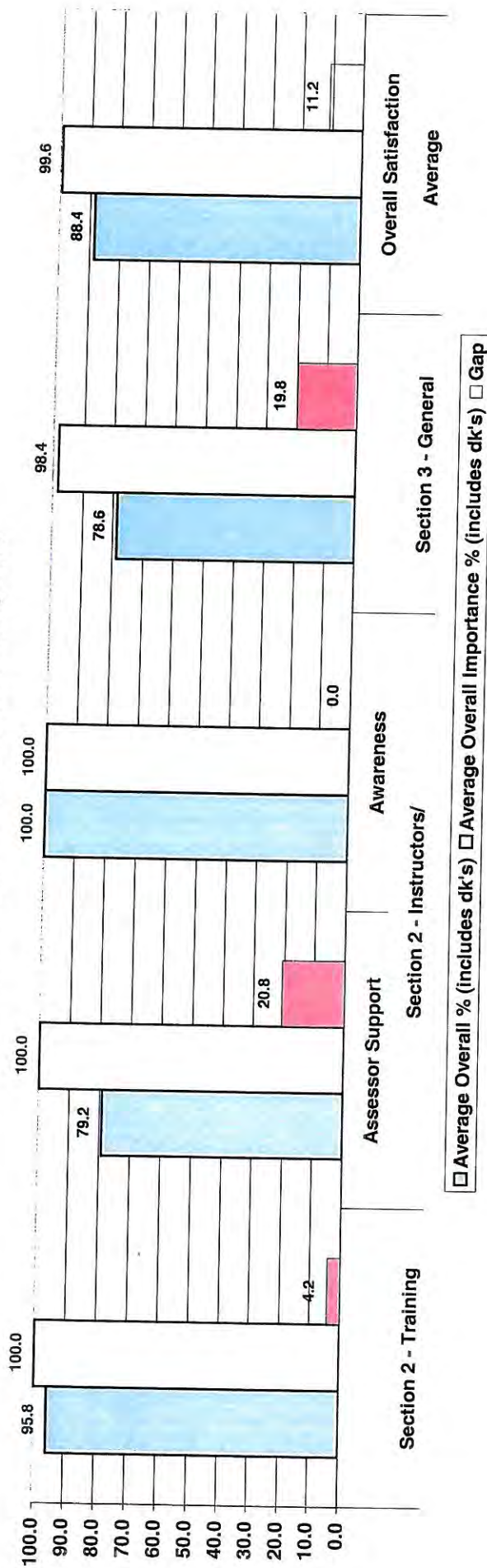
q3.13 Membership

	Community	CDRS	QPS	QFRS	QAS	Local Govt.	Other Agencies	Sufficient Members
Instructors								
Satisfaction Score	70.0	80.0	100.0	60.0	60.0	60.0	33.3	40.0
Importance Score	100.0	100.0	100.0	90.0	100.0	100.0	90.0	100.0
Gap	30.0	20.0	0.0	30.0	40.0	40.0	56.7	60.0
Volunteers								
Satisfaction Score	64.1	64.1	73.2	70.0	66.7	52.6	23.5	56.4
Importance Score	88.6	91.4	94.6	91.7	91.4	91.2	75.8	97.0
Gap	24.5	27.3	21.4	21.7	24.7	38.6	52.3	40.6
Instructors & Volunteers								
Satisfaction Score	65.3	67.3	78.0	68.0	65.3	54.2	25.6	53.1
Importance Score	91.1	93.3	95.7	91.3	93.3	93.2	79.1	97.7
Gap	25.8	26.0	17.7	23.3	28.0	39.0	53.5	44.6

SES Volunteer 2005 Survey Northern Region

Figure N1: SES Volunteer Survey 2005 - Northern Region

Graph N1: Mean Positive % Scores - Section and Overall
Northern Region - SES Volunteer Survey 2005



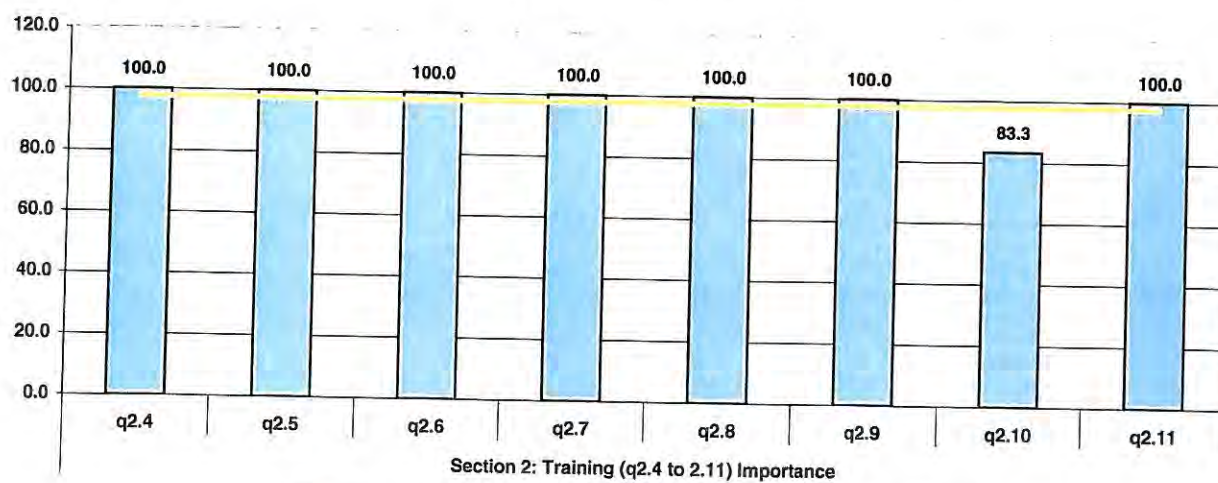
Northern	Section 2 - Training		Section 2 - Instructors/ Assessor Support		Section 3 - General		Average Overall Satisfaction	
	Instructors	Assessors	Instructors	Assessors	Instructors	Assessors	Instructors	Assessors
Average Overall % (includes dk's)	95.8	95.8	79.2	95.0	100.0	78.6	88.4	99.6
Average Overall % (excludes dk's)	100.0	100.0	100.0	100.0	100.0	78.6	92.4	99.6
Average Overall Importance % (includes dk's)	100.0	100.0	100.0	100.0	100.0	98.4	99.6	100.0
Average Overall Importance % (excludes dk's)	4.2	20.8	0.0	0.0	0.0	19.8	11.2	11.2

**Graph N8: Q2.4 - 2.11 - Positive Scores - Northern Region
SES Volunteer Survey 2005**

[illegible]

Figure N9: SES Volunteer Survey 2005 - Northern Region

Graph N9: Q2.4 - 2.11 Importance - Positive Scores - Northern Region
SES Volunteer Survey 2005



Section 2: Training (q2.4 to 2.11) Importance

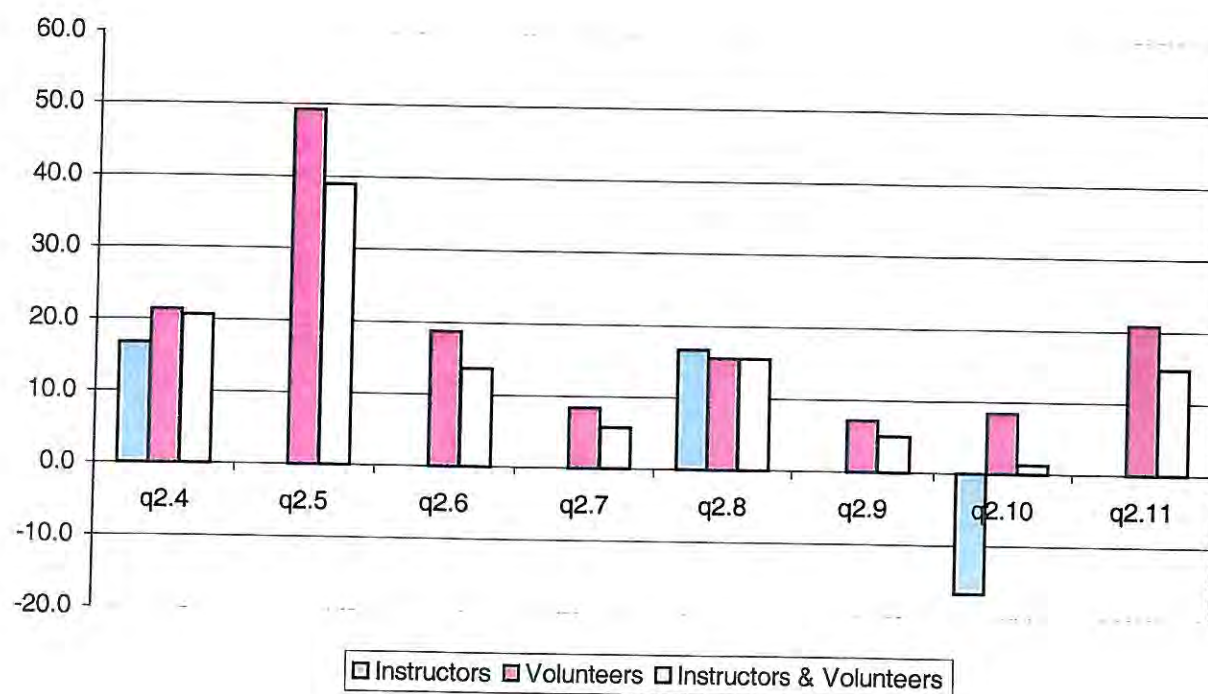
☐ % positive (total includes dk)
 ☐ Average Q2.4 - 2.11% (includes dk's)

Section 2: Training (q2.4 to 2.11) Importance

	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Positive Answers	6	6	6	6	5	6	5	6
Negative Answers								
Don't Know							1	
Total including don't know	6	6	6	6	5	6	6	6
Total excluding don't know	6	6	6	6	5	6	5	6
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0	100.0	83.3	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	97.6	97.6	97.6	97.6	97.6	97.6	97.6	97.6
Average Q2.4 - 2.11% (excludes dk's)	100	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average % Negative								
Volunteers								
Positive Answers	17	18	17	16	16	17	16	16
Negative Answers	1			1	1			
Don't Know	1	1					1	1
Total including don't know	19	19	17	17	17	17	17	17
Total excluding don't know	18	18	17	17	17	17	16	16
% positive (total includes dk)	89.5	94.7	100.0	94.1	94.1	100.0	94.1	94.1
% positive (total excludes dk)	94.4	100.0	100.0	94.1	94.1	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	95.2	95.2	95.2	95.2	95.2	95.2	95.2	95.2
Average Q2.4 - 2.11% (excludes dk's)	97.5	97.5	97.5	97.5	97.5	97.5	97.5	97.5
Average % Negative								
Instructors and Volunteers								
Positive Answers	23	24	23	22	21	23	21	22
Negative Answers	1			1	1			
Don't Know	1	1					2	1
Total including don't know	25	25	23	23	22	23	23	23
Total excluding don't know	24	24	23	23	22	23	21	22
% positive (total includes dk)	92.0	96.0	100.0	95.7	95.5	100.0	91.3	95.7
% positive (total excludes dk)	95.8	100.0	100.0	95.7	95.5	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	95.8	95.8	95.8	95.8	95.8	95.8	95.8	95.8
Average Q2.4 - 2.11% (excludes dk's)	98.1	98.1	98.1	98.1	98.1	98.1	98.1	98.1
Average % Negative								

Figure N10: SES Volunteer Survey 2005 - Northern Region

Graph N10: Training Gap - Northern Region
SES Volunteer Survey

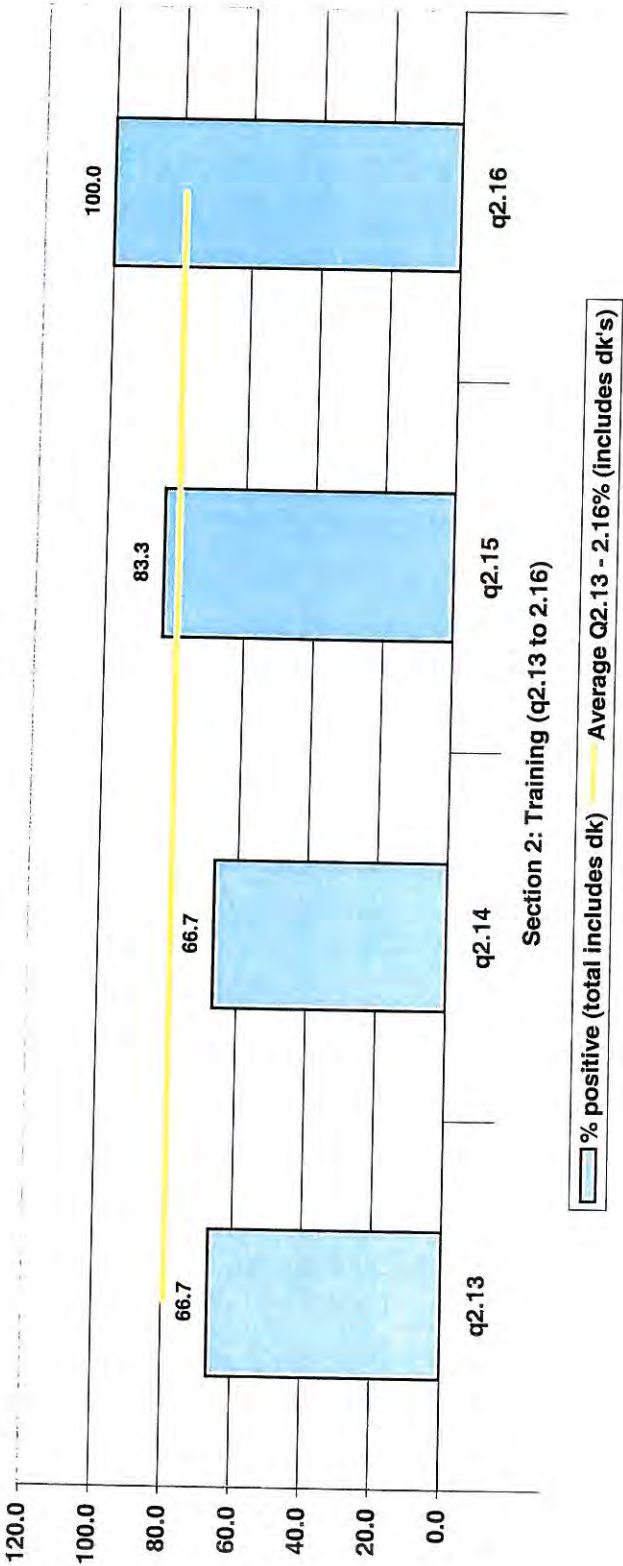


	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Satisfaction Score	83.3	100.0	100.0	100.0	83.3	100.0	100.0	100.0
Importance Score	100.0	100.0	100.0	100.0	100.0	100.0	83.3	100.0
Gap	16.7	0.0	0.0	0.0	16.7	0.0	-16.7	0.0
Volunteers								
Satisfaction Score	68.2	45.5	81.3	85.7	78.6	92.9	85.7	73.3
Importance Score	89.5	94.7	100.0	94.1	94.1	100.0	94.1	94.1
Gap	21.3	49.2	18.7	8.4	15.5	7.1	8.4	20.8
Instructors & Volunteers								
Satisfaction Score	71.4	57.1	86.4	90.0	80.0	95.0	90.0	81.0
Importance Score	92.0	96.0	100.0	95.7	95.5	100.0	91.3	95.7
Gap	20.6	38.9	13.6	5.7	15.5	5.0	1.3	14.7

Note: Gap = Importance score - Satisfaction Score

Figure N11: SES Volunteer Survey 2005 - Northern Region

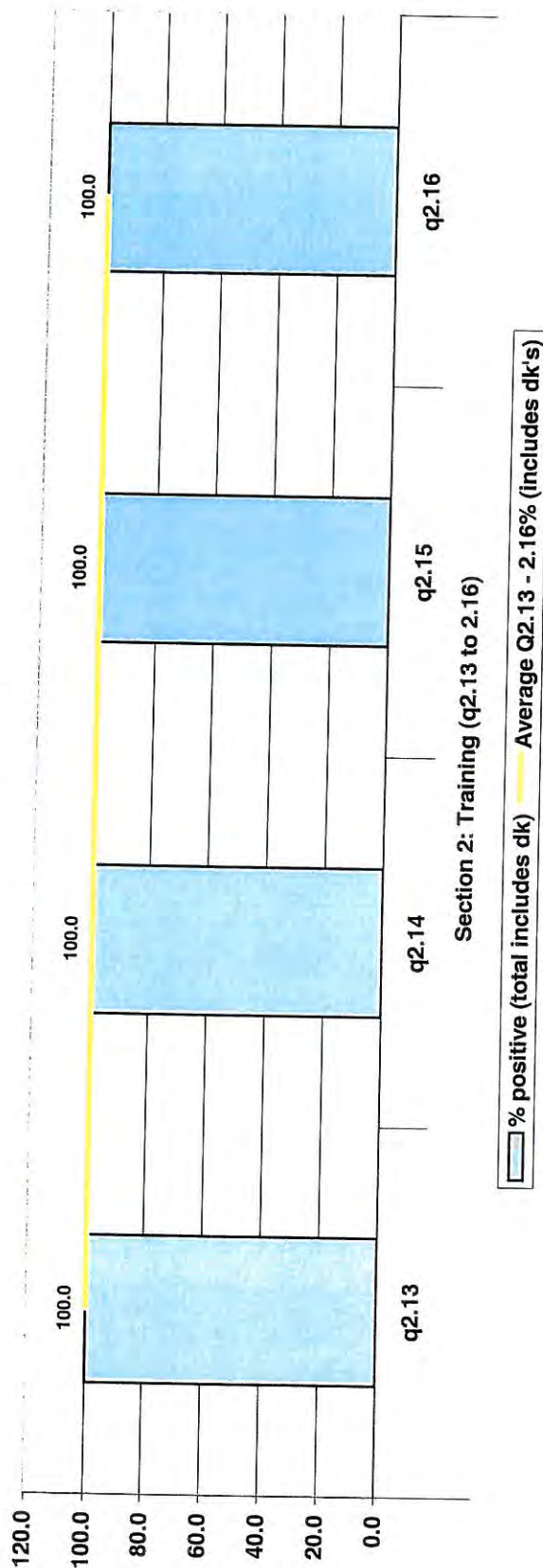
Graph N11: Positive Scores Questions 2.13 to 2.16 - Northern Region
SES Volunteer Survey 2005



Instructors		q2.13	q2.14	q2.15	q2.16
Positive Answers		4	4	5	6
Negative Answers		1			
Don't Know		1		1	
Total including don't know		6	2	6	6
Total excluding don't know		5	4	5	6
% positive (total includes dk)		66.7	66.7	83.3	100.0
% positive (total excludes dk)		80.0	100.0	100.0	100.0
Average Q2.13 - 2.16% (includes dk's)		79.2	79.2	79.2	79.2
Average Q2.13 - 2.16% (excludes dk's)		95.0	95.0	95.0	95.0

Figure N12: SES Volunteer Survey 2005 - Northern Region

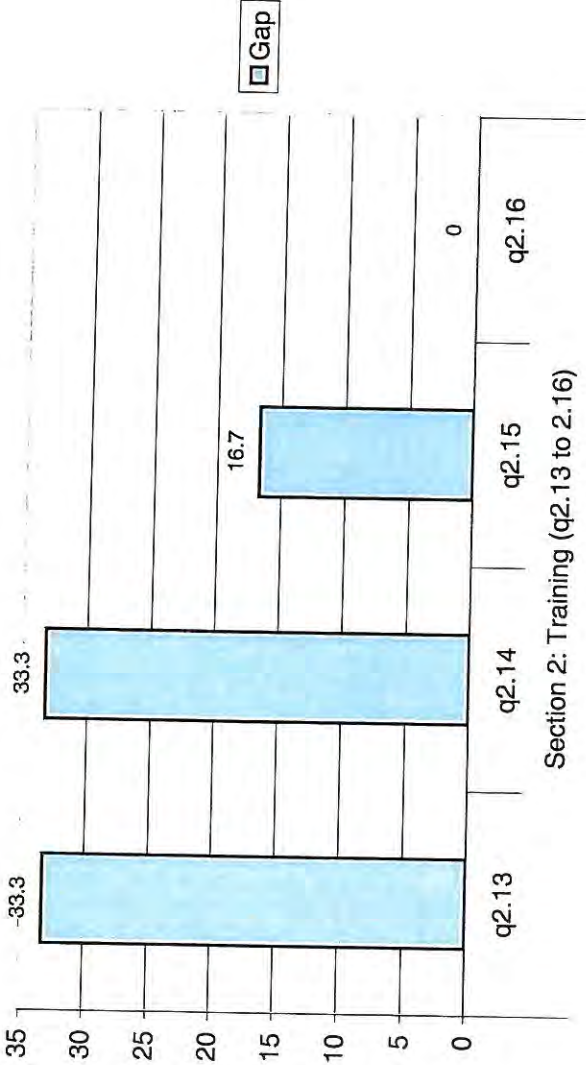
Graph N12: Positive Scores Questions 2.13 to 2.16 - Northern Region
SES Volunteer Survey 2005



Instructors		q2.13	q2.14	q2.15	q2.16
Positive Answers		6	6	6	6
Negative Answers					
Don't Know					
Total including don't know		6	6	6	6
Total excluding don't know		6	6	6	6
% positive (total includes dk)		100.0	100.0	100.0	100.0
% positive (total excludes dk)		100.0	100.0	100.0	100.0
Average Q2.13 - 2.16% (includes dk's)		100.0	100.0	100.0	100.0
Average Q2.13 - 2.16% (excludes dk's)		100.0	100.0	100.0	100.0

Figure N13: SES Volunteer Survey 2005 - Northern Region

Graph N13: Training Support Q 2.13 to 2.16 - Gap
Analysis - Northern Region

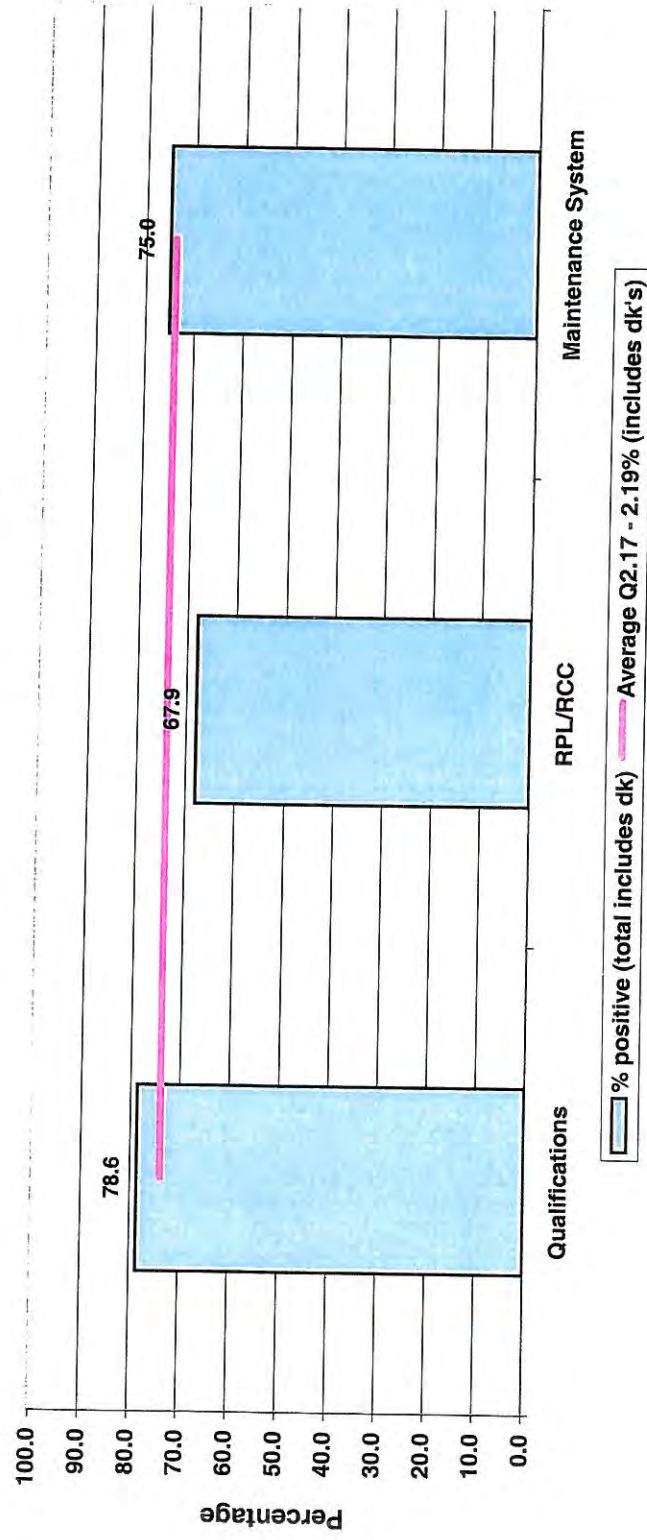


Section 2: Training (q2.13 to 2.16)				
Instructors	q2.13	q2.14	q2.15	q2.16
Satisfaction Score	66.7	66.7	83.3	100.0
Importance Score	100.0	100.0	100.0	100.0
Gap	33.3	33.3	16.7	0

Note: Gap = Importance score - Satisfaction Score

Figure N14: SES Volunteer Survey 2005 - Northern Region

Graph N14: Positive Scores for Awareness Questions q.17 to 2.19
Northern Region - SES Volunteer Survey 2005

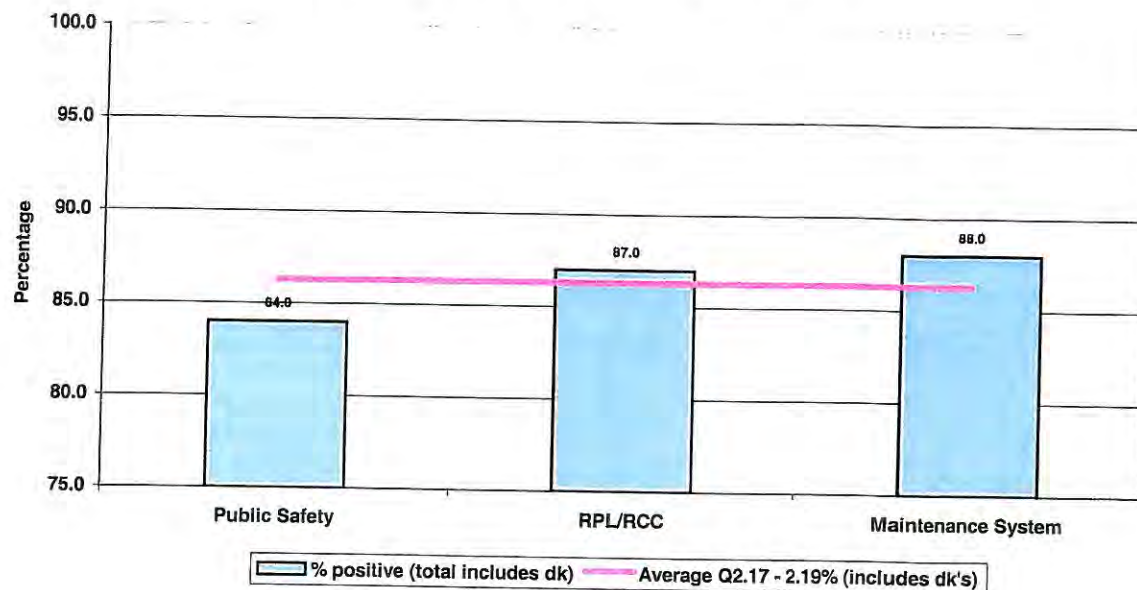


Section 2: Training (q2.17 to 2.19)

Instructors	Qualifications No.	RPL/RCC No.	Maintenance System No.
Positive Answers	6	6	6
Negative Answers			
Don't Know			
Total including don't know	6	6	6
Total excluding don't know	6	6	6

Figure N15: SES Volunteer Survey 2005 - Northern Region

Graph N15: Positive Scores for Awareness Questions 2.17 to 2.19 Importance
Northern Region - SES Volunteer Survey 2005

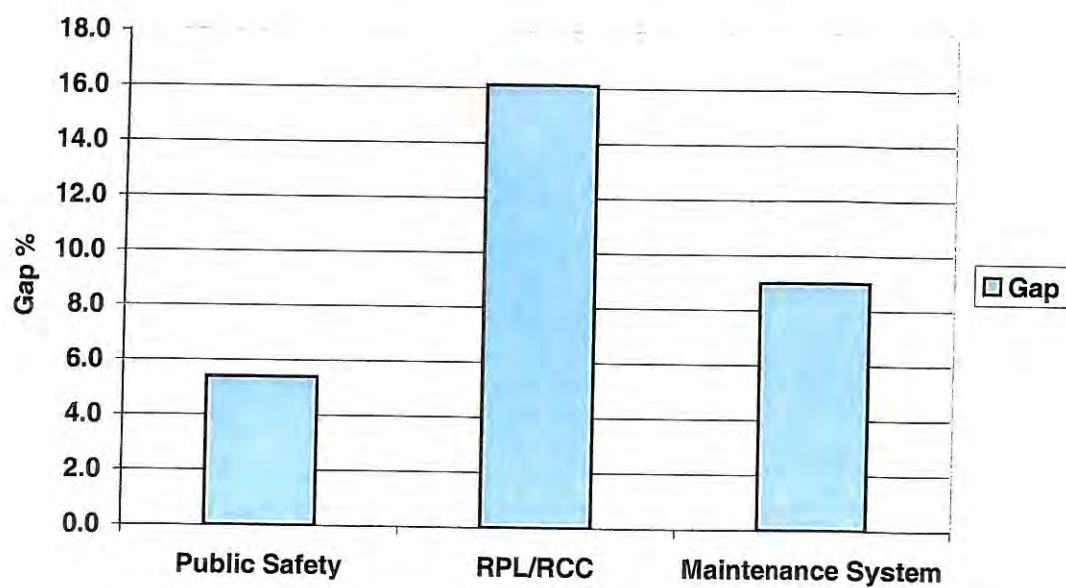


Section 2: Training (q2.17 to 2.19) Importance

	Public Safety No.	RPL/RCC No.	Maintenance System No.
Instructors			
Positive Answers	6	6	6
Negative Answers			
Don't Know			
Total including don't know	6	6	6
Total excluding don't know	6	6	6
% positive (total includes dk)	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0
Average Q2.17 - 2.19% (includes dk's)	100.0	100.0	100.0
Average Q2.17 - 2.19% (excludes dk's)	100.0	100.0	100.0
Volunteers			
Positive Answers	15	14	16
Negative Answers	2	2	2
Don't Know	2	1	1
Total including don't know	19	17	19
Total excluding don't know	17	16	18
% positive (total includes dk)	78.9	82.4	84.2
% positive (total excludes dk)	88.2	87.5	88.9
Average Q2.17 - 2.19% (includes dk's)	81.8	81.8	81.8
Average Q2.17 - 2.19% (excludes dk's)	88.2	88.2	88.2
Instructors and Volunteers			
Positive Answers	21	20	22
Negative Answers	2	2	2
Don't Know	2	1	1
Total including don't know	25	23	25
Total excluding don't know	23	22	24
% positive (total includes dk)	84.0	87.0	88.0
% positive (total excludes dk)	91.3	90.9	91.7
Average Q2.17 - 2.19% (includes dk's)	86.3	86.3	86.3
Average Q2.17 - 2.19% (excludes dk's)	91.3	91.3	91.3

Figure N16: SES Volunteer Survey 2005 - Northern Region

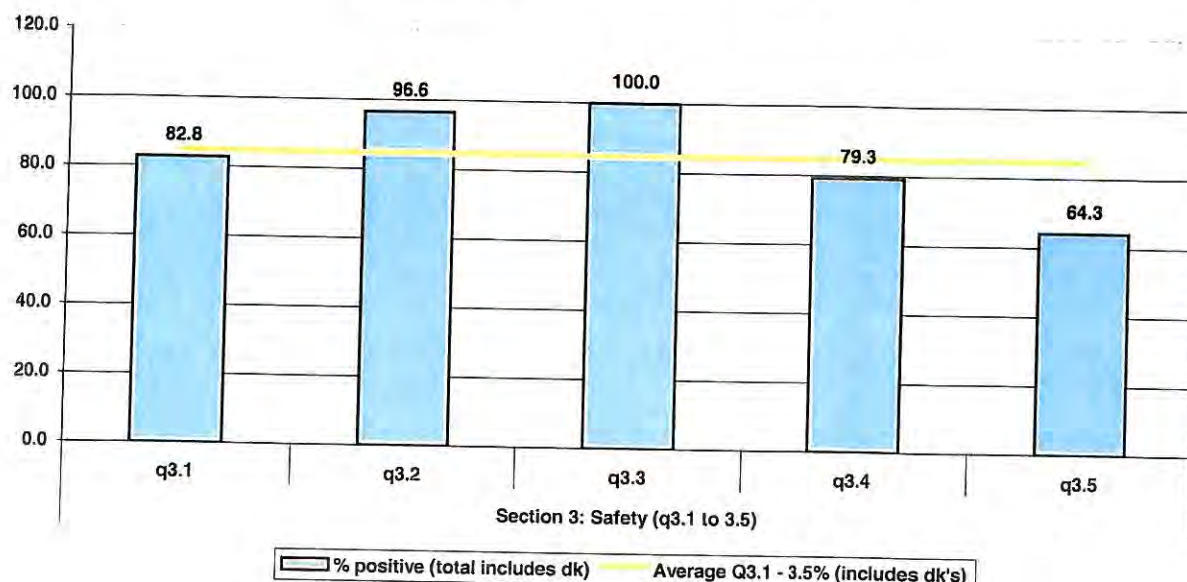
Graph N16: Section 2 Training (q2.17 to 2.19) Gap Analysis
Northern Region - SES Volunteer Survey 2005



Section 2: Training (q2.17 to 2.19) Gap			
	Public Safety	RPL/RCC	Maintenance System
	%	%	%
Instructors			
Satisfaction Score	100.0	100.0	100.0
Importance Score	100.0	100.0	100.0
Gap	0	0	0
Volunteers			
Satisfaction Score	72.7	59.1	68.2
Importance Score	78.9	78.9	78.9
Gap	6.2	19.8	10.7
Instructors & Volunteers			
Satisfaction Score	78.6	67.9	75
Importance Score	84	84	84
Gap	5.4	16.1	9.0

Figure N17: SES Volunteer Survey 2005 - Northern Region

Graph N17: Positive Scores Questions 3.1 to 3.5 Safety
Northern Region - SES Volunteer Survey 2005

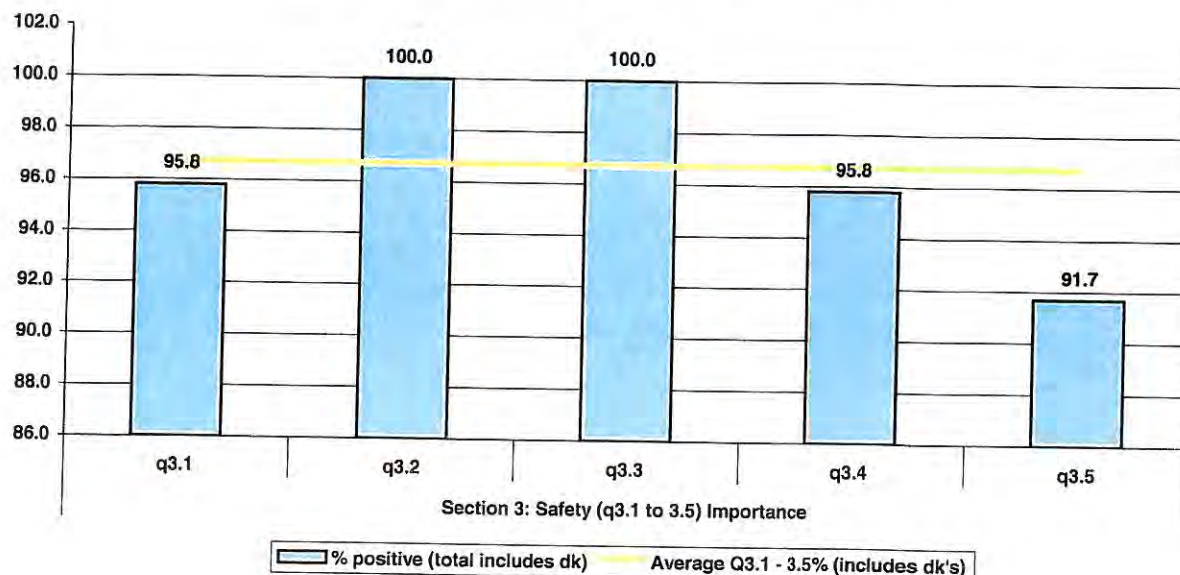


Section 3: Safety (q3.1 to 3.5)

	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Positive Answers	6	6	6	6	6
Negative Answers					
Don't Know					
Total including don't know	6	6	6	6	6
Total excluding don't know	6	6	6	6	6
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0
Volunteers					
Positive Answers	18	22	23	17	12
Negative Answers	4	1		4	5
Don't Know	1			2	5
Total including don't know	23	23	23	23	22
Total excluding don't know	22	23	23	21	17
% positive (total includes dk)	78.3	95.7	100.0	73.9	54.5
% positive (total excludes dk)	81.8	95.7	100.0	81.0	70.6
Average Q3.1 - 3.5% (includes dk's)	80.5	80.5	80.5	80.5	80.5
Average Q3.1 - 3.5% (excludes dk's)	85.8	85.8	85.8	85.8	85.8
Instructors and Volunteers					
Positive Answers	24	28	29	23	18
Negative Answers	4	1	0	4	5
Don't Know	1	0	0	2	5
Total including don't know	29	29	29	29	28
Total excluding don't know	28	29	29	27	23
% positive (total includes dk)	82.8	96.6	100.0	79.3	64.3
% positive (total excludes dk)	85.7	96.6	100.0	85.2	78.3
Average Q3.1 - 3.5% (includes dk's)	84.6	84.6	84.6	84.6	84.6
Average Q3.1 - 3.5% (excludes dk's)	89.2	89.2	89.2	89.2	89.2

Figure N18: SES Volunteer Survey 2005 - Northern Region

Graph N18: Importance - Positive Scores Questions 3.1 to 3.5 Safety
Northern Region - SES Volunteer Survey 2005

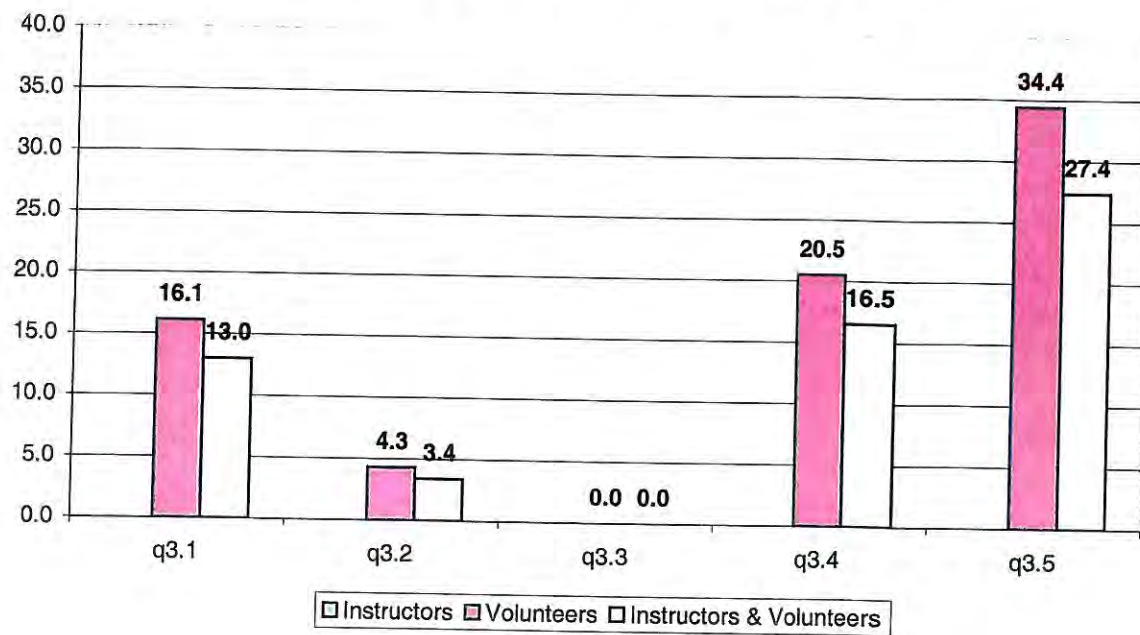


Section 3: Safety (q3.1 to 3.5) Importance

	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Positive Answers	6	6	6	6	6
Negative Answers					
Don't Know					
Total including don't know	6	6	6	6	6
Total excluding don't know	6	6	6	6	6
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0
Volunteers					
Positive Answers	17	18	18	17	16
Negative Answers					
Don't Know	1			1	2
Total including don't know	18	18	18	18	18
Total excluding don't know	17	18	18	17	16
% positive (total includes dk)	94.4	100.0	100.0	94.4	88.9
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	95.5	95.5	95.5	95.5	95.5
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0
Instructors and Volunteers					
Positive Answers	23	24	24	23	22
Negative Answers	0	0	0	0	0
Don't Know	1	0	0	1	2
Total including don't know	24	24	24	24	24
Total excluding don't know	23	24	24	23	22
% positive (total includes dk)	95.8	100.0	100.0	95.8	91.7
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	96.7	96.7	96.7	96.7	96.7
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0

Figure N19: SES Volunteer Survey 2005 - Northern Region

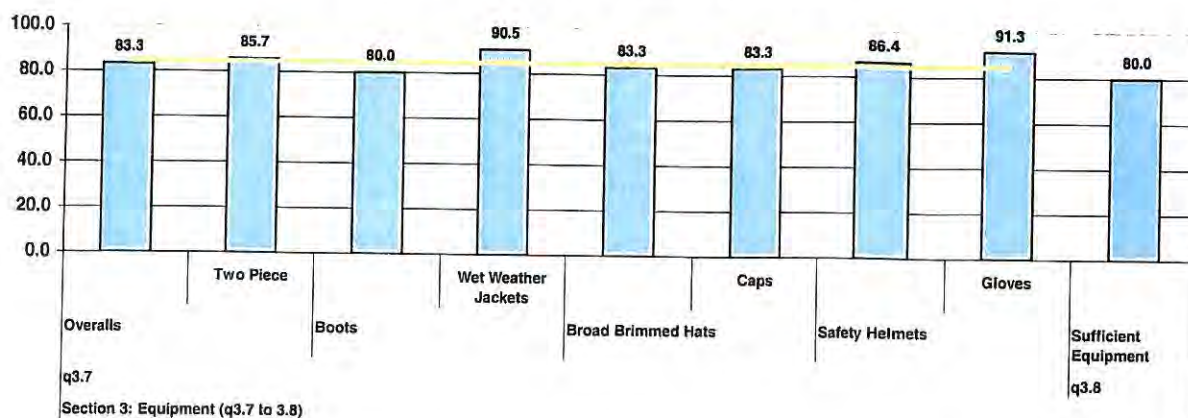
Graph N19: Safety Q3.1 to Q3.5 - Gap Analysis
Northern Region - SES Volunteer Survey 2005



	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Satisfaction Score	100.0	100.0	100.0	100.0	100.0
Importance Score	100.0	100.0	100.0	100.0	100.0
Gap	0.0	0.0	0.0	0.0	0.0
Volunteers					
Satisfaction Score	78.3	95.7	100.0	73.9	54.5
Importance Score	94.4	100.0	100.0	94.4	88.9
Gap	16.1	4.3	0.0	20.5	34.4
Instructors & Volunteers					
Satisfaction Score	82.8	96.6	100.0	79.3	64.3
Importance Score	95.8	100.0	100.0	95.8	91.7
Gap	13.0	3.4	0.0	16.5	27.4

1

**Graph N20: Positive Scores Questions 3.7 to 3.8 Equipment
Northern Region - SES Volunteer Survey 2005**

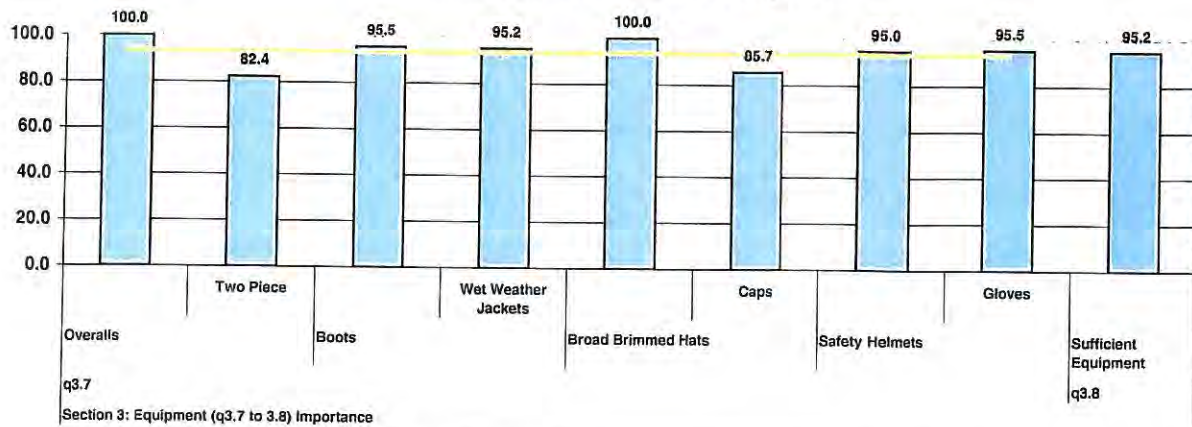


☐ % positive (total includes dk) Average Q3.7% (includes dk's)

Section 3: Equipment (q3.7 to 3.8)

[illegible]

**Graph N21: Importance - Positive Scores Questions 3.7 to 3.8 Equipment
Northern Region - SES Volunteer Survey 2005**



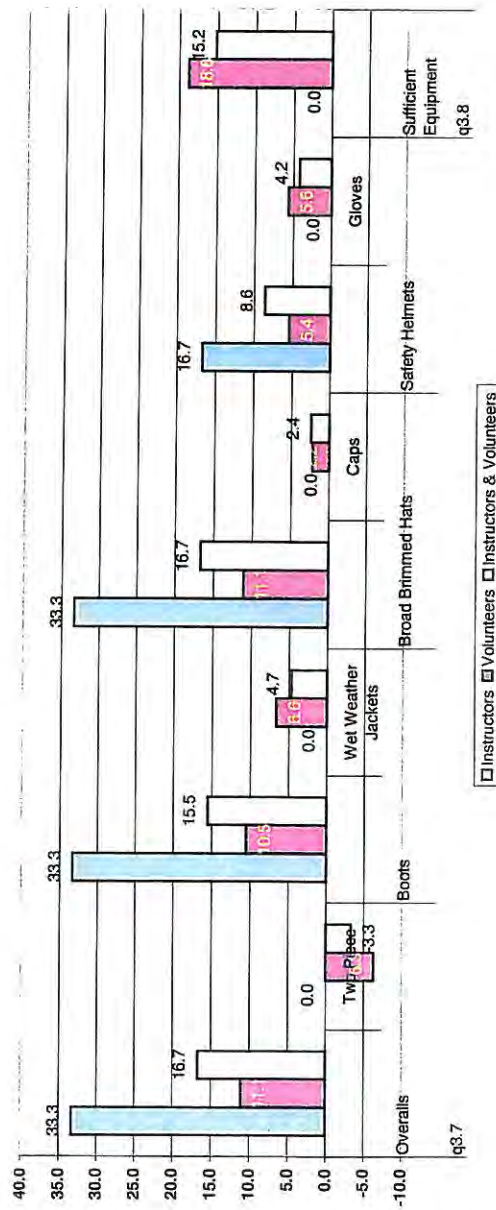
% positive (total includes dk) **Average Q3.7% (includes dk's)**

Section 3: Equipment (q3.7 to 3.8) Importance

[illegible]

Figure N22: SES Volunteer Survey 2005 - Northern Region

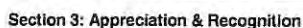
Graph N22: Equipment Gap - Northern Region
SES Volunteer Survey



		q3.7		Boots		Broad Brimmed Hats		Safety Helmets		Gloves		q3.8	
		Overall	Two Piece	Two Piece	Wet Weather Jackets	Wet Weather Jackets	Caps	Caps	Gloves	Gloves	Sufficient Equipment	Sufficient Equipment	Sufficient Equipment
Instructors	Satisfaction Score	66.7	100.0	50.0	100.0	100.0	66.7	100.0	83.3	100.0	100.0	100.0	100.0
Instructors	Importance Score	100.0	100.0	83.3	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Instructors	Gap	33.3	0.0	33.3	0.0	0.0	33.3	0.0	16.7	0.0	0.0	0.0	0.0
Volunteers	Satisfaction Score	88.9	81.3	89.5	86.7	86.7	88.9	77.8	87.5	88.2	75.0	75.0	75.0
Volunteers	Importance Score	100.0	75.0	100.0	93.3	100.0	100.0	80.0	92.9	93.8	93.8	93.8	93.8
Volunteers	Gap	11.1	-6.3	10.5	6.6	11.1	11.1	2.2	5.4	5.6	18.8	18.8	18.8
Instructors & Volunteers	Satisfaction Score	83.3	85.7	80.0	90.5	83.3	83.3	83.3	86.4	91.3	80.0	80.0	80.0
Instructors & Volunteers	Importance Score	100.0	82.4	95.5	95.2	100.0	100.0	85.7	95.0	95.5	95.2	95.2	95.2
Instructors & Volunteers	Gap	16.7	-3.3	15.5	4.7	16.7	16.7	2.4	8.6	4.2	15.2	15.2	15.2

Note: Gap = Importance % Score - Satisfaction % Score

**Graph N23: Positive Scores Questions 3.11 Appreciation & Recognition
Northern Region - SES Volunteer Survey 2005**

[illegible]

Graph N24: Importance - Positive Scores Questions 3.11 & 3.13 Appreciation & Recognition, Membership
Northern Region - SES Volunteer Survey 2005

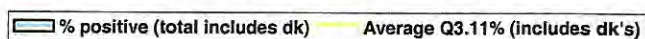
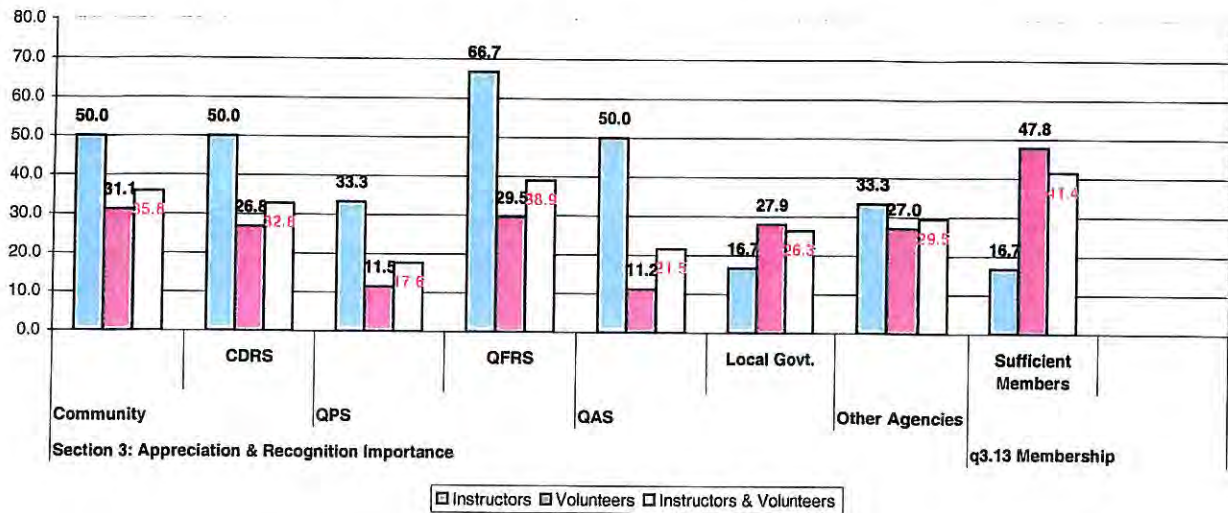
[illegible]

Figure N25: SES Volunteer Survey 2005 - Northern Region

Graph N25: Appreciation Q3.11 - Gap Analysis
Northern Region - SES Volunteer Survey 2005

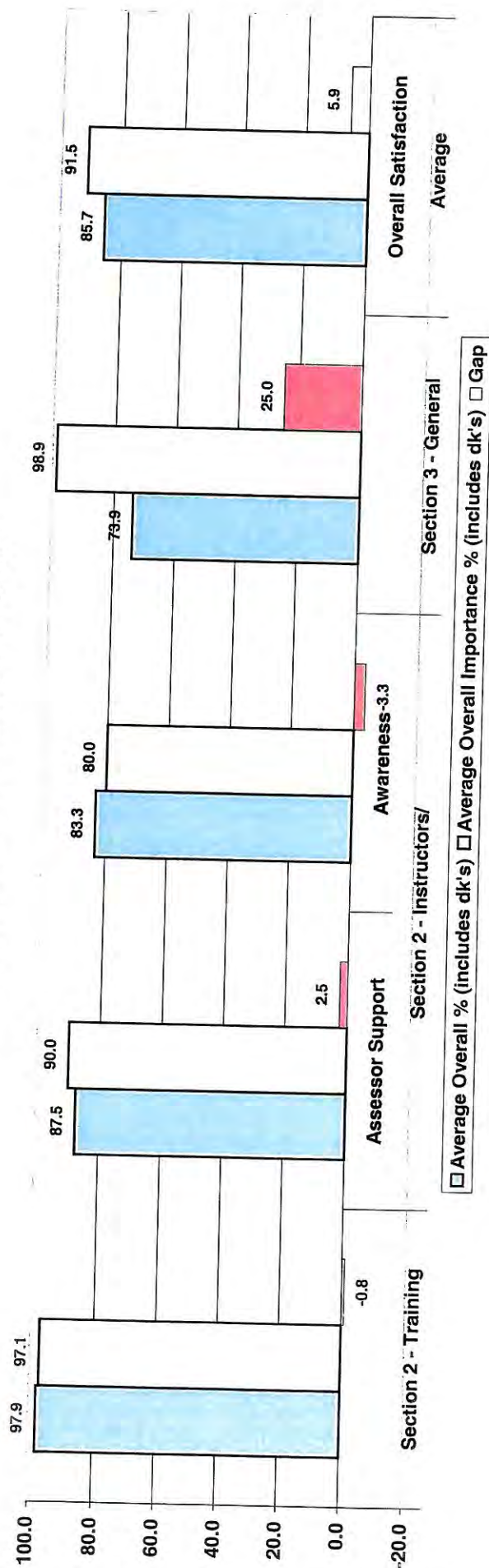


	Section 3: Appreciation & Recognition Importance					q3.13 Membership		
	Community	CDRS	QPS	QFRS	QAS	Local Govt.	Other Agencies	Sufficient Members
Instructors								
Satisfaction Score	50.0	50.0	66.7	33.3	50.0	83.3	50.0	83.3
Importance Score	100.0	100.0	100.0	100.0	100.0	100.0	83.3	100.0
Gap	50.0	50.0	33.3	66.7	50.0	16.7	33.3	16.7
Volunteers								
Satisfaction Score	52.2	54.5	59.1	45.5	47.6	54.5	31.8	52.2
Importance Score	83.3	81.3	70.6	75.0	58.8	82.4	58.8	100.0
Gap	31.1	26.8	11.5	29.5	11.2	27.9	27.0	47.8
Instructors & Volunteers								
Satisfaction Score	51.7	53.6	60.7	42.9	48.1	60.7	35.7	58.6
Importance Score	87.5	86.4	78.3	81.8	69.6	87.0	65.2	100.0
Gap	35.8	32.8	17.6	38.9	21.5	26.3	29.5	41.4

SES Volunteer 2005 Survey Far North Region

Figure FN1: SES Volunteer Survey 2005

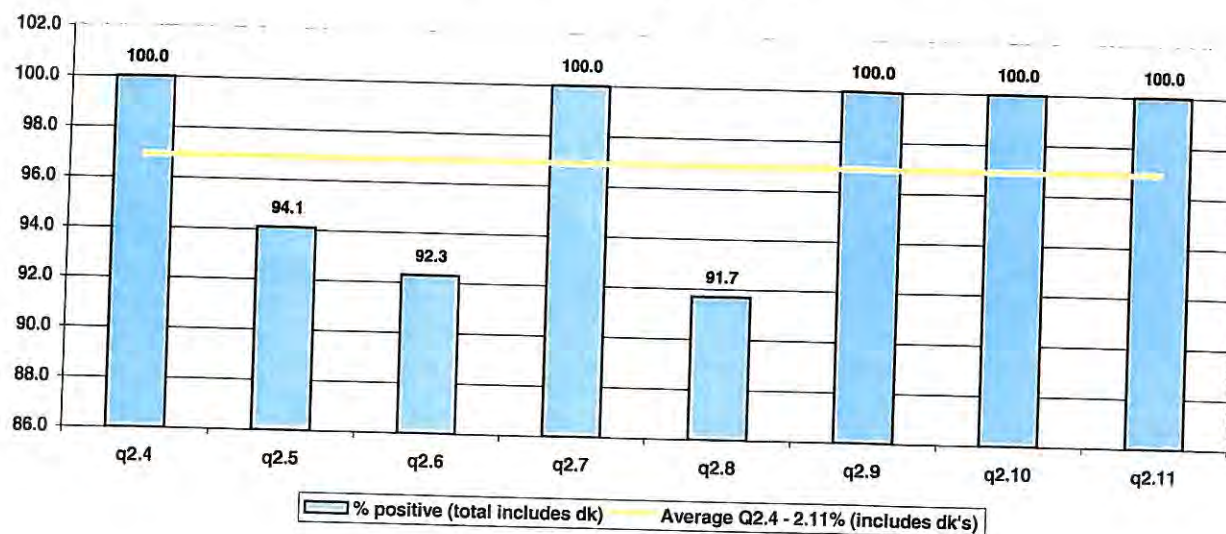
Graph FN1: Mean Positive % Scores - Section and Overall
Far North Region - SES Volunteer Survey 2005



Far North	Section 2 - Training		Section 2 - Instructors/ Assessor Support		Section 3 - General	
	Instructors	Awareness	Assessor Support	Awareness	General	Average Overall Satisfaction
Average Overall % (includes dk's)	97.9	87.5	83.3	73.9	85.7	85.7
Average Overall % (excludes dk's)	97.9	95.8	94.4	75.8	91.0	91.0
Average Overall Importance % (includes dk's)	97.1	90.0	80.0	98.9	91.5	91.5
Average Overall Importance % (excludes dk's)	97.1	100.0	100.0	98.9	99.0	99.0
Gap	-0.8	2.5	-3.3	25.0	5.9	5.9

Figure FN8: SES Volunteer Survey 2005 - Far North Region

Graph FN8: Q2.4 - 2.11 - Positive Scores - Far North Region
SES Volunteer Survey 2005

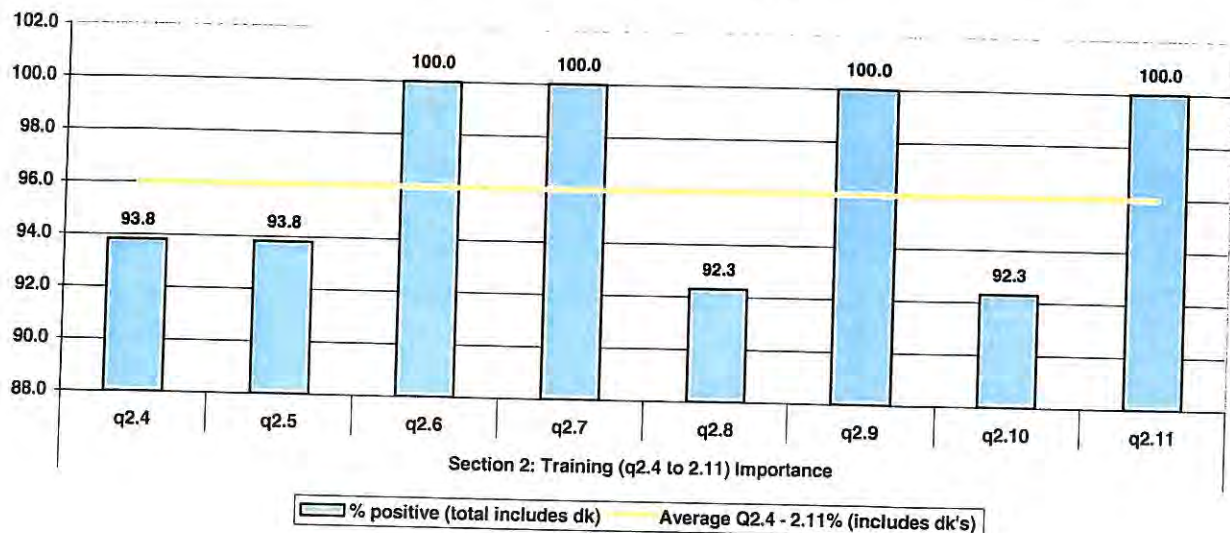


Section 2: Training (q2.4 to 2.11)

Far North	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Positive Answers	7	7	5	6	6	6	6	6
Negative Answers			1					
Don't Know								
Total including don't know	7	7	6	6	6	6	6	6
Total excluding don't know	7	7	6	6	6	6	6	6
% positive (total includes dk)	100.0	100.0	83.3	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	83.3	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	97.9	85.4	72.9	62.5	50.0	37.5	25.0	12.5
Average Q2.4 - 2.11% (excludes dk's)	97.9	85.4	72.9	62.5	50.0	37.5	25.0	12.5
Volunteers								
Positive Answers	10	9	7	6	5	6	6	7
Negative Answers								
Don't Know		1			1			
Total including don't know	10	10	7	6	6	6	6	7
Total excluding don't know	10.0	9.0	7.0	6.0	5.0	6.0	6.0	7.0
% positive (total includes dk)	100.0	90.0	100.0	100.0	83.3	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	96.7	96.7	96.7	96.7	96.7	96.7	96.7	96.7
Average Q2.4 - 2.11% (excludes dk's)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Instructors and Volunteers								
Positive Answers	17	16	12	12	11	12	12	13
Negative Answers			1					
Don't Know		1			1			
Total including don't know	17	17	13	12	12	12	12	13
Total excluding don't know	17	16	13	12	11	12	12	13
% positive (total includes dk)	100.0	94.1	92.3	100.0	91.7	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	92.3	100.0	100.0	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	96.9	96.9	96.9	96.9	96.9	96.9	96.9	96.9
Average Q2.4 - 2.11% (excludes dk's)	98.9	98.9	98.9	98.9	98.9	98.9	98.9	98.9
Average % Negative	0	0	7.7	0	0	0	0	0

Figure FN9: SES Volunteer Survey 2005 - Far North Region

Graph FN9: Q2.4 - 2.11 Importance - Positive Scores - Far North Region
SES Volunteer Survey 2005

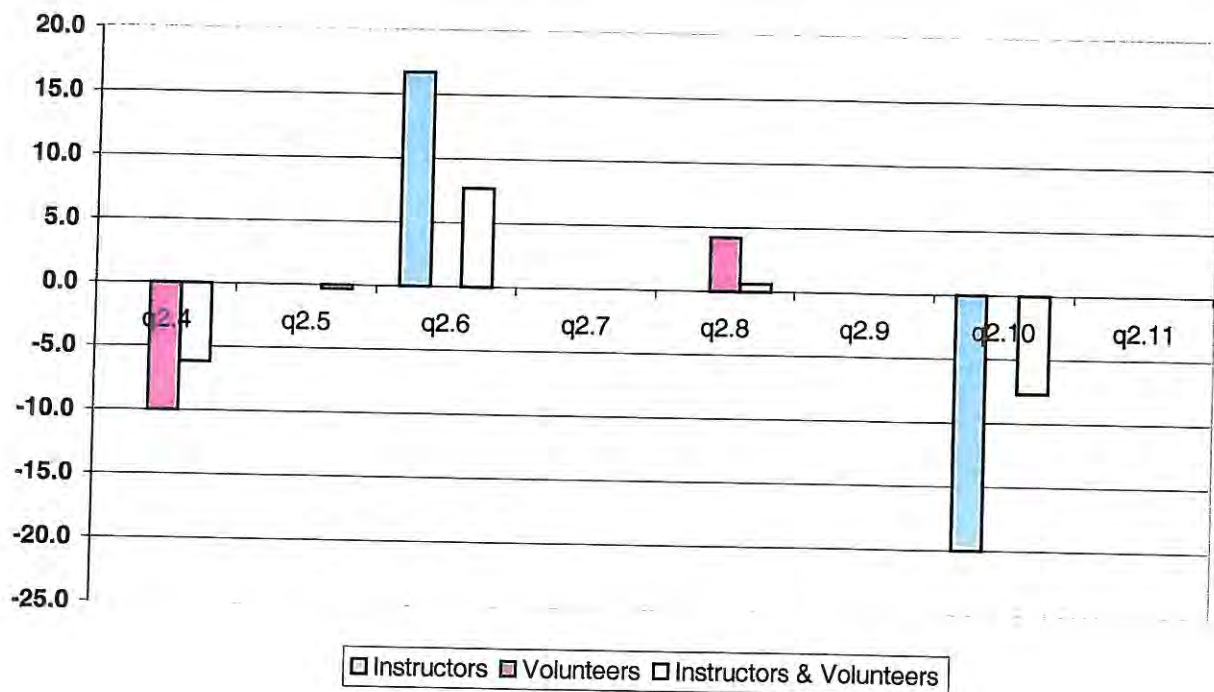


Section 2: Training (q2.4 to 2.11) Importance

	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Positive Answers	6	6	5	5	5	5	4	5
Negative Answers							1	
Don't Know								
Total including don't know	6	6	5	5	5	5	5	5
Total excluding don't know	6	6	5	5	5	5	5	5
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0	100.0	80.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0	100.0	80.0	100.0
Average Q2.4 - 2.11% (includes dk's)	97.1	97.1	97.1	97.1	97.1	97.1	97.1	97.1
Average Q2.4 - 2.11% (excludes dk's)	97.1	97.1	97.1	97.1	97.1	97.1	97.1	97.1
Average % Negative								
Volunteers								
Positive Answers	9	9	9	8	7	8	8	9
Negative Answers					1			
Don't Know	1	1						
Total including don't know	10	10	9	8	8	8	8	9
Total excluding don't know	9	9	9	8	8	8	8	9
% positive (total includes dk)	90.0	90.0	100.0	100.0	87.5	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	87.5	100.0	100.0	100.0
Average Q2.4 - 2.11% (includes dk's)	95.4	95.4	95.4	95.4	95.4	95.4	95.4	95.4
Average Q2.4 - 2.11% (excludes dk's)	98.2	98.2	98.2	98.2	98.2	98.2	98.2	98.2
Average % Negative								
Instructors and Volunteers								
Positive Answers	15	15	14	13	12	13	12	14
Negative Answers					1		1	
Don't Know	1	1						
Total including don't know	16	16	14	13	13	13	13	14
Total excluding don't know	15	15	14	13	13	13	13	14
% positive (total includes dk)	93.8	93.8	100.0	100.0	92.3	100.0	92.3	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	92.3	100.0	92.3	100.0
Average Q2.4 - 2.11% (includes dk's)	96	96.0	96.0	96.0	96.0	96.0	96.0	96.0
Average Q2.4 - 2.11% (excludes dk's)	97.8	97.8	97.8	97.8	97.8	97.8	97.8	97.8
Average % Negative								

Figure FN10: SES Volunteer Survey 2005 - Far North Region

Graph FN10: Training Gap - Far North Region
SES Volunteer Survey

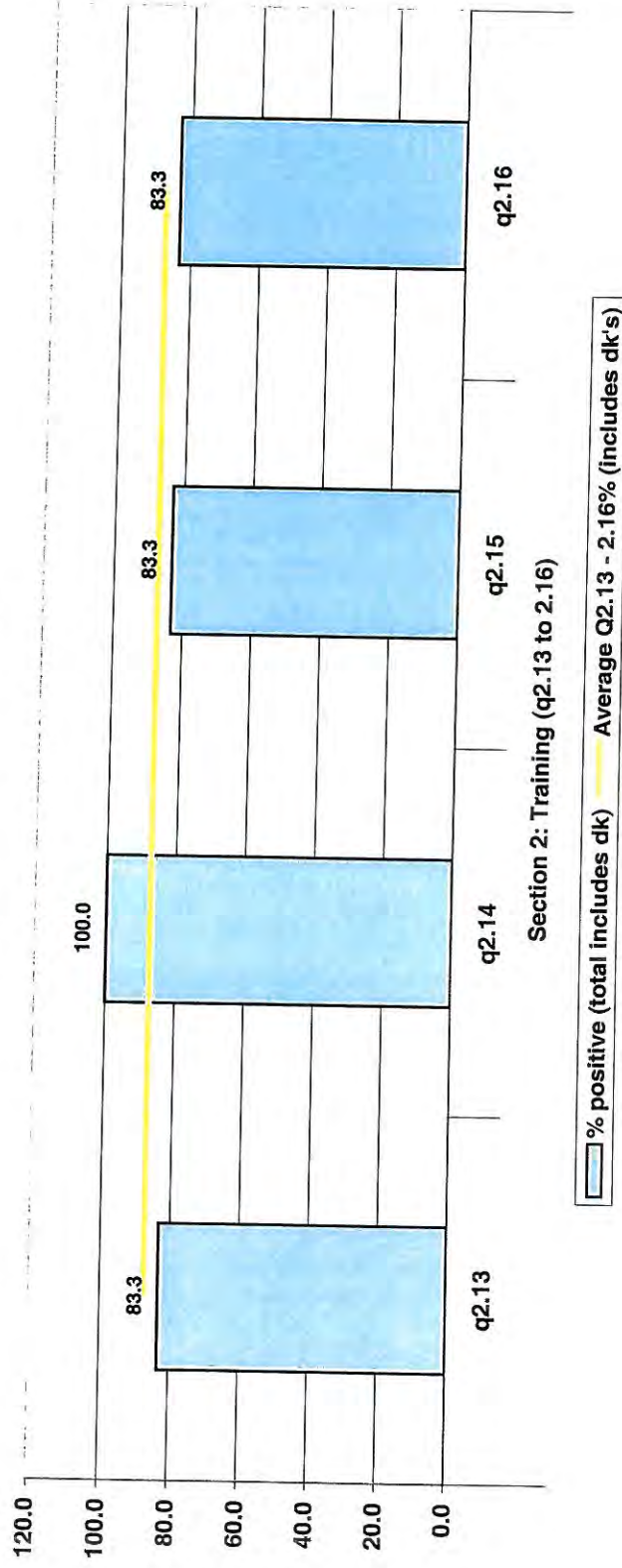


	q2.4	q2.5	q2.6	q2.7	q2.8	q2.9	q2.10	q2.11
Instructors								
Satisfaction Score	100.0	100.0	83.3	100.0	100.0	100.0	100.0	100.0
Importance Score	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Gap	0.0	0.0	16.7	0.0	0.0	0.0	-20.0	0.0
Volunteers								
Satisfaction Score	100.0	90.0	100.0	100.0	83.3	100.0	100.0	100.0
Importance Score	90.0	90.0	100.0	100.0	87.5	100.0	100.0	100.0
Gap	-10.0	0.0	0.0	0.0	4.2	0.0	0.0	0.0
Instructors & Volunteers								
Satisfaction Score	100.0	94.1	92.3	100.0	91.7	100.0	100.0	100.0
Importance Score	93.8	93.8	100.0	100.0	92.3	100.0	92.3	100.0
Gap	-6.2	-0.3	7.7	0.0	0.6	0.0	-7.7	0.0

Note: Gap = Importance score - Satisfaction Score

Figure FN11: SES Volunteer Survey 2005 - Far North Region

Graph 11: Positive Scores Questions 2.13 to 2.16 - Far North Region
SES Volunteer Survey 2005



Section 2: Training (q2.13 to 2.16)	
q2.13	q2.14
5	6
1	
6	6
5	6
83.3	100.0
100.0	100.0
87.5	87.5
95.8	95.8
Section 2: Training (q2.13 to 2.16)	
q2.15	q2.16
5	5
1	1
6	6
5	6
83.3	83.3
100.0	83.3
87.5	87.5
95.8	95.8

Instructors

Positive Answers	
Negative Answers	
Don't Know	
Total including don't know	
Total excluding don't know	
% positive (total includes dk)	
% positive (total excludes dk)	
Average Q2.13 - 2.16% (includes dk's)	
Average Q2.13 - 2.16% (excludes dk's)	

Figure FN12: SES Volunteer Survey 2005 - Far North Region

Graph FN12: Positive Scores Questions 2.13 to 2.16 - Far North Region
SES Volunteer Survey 2005

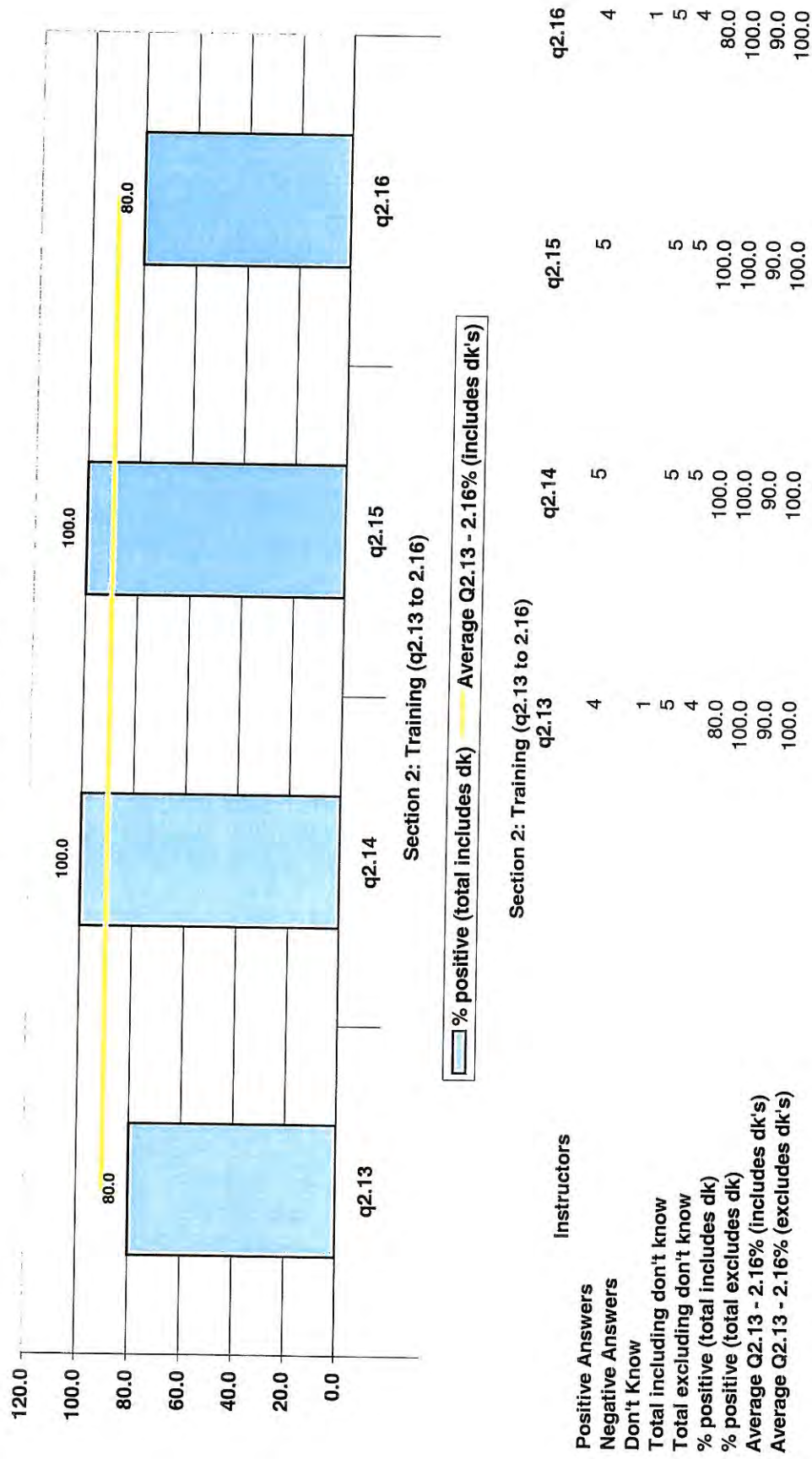
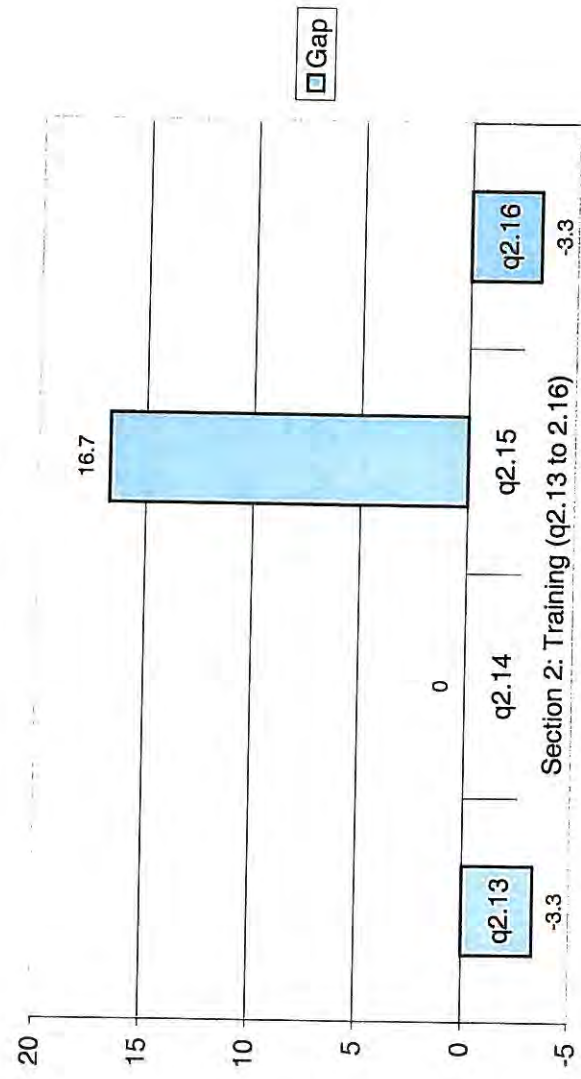


Figure FN13: SES Volunteer Survey 2005 - Far North Region

Graph 13: Training Support Q 2.13 to 2.16 - Gap Analysis
- Far North Region

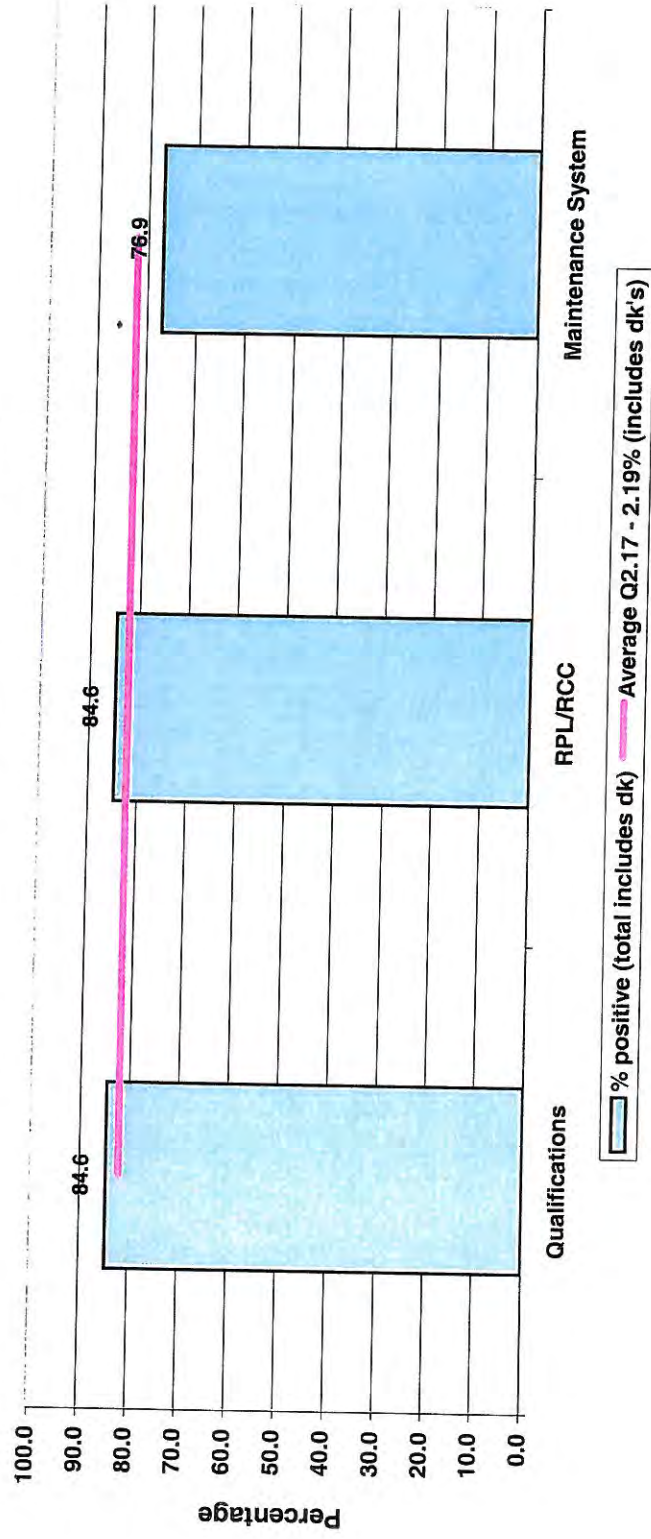


Section 2: Training (q2.13 to 2.16)				
Instructors	q2.13	q2.14	q2.15	q2.16
Satisfaction Score	83.3	100.0	83.3	83.3
Importance Score	80.0	100.0	100.0	80.0
Gap	-3.3	0	16.7	-3.3

Note: Gap = Importance score - Satisfaction Score

Figure FN14: SES Volunteer Survey 2005 - Far North Region

Graph FN14: Positive Scores for Awareness Questions q.17 to 2.19
Far North Region - SES Volunteer Survey 2005

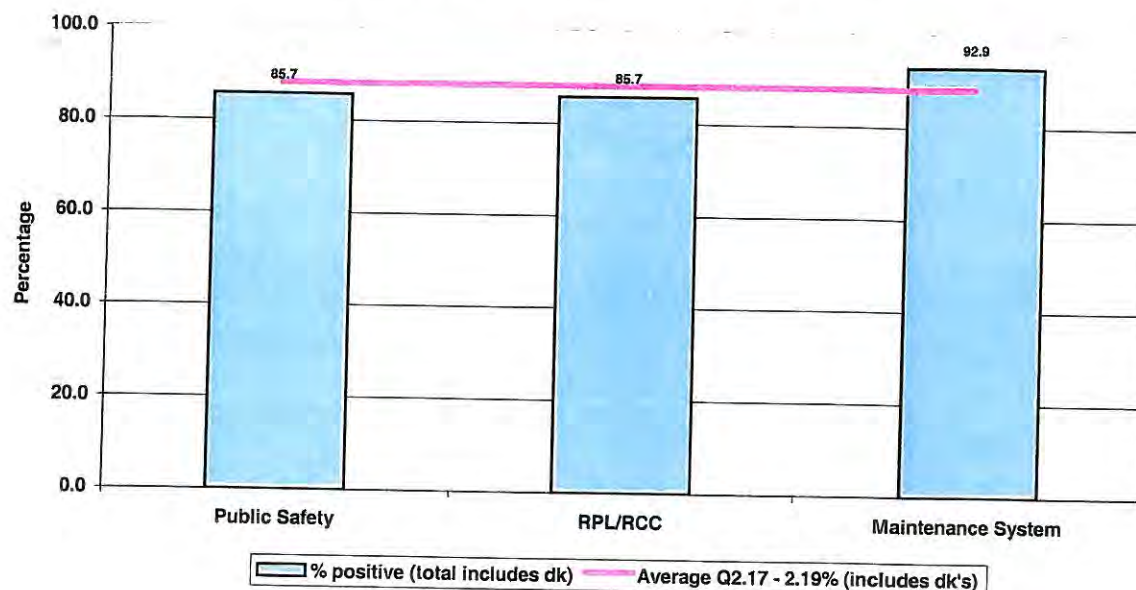


Section 2: Training (q2.17 to 2.19)

Qualifications		RPL/RCC		Maintenance System	
No.		No.		No.	
Instructors					
Positive Answers		5		5	
Negative Answers		1			
Don't Know				1	
Total including don't know		6		6	
Total excluding don't know		6		5	

Figure FN15: SES Volunteer Survey 2005 - Far North Region

Graph FN15: Positive Scores for Awareness Questions 2.17 to 2.19 Importance
Far North Region - SES Volunteer Survey 2005

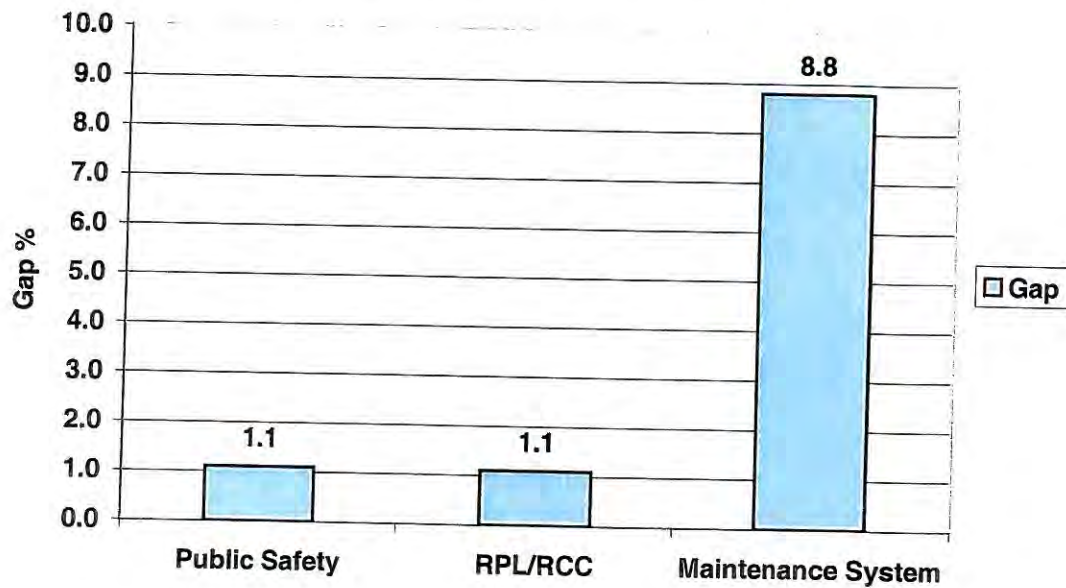


Section 2: Training (q2.17 to 2.19) Importance

	Public Safety No.	RPL/RCC No.	Maintenance System No.
Instructors			
Positive Answers	4	4	4
Negative Answers			
Don't Know	1	1	1
Total including don't know	5	5	5
Total excluding don't know	4	4	4
% positive (total includes dk)	80.0	80.0	80.0
% positive (total excludes dk)	100.0	100.0	100.0
Average Q2.17 - 2.19% (includes dk's)	80.0	80.0	80.0
Average Q2.17 - 2.19% (excludes dk's)	100.0	100.0	100.0
Volunteers			
Positive Answers	8	8	9
Negative Answers		1	
Don't Know	1		
Total including don't know	9	9	9
Total excluding don't know	8	9	9
% positive (total includes dk)	88.9	88.9	100.0
% positive (total excludes dk)	100.0	88.9	100.0
Average Q2.17 - 2.19% (includes dk's)	92.6	92.6	92.6
Average Q2.17 - 2.19% (excludes dk's)	96.3	96.3	96.3
Instructors and Volunteers			
Positive Answers	12	12	13
Negative Answers	0	1	0
Don't Know	2	1	1
Total including don't know	14	14	14
Total excluding don't know	12	13	13
% positive (total includes dk)	85.7	85.7	92.9
% positive (total excludes dk)	100.0	92.3	100.0
Average Q2.17 - 2.19% (includes dk's)	88.1	88.1	88.1
Average Q2.17 - 2.19% (excludes dk's)	97.4	97.4	97.4

Figure FN16: SES Volunteer Survey 2005 - Far North Region

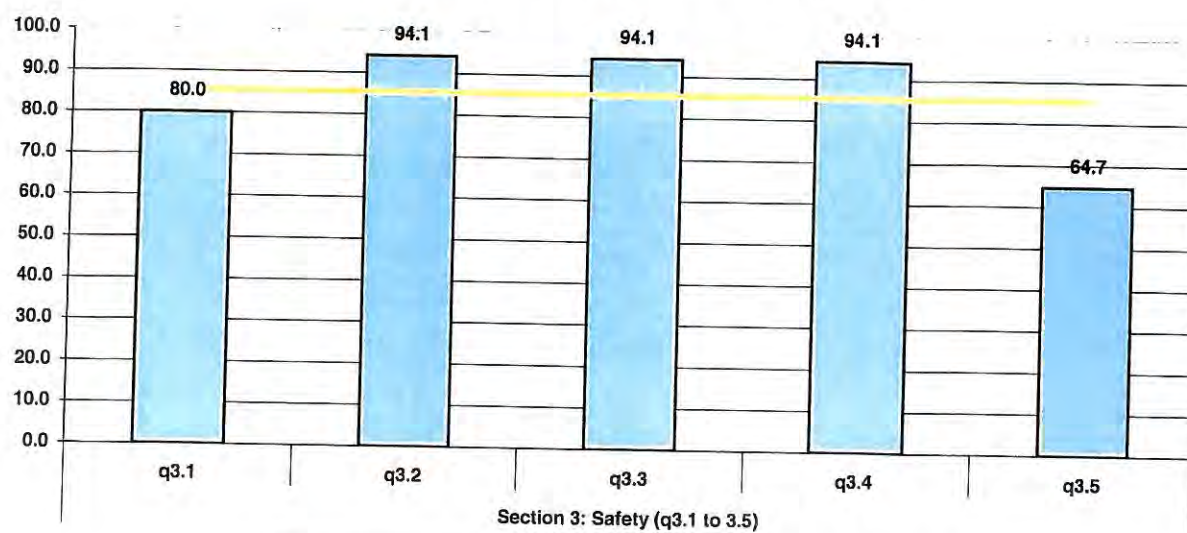
Graph FN16: Section 2 Training (q2.17 to 2.19) Gap Analysis
Far North Region - SES Volunteer Survey 2005



	Section 2: Training (q2.17 to 2.19) Gap		
	Public Safety	RPL/RCC	Maintenance System
	%	%	%
Instructors			
Satisfaction Score	83.3	83.3	83.3
Importance Score	80.0	80.0	80.0
Gap	-3.3	-3.3	-3.3
Volunteers			
Satisfaction Score	85.7	85.7	71.4
Importance Score	88.9	88.9	88.9
Gap	3.2	3.2	17.5
Instructors & Volunteers			
Satisfaction Score	84.6	84.6	76.9
Importance Score	85.7	85.7	85.7
Gap	1.1	1.1	8.8

Figure FN17: SES Volunteer Survey 2005 - Far North Region

Graph FN17: Positive Scores Questions 3.1 to 3.5 Safety
Far North Region - SES Volunteer Survey 2005



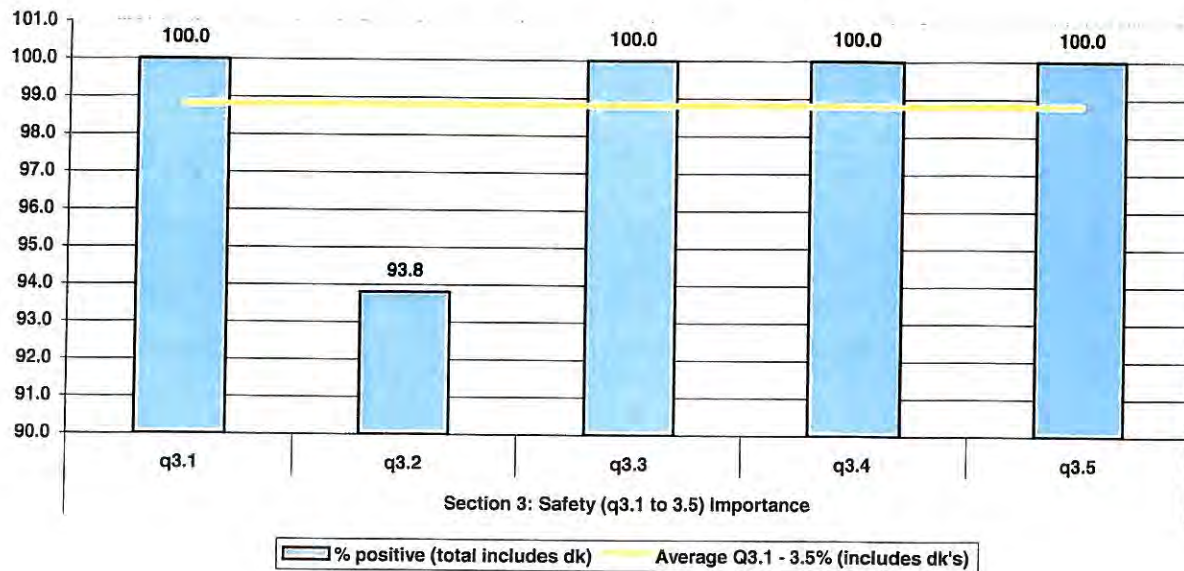
☐ % positive (total includes dk)
 ☐ Average Q3.1 - 3.5% (includes dk's)

Section 3: Safety (q3.1 to 3.5)

	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Positive Answers	4	6	6	7	5
Negative Answers	2	1	1		
Don't Know					2
Total including don't know	6	7	7	7	7
Total excluding don't know	6	7	7	7	5
% positive (total includes dk)	66.7	85.7	85.7	100.0	71.4
% positive (total excludes dk)	66.7	85.7	85.7	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	81.9	81.9	81.9	81.9	81.9
Average Q3.1 - 3.5% (excludes dk's)	87.6	87.6	87.6	87.6	87.6
Volunteers					
Positive Answers	8	10	10	9	6
Negative Answers					1
Don't Know	1			1	3
Total including don't know	9	10	10	10	10
Total excluding don't know	8	10	10	9	7
% positive (total includes dk)	88.9	100.0	100.0	90.0	60.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	85.7
Average Q3.1 - 3.5% (includes dk's)	87.8	87.8	87.8	87.8	87.8
Average Q3.1 - 3.5% (excludes dk's)	97.1	97.1	97.1	97.1	97.1
Instructors and Volunteers					
Positive Answers	12	16	16	16	11
Negative Answers	2	1	1	0	1
Don't Know	1	0	0	1	5
Total including don't know	15	17	17	17	17
Total excluding don't know	14	17	17	16	12
% positive (total includes dk)	80.0	94.1	94.1	94.1	64.7
% positive (total excludes dk)	85.7	94.1	94.1	100.0	91.7
Average Q3.1 - 3.5% (includes dk's)	85.4	85.4	85.4	85.4	85.4
Average Q3.1 - 3.5% (excludes dk's)	93.1	93.1	93.1	93.1	93.1

Figure FN18: SES Volunteer Survey 2005

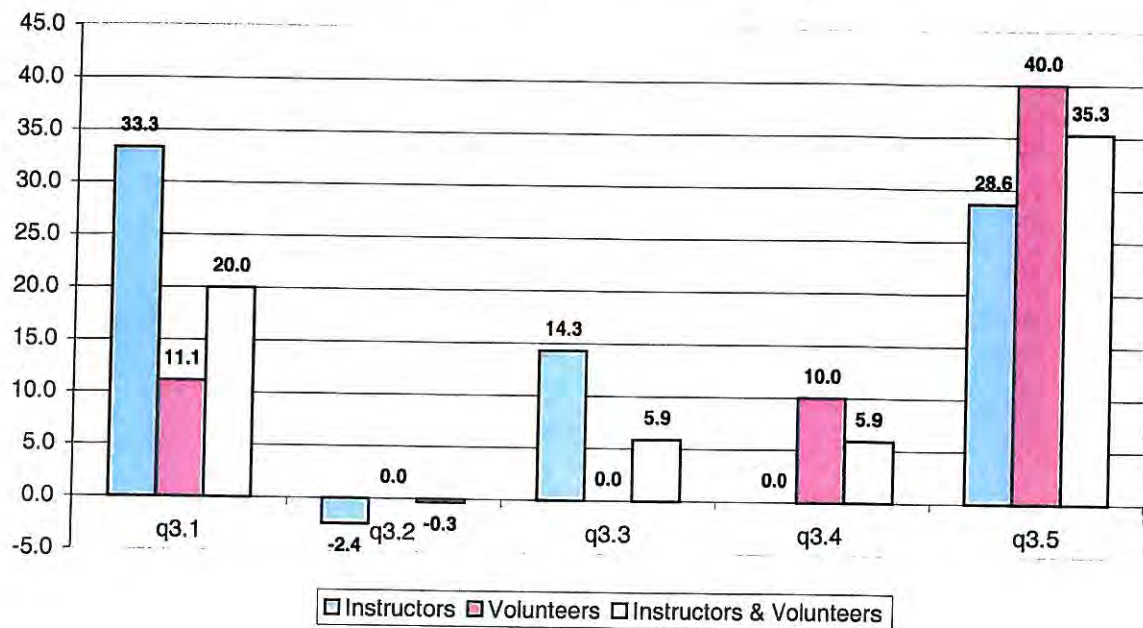
Graph FN18: Importance - Positive Scores Questions 3.1 to 3.5 Safety
Far North Region - SES Volunteer Survey 2005



Section 3: Safety (q3.1 to 3.5) Importance					
	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Positive Answers	5	5	6	6	6
Negative Answers		1			
Don't Know					
Total including don't know	5	6	6	6	6
Total excluding don't know	5	6	6	6	6
% positive (total includes dk)	100.0	83.3	100.0	100.0	100.0
% positive (total excludes dk)	100.0	83.3	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	96.7	96.7	96.7	96.7	96.7
Average Q3.1 - 3.5% (excludes dk's)	96.7	96.7	96.7	96.7	96.7
Volunteers					
Positive Answers	9	10	10	10	10
Negative Answers					
Don't Know					
Total including don't know	9	10	10	10	10
Total excluding don't know	9	10	10	10	10
% positive (total includes dk)	100.0	100.0	100.0	100.0	100.0
% positive (total excludes dk)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	100.0	100.0	100.0	100.0	100.0
Average Q3.1 - 3.5% (excludes dk's)	100.0	100.0	100.0	100.0	100.0
Instructors and Volunteers					
Positive Answers	14	15	16	16	16
Negative Answers		1			
Don't Know					
Total including don't know	14	16	16	16	16
Total excluding don't know	14	16	16	16	16
% positive (total includes dk)	100.0	93.8	100.0	100.0	100.0
% positive (total excludes dk)	100.0	93.8	100.0	100.0	100.0
Average Q3.1 - 3.5% (includes dk's)	98.8	98.8	98.8	98.8	98.8
Average Q3.1 - 3.5% (excludes dk's)	98.8	98.8	98.8	98.8	98.8

Figure FN19: SES Volunteer Survey 2005

Graph FN19: Safety Q3.1 to Q3.5 - Gap Analysis
Far North Region - SES Volunteer Survey 2005

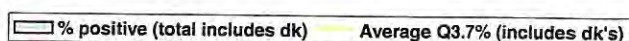


	q3.1	q3.2	q3.3	q3.4	q3.5
Instructors					
Satisfaction Score	66.7	85.7	85.7	100.0	71.4
Importance Score	100.0	83.3	100.0	100.0	100.0
Gap	33.3	-2.4	14.3	0.0	28.6
Volunteers					
Satisfaction Score	88.9	100.0	100.0	90.0	60.0
Importance Score	100.0	100.0	100.0	100.0	100.0
Gap	11.1	0.0	0.0	10.0	40.0
Instructors & Volunteers					
Satisfaction Score	80.0	94.1	94.1	94.1	64.7
Importance Score	100.0	93.8	100.0	100.0	100.0
Gap	20.0	-0.3	5.9	5.9	35.3

**Graph FN20: Positive Scores Questions 3.7 to 3.8 Equipment
Far North Region - SES Volunteer Survey 2005**

[illegible]

**Graph 21: Importance - Positive Scores Questions 3.7 to 3.8 Equipment
Far North Region - SES Volunteer Survey 2005**

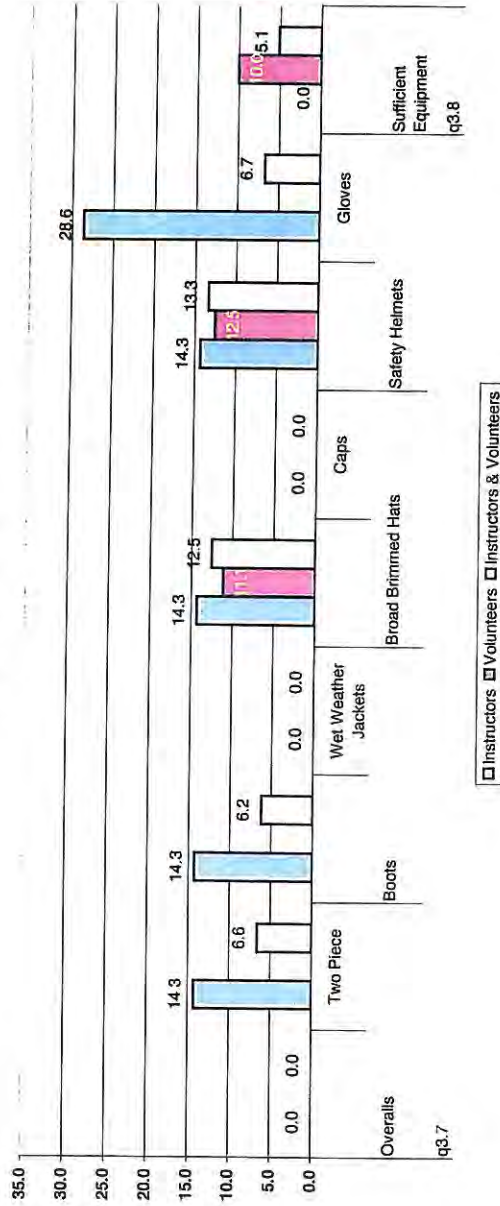


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[illegible]

Figure FN22: SES Volunteer Survey 2005 - Far North Region

Graph FN22: Equipment Gap - Far North Region
SES Volunteer Survey



	q3.7		Boots		Wet Weather Jackets		Broad Brimmed Hats		Safety Helmets		Gloves		q3.8	
	Overall	Two Piece	Two Piece	Boots	Wet Weather Jackets	Wet Weather Jackets	Broad Brimmed Hats	Broad Brimmed Hats	Safety Helmets	Safety Helmets	Gloves	Gloves	Sufficient Equipment	Sufficient Equipment
Instructors														
Satisfaction Score	100.0	85.7	85.7	85.7	100.0	100.0	85.7	100.0	100.0	85.7	71.4	100.0	100.0	100.0
Importance Score	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Gap	0.0	14.3	14.3	14.3	0.0	0.0	14.3	0.0	0.0	14.3	28.6	0.0	0.0	0.0
Volunteers														
Satisfaction Score	100.0	85.7	85.7	100.0	100.0	100.0	88.9	100.0	100.0	87.5	100.0	100.0	70.0	70.0
Importance Score	100.0	85.7	85.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	80.0	80.0
Gap	0.0	0.0	0.0	0.0	0.0	0.0	11.1	0.0	0.0	12.5	0.0	0.0	10.0	10.0
Instructors & Volunteers														
Satisfaction Score	100.0	85.7	85.7	93.8	100.0	100.0	87.5	100.0	100.0	86.7	93.3	100.0	82.4	82.4
Importance Score	100.0	92.3	92.3	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	87.5	87.5
Gap	0.0	6.6	6.6	6.2	0.0	0.0	12.5	0.0	0.0	13.3	6.7	0.0	5.1	5.1

Note: Gap = Importance % Score - Satisfaction % Score

**Graph FN23: Positive Scores Questions 3.11 Appreciation & Recognition
Far North Region - SES Volunteer Survey 2005**

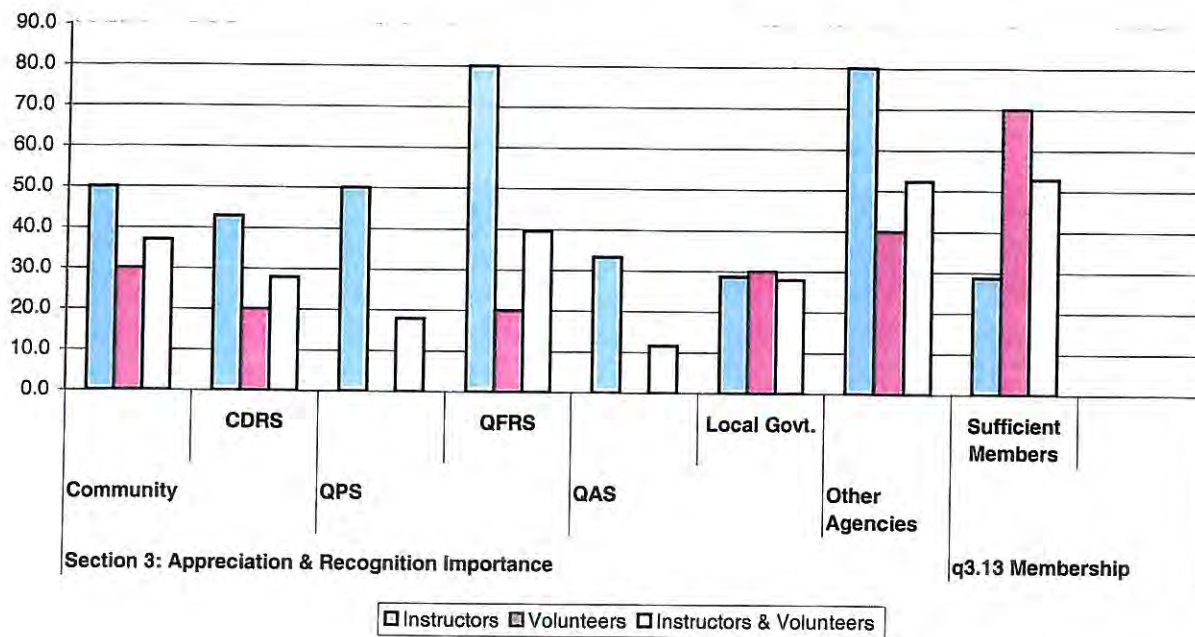
[illegible]

Graph FN24: Importance - Positive Scores Questions 3.11 & 3.13 Appreciation & Recognition, Membership
Far North Region - SES Volunteer Survey 2005

[illegible]

Figure FN25: SES Volunteer Survey 2005 - Far North Region

Graph FN25: Appreciation Q3.11 - Gap Analysis
Far North Region - SES Volunteer Survey 2005



Section 3: Appreciation & Recognition Importance

q3.13 Membership

	Community	CDRS	QPS	QFRS	QAS	Local Govt.	Other Agencies	Sufficient Members
Instructors								
Satisfaction Score	50.0	57.1	50.0	20.0	66.7	71.4	20.0	71.4
Importance Score	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Gap	50.0	42.9	50.0	80.0	33.3	28.6	80.0	28.6
Volunteers								
Satisfaction Score	60.0	60.0	90.0	70.0	90.0	50.0	40.0	30.0
Importance Score	90.0	80.0	90.0	90.0	90.0	80.0	80.0	100.0
Gap	30.0	20.0	0.0	20.0	0.0	30.0	40.0	70.0
Instructors & Volunteers								
Satisfaction Score	56.3	58.8	75.0	53.3	81.3	58.8	33.3	47.1
Importance Score	93.3	86.7	92.9	92.9	92.9	86.7	85.7	100.0
Gap	37.0	27.9	17.9	39.6	11.6	27.9	52.4	52.9

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1. How long have you been a volunteer for the State Emergency Service?

6 months or less

7 (5%)



7-11 months

11 (8%)



1 to 2 years

25 (19%)



3 to 5 years

28 (21%)



6 to 10 years

23 (17%)



More than 10 years

41 (30%)



Total: 135

2. Your post code is?

4160

1 (1%)



4602

1 (1%)



4069

2 (2%)



4610

2 (2%)



4561

1 (1%)



4850

1 (1%)



4011

2 (2%)



4014

1 (1%)



4053

1 (1%)



4068

3 (2%)



4270

1 (1%)



4300

3 (2%)



4030

1 (1%)



4067

1 (1%)



4868

1 (1%)



4470

2 (2%)



4107

1 (1%)



4700

2 (2%)



4078

1 (1%)



4817


































2 (2%)





























4152







1 (1%)



4305	2 (2%)	
4215	1 (1%)	
4615	3 (2%)	
4118	1 (1%)	
4510	2 (2%)	
4701	2 (2%)	
4740	3 (2%)	
4122	1 (1%)	
4212	1 (1%)	
4285	2 (2%)	
4055	3 (2%)	
4350	2 (2%)	
4035	1 (1%)	
4301	1 (1%)	
4659	1 (1%)	
4109	1 (1%)	
4660	1 (1%)	
4074	1 (1%)	
4020	1 (1%)	
4565	1 (1%)	
4114	2 (2%)	
4556	1 (1%)	
4870	6 (5%)	
4805	2 (2%)	
4054	1 (1%)	
4558	1 (1%)	
4000	3 (2%)	
4812	2 (2%)	
4500	2 (2%)	
4501	1 (1%)	
4017	1 (1%)	
4695	1 (1%)	
4650	2 (2%)	

4895	
1 (1%)	
4570	
1 (1%)	
4385	
1 (1%)	
4051	
1 (1%)	
4165	
3 (2%)	
4123	
2 (2%)	
4671	
1 (1%)	
4810	
1 (1%)	
4127	
1 (1%)	
4680	
1 (1%)	
4313	
1 (1%)	
4573	
1 (1%)	
4551	
1 (1%)	
4507	
1 (1%)	
4173	
1 (1%)	
4879	
2 (2%)	
4871	
1 (1%)	
4103	
1 (1%)	
4614	
1 (1%)	
4670	
4 (3%)	
4006	
1 (1%)	
4800	
1 (1%)	
4110	
2 (2%)	
4655	
1 (1%)	
4487	
1 (1%)	
4341	
1 (1%)	
Total: 121	

3. What is your age group?

16 to 18	
3 (2%)	
19 to 25	
22 (16%)	
26 to 40	
53 (39%)	
41 to 54	
44 (33%)	
55 to 59	
5 (4%)	
60 to 64	
4 (3%)	

0 or less
4 (3%)
75 or older
0 (0%)
Total: 135

4. You are?

Male
92 (69%)
Female
42 (31%)
Total: 134

5. What is your current employment status?

Self employed
7 (5%)
Employed in the private sector
47 (36%)
Employed in the Government
45 (34%)
Retired and not working
13 (10%)
Student
8 (6%)
Homemaker or other similar
6 (5%)
Fulltime worker and student
1 (1%)
casual employed
1 (1%)
seeking employment
1 (1%)
DSP
1 (1%)
employed at brets timber
1 (1%)
pension
1 (1%)
Total: 132

6. What is your main reason for volunteering in the State Emergency Service?

Meet new people
12 (9%)
Work experience/experience for the future
10 (8%)
Friend encouraged you to join
2 (2%)
Want to help the community
92 (70%)
For fun
5 (4%)
learn new things and help others
1 (1%)
personal challenge
1 (1%)
Learn new skills
1 (1%)
share my knowledge and experience in training
1 (1%)
experience and fitness
1 (1%)
Broaden my base of personal experiences.
1 (1%)
Combination of learning different, practical, hands-on skills that enable me to assist the community and working with great people - I could get any one of these in other organisations but it's the combination that keeps me there.
1 (1%)
Continue to use the skills acquired during my working life and keep occupied.
1 (1%)
Help learn rescue lead


1 (1%) 


Wanted to learn new skills and help people

1 (1%) 


Total: 131


7. The main reason I continue to volunteer for the State Emergency Service is?


Meet new people
3 (2%) 


Work experience/experience for the future
13 (10%) 


Friend encouraged you to join
0 (0%)


Want to help the community
89 (70%) 


For fun
10 (8%) 


all of the above
1 (1%) 


give something back to community
1 (1%) 


the mateship
1 (1%) 


personal goals in life
1 (1%) 


Bored at work
1 (1%) 


Commitment to one's peers.
1 (1%) 


As above
1 (1%) 


Once I make a commitment I stick to it,
1 (1%) 

Help learn rescue lead
1 (1%) 

I enjoy all aspects of the SES
1 (1%) 


Fun and to help others
1 (1%) 


To keep learning new skills and I enjoy the friendship of people in my group
1 (1%) 


I enjoy volunteering and want to pass on my knowledge
1 (1%) 

Total: 128

8. Do you receive regular volunteer information from Emergency Management Queensland?


Yes
76 (56%) 


No
53 (39%) 


Don't know
6 (4%) 


Total: 135


9. Have you received recognition by State Emergency Service through:


A formal award
46 (36%) 


A thank you compliment
27 (21%) 

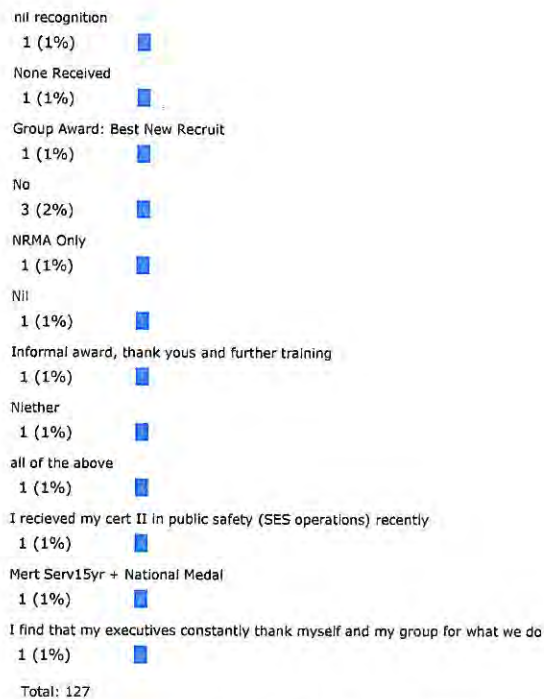
Further training
35 (28%) 

NO
1 (1%) 

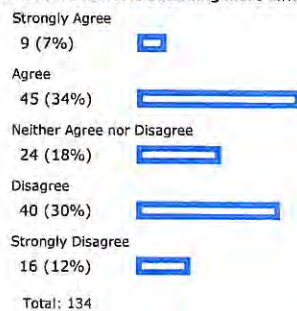
All of the above
1 (1%) 

Unsure of a response to the question.
1 (1%) 

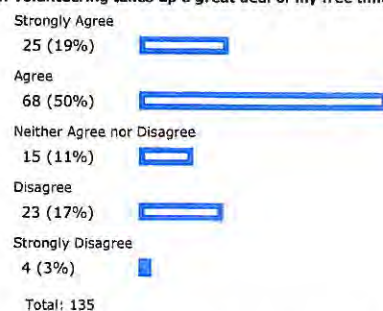
no
2 (2%) 



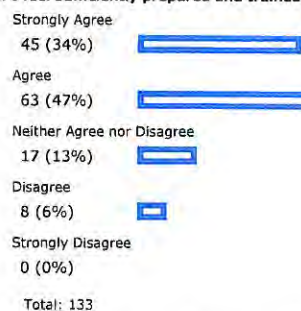
10. I believe that it is becoming more difficult to participate in volunteering due to the current economic climate?



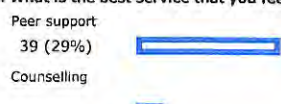
11. Volunteering takes up a great deal of my free time?

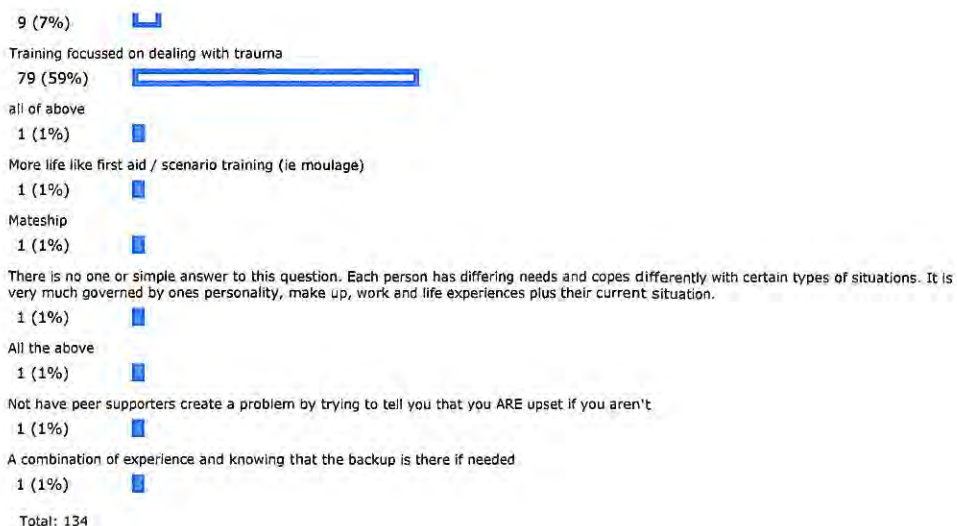


12. I feel sufficiently prepared and trained to deal with traumatic experiences encountered when responding to an emergency?



13. What is the best service that you feel will help you to be more prepared for dealing with experiencing a traumatic experience?





14. The main cause of stress in volunteering is:



15. People - Recruitment

	Strongly Disagree	Neither Agree nor Disagree	Strongly Agree
1. My SES Group currently has enough active members to successfully undertake its roles and functions.	8	20	41
2. My SES Group has been successful in attracting new members.	5	10	47

Total: 135

16. People - Retention

	Strongly Disagree		Neither Agree nor Disagree		Strongly Agree
3.I consider volunteering with the SES as a long-term commitment.	(%) 4	4	2	35	55
4.The SES is an organisation I am proud to be involved with.	1 (%) 4	2 4	3 3	4 27	5 61
5.The SES adequately fulfils my volunteering ideals (e.g. community spirit, helping others)	1 (%) 2	2 10	3 7	4 43	5 38
6.I plan on remaining with my current SES Group.	1 (%) 4	2 4	3 9	4 30	5 52
7.My employer is supportive of the time I need to attend SES activities.	1 (%) 4	2 7	3 28	4 29	5 30
	1	2	3	4	5

Total: 135

17. People - Training

	Strongly Disagree		Neither Agree nor Disagree		Strongly Agree
8.I fully understand the roles and functions carried out by my SES Group (i.e. Storm Damage Operations, Flood Boat Operations etc).	(%) 2	5	3	32	56
9.I am provided with information on training activities/courses that are available to me within my Region and/or Area to fulfil functions I am required to do.	1 (%) 5	2 10	3 13	4 34	5 38
10.I am given enough opportunity to nominate for SES training activities/courses.	1 (%) 7	2 9	3 16	4 36	5 33
11.The training I am provided with is relevant to the roles and functions of my SES Group.	1 (%) 4	2 9	3 9	4 43	5 36
12.I have been able to apply the training I have received to operations	1 (%) 3	2 5	3 10	4 36	5 46
	1	2	3	4	5

Total: 135

18. People - Management

	Strongly Disagree		Neither Agree nor Disagree		Strongly Agree
13.I have read and understood the current and regular updates of the SES Operations Doctrine.	(%) 6	13	13	45	24
14.I can access the SES Operations Doctrine through my SES Group, EMQ Region or electronically on the SES Volunteer Portal.	1 (%) 6	2 5	3 5	4 41	5 42
15.The current SES Operations Doctrine is providing clear guidance on SES processes.	1 (%) 7	2 13	3 26	4 36	5 18
16.Queensland SES is an emergency response organisation that requires a single, easily identifiable chain of command to maintain effective operational capability.	1 (%) 4	2 7	3 10	4 33	5 44
	1	2	3	4	5

Total: 135

19. People - Time

	Strongly Disagree		Neither Agree nor Disagree		Strongly Agree
17.I am happy with the amount of time I need to commit to my SES Group.	(%) 3	12	11	47	27
	1	2	3	4	5

Total: 135

20. People - Recognition

	Strongly		Neither Agree		Strongly
--	----------	--	------------------	--	----------

	Disagree		nor	Agree
(%)	6	10	19	41
18.I feel like a valued part of the SES and Emergency Management Queensland.				24

	1	2	3	4	5
(%)	6	19	16	43	17
19.I feel suitably recognised for the work I do as a volunteer with the SES.					

1 2 3 4 5

Total: 135

21. People - Equipment

	Strongly Disagree		Neither Agree nor Disagree		Strongly Agree
(%)	4	13	6	42	35
20.I am provided with adequate Personal Protective Equipment (PPE) to perform the functions of my SES Group.					

	1	2	3	4	5
(%)	4	11	9	44	32
21.There is a clearly defined process in place for acquiring equipment (e.g. PPE).					

	1	2	3	4	5
(%)	6	14	15	48	17
22.My SES Group has sufficient equipment to adequately undertake its functions.					

1 2 3 4 5

Total: 135

22. Survey Evaluation

	Strongly Disagree		Neither Agree nor Disagree		Strongly Agree
(%)	4	4	6	44	42
23.The questionnaire was easy to understand.					

	1	2	3	4	5
(%)	4	4	4	43	44
24.The questionnaire was easy to use.					

	1	2	3	4	5
(%)	8	15	29	29	17
25.The questionnaire covers the volunteer issues that matter to me.					

	1	2	3	4	5
(%)	3	8	12	47	26
26.The process of administering the questionnaire was appropriate.					

1 2 3 4 5

Total: 136

23. Please list comments on any aspect of this questionnaire in the area provided below.

Question 22. My SES group of 50-60 people have only 2 vehicles between them. Often members told they are not required for activations due to the fact we don't have the vehicles to transport them in. Question 9. There is not enough training in the useful operational skills required. Eg 4WD training, Load restraint. Question 16. The SES and EMQ needs to get serious about being a rescue organisation. Its starts with the strong and firm leadership and motivation for members to continue upskilling and maintaining competencies. This will only come through our leaders having the guts to be strong and firm on members in order to get our act together.

1 (2%) ☐

On portal most members are missing most of the doctrine

1 (2%) ☐

thank you for the opportunity to participate in this survey.

1 (2%) ☐

There is a lack of executive training like we had years ago every 2 or 3 years a unit executive course was run over a Friday night Saturday and finish Lunch Sunday with all the new doctrine etc now we need to have everyone on the same page.

1 (2%) ☐

we leave in north queensland and in some hot night and u sweat a fair bit. when u do sweat alot it make u feel sick and and fine a away to coll down

1 (2%) ☐

This is a 'safe' questionnaire, that dosen't ask anywhere near the right questions to get useful feedback.

1 (2%) ☐

The question on recognition was not easy to follow. Do you mean recognition as in certificates for courses? 5 year medals? A person in an EMQ uniform walking around saying thank you and shaking hands?

1 (2%) ☐

Equipment continues to be a problem - lag time between ordering and receiving.

1 (2%) ☐

In genral the q&a were straight forward...except the recognition from SES one (Q 8).

1 (2%) ☐

Our group has reached 80 members and yet we only have 12 seats in 2 vehicles. It boggles me that we have to fundraise ourselves to buy a new vehicle for our group. In order to do so we have had to create a support group for our SES group and then enter the fight to obtain charity status for the support group which as far as I know is still ongoing, now over 12 months since we began. This is an idiotic way to have to do things and is why I have indicated that I think we have insufficient equipment to undertake functions adequately. In a lot of other ways however, volunteering with the SES is incredibly rewarding.

1 (2%) ☐

They public forum on the needs to be administed where by comments made need to be check to see if the position is relevant and not just the same people using it as a platform to make people think the know what they are talking about.

1 (2%)

There seams to be too many rules / paperwork, with little to no recognition by EMQ / DCS. Volunteers but in many hours behind the scenes for the community, which is not mentioned or recognised. EMQ / DCS need to start acknowledging the tireless hours of volunteers. They are asking too much and we are losing volunteers.

1 (2%)

Queensland SES is NOT an emergency response organisation in Queensland. This needs to be amended! There is NOT a single, easily identifiable chain of command. Whilst EMQ & SES have different names, they will be regarded amongst volunteers as two different organisations. Whilst Brisbane City Council keep provide the majority of operational funding and pay the local controller, they have a very big say in the command of SES.

1 (2%)

chain of command who owns SES Council or EMQ this creates many problems within a group / unit

1 (2%)

As uniforms was not mentioned. I would just like to say that we should have VOLUNTEER under SES on the back of the overalls(two peace). And the current overalls are the most uncomfortable ones i have ever worn but you can not please every one. Thanks

1 (2%)

Training has become too classroom orientated - NOT enough time available for volles to get hands on. The questionnaire asks the easy for management questions but does not fully cover the needs and requirements for the volles.

1 (2%)

1 (2%)

One thing i think the SES/EMQ/regional councils in this ever increasing environment of volunteers being more time poor, and, in particular for training, the increased requirement for paperwork need to investigate more paid staff to manage and administer the groups.

1 (2%)

I'm not sure if this survey really covers the issues volunteers are actually concerned about. There is nothing about our opinion on anything at an actual unit level, which currently seems to be where most of the issues are, or operationally. This survey seems to be about gathering stats for a ministerial or marketing guff rather than garnering a realistic idea of what volunteers actually think. I think it's great that EMQ is running a survey but I think its purpose is somewhat different to what we expect - to me something as broad as 'Volunteer Survey 2010' should be much more detailed and concern itself with a much wider range of issues.

1 (2%)

Didn't ask anything about relationships between EMQ and SES. The question about doctrine is misleading - i can only access it through the portal - i should be able to access it at my group. PPE - adequate in quantity not adequate in quality and design - when will we get REAL pants for our two piece uniform - look to the Australian Army they have great pants in their camo they can be made in orange - stop getting off the shelf stuff and stop with the elastic waisted pants, we are not babies. Doctrine hardly covers anything - release it all not this piecemeal one in a blue moon approach - at the moment we have a bit of stuff covered but left with gaping great holes - get your act together!! Doctrines refer to other doctrines that haven't been released, puh-lease what a joke. Put it all out the so everything is covered. Stop shying away from the hard stuff.

1 (2%)

Questionnaire has limited value, does not address core issues important to the general membership Retention does not ask/answer why so many senior members have left the unit. Training does not ask/answer why insufficient training course available

1 (2%)

Too many black or white. ie recognition , my need is low so anything is excessive, or ...Yes I can nominate for training, again, but am I happy with when and how often it is not offered????

1 (2%)

being a volunteer means we are also out of pocket so therefore i am paying money to be a volunteer. older members were issued with hydration packs - the newer members were not. there fore several members have had to outlay money for a hydration pack. you havent mentioned any inhouse politics, bullying or cliché groups within a unit. maybe asking how easy or hard is it to get promoted? surely one of general members in our unit could have at least a blue lapel or a stripe?

1 (2%)

More on the Ops Doc - I'm a trainer and was the group training officer within my group for a couple of years but throw it in due to the internal politics, if the book says 4 in a heights team then why is it that my local controller says he can over ride this? I'm up to date on everything training and operations but have not seen this anywhere in writing. Clear lines of admin - So far off the mark it's not funny, uniforms is a great marker and the time it takes to get gear. Personally I think it is internal (unit procedures) and I fully understand if it's not in state stores but the likes of 6 to 10 months to get gear is ... well what is it the ops doc says 3 weeks once received? Members ask me all the time about where there gear is and what we get back from unit admin is that it is states problem, then I hear that it's not state or district at all... Hopefully in time we see these things cleared up because I have seen a lot of people come in and a lot leave due to these problems. Great to see this type of questionnaire come out but please from all the issues that arise start trying to attend to them or all I'm going to see as time goes by is members being interested leaving because of what they expect is not there. Group wise we would have had 20 people join up this year and of those about 5 left and that's not counting people from last year.

1 (2%)

Being the fourth time trying to complete this, I have given up for the evening. If you have to sign back in to finish the darn thing, it removes all of your answers and forces a restart, removing all previous inputs. This needs to be fixed ASAP.

1 (2%)

I believe that short answer comments may identify further problems which multiple choice does not focus upon. It may also give members the opportunity to express their differences which may not be appropriate or an option to do with upper management or officers.

1 (2%)

more attention needs to be put on the type of equipment provided by EMQ for activation use. More attention on listening to what experienced members have to say and the valuable thoughts on the type of training we need to be doing.

1 (2%)

"13.I have read and understood the current and regular updates of the SES Operations Doctrine." This question asks of respondents two separate and quite distinct questions coupled together in an inappropriate manner. It is entirely possible, perhaps likely, that respondents have read a document, but not understood it. The question as posed does not allow members to report this, forcing them to agree or disagree with the statement in full. This will significantly taint the results. I am assuming this was not the intention of the questioner. "18.I feel like a valued part of the SES and Emergency Management Queensland." This also asks of respondents two distinct questions also coupled together in an inappropriate manner. EMQ and SES are separate organisations with separate reputations in the minds of volunteers. It is unlikely that respondents will feel EXACTLY the same about both organisations. It is probable most volunteers will report feeling more valued by one organisation than the other. This question does not allow for the capture of this result, and will therefore yield inaccurate results. I, again, am assuming this was not the intention. Because the question was asked in a coupled manner, the results cannot be represented in a decoupled manner. I would strongly caution therefore that it would be grossly inappropriate and dishonest to represent the results of this question as suggesting a satisfaction rating for EMQ alone, or for the SES alone. In reporting the result of this question, care must be taken in all instances to accurately reflect the coupled nature of the question.

1 (2%)

In a previous survey, I noted that the increasing bureaucracy and administrative requirements and restrictions etc would eventually be the downfall of the SES. In the past week, I have seen more, real evidence of this, with one of our most valuable members/team leaders/trainers pulling the pin (and one or two others barely hanging in there). Also, there seems to be little regard for recognition of prior learnings (including courses completed through SES) and members are being made to sit through hours and hours of training where nothing new is learnt (other than how the SES course has changed). The fact that people are not allowed to conduct even the most basic of tasks if they don't hold the most recent update of the SES qualification is becoming frustrating, onerous and ridiculous. We are losing the capable, useful and energetic members and retaining those who are just there 'for the ticket' and have nothing better to do with their time. It also concerns me that some of the

'leaders' in the volunteer world are being appointed from above with no consideration for or consultation with the members who they represent. These volunteer leaders are creating self-appointed powers and shaping the unit as they want it to be, often with no regard for the wishes/thoughts/interests of the members. While I love the opportunities that SES presents, I ask myself time and time again if I should be following many of my friends who have jumped ship. However, I realise that there is no other volunteer organisation that would allow me to assist the community in times of need in the way that I can with SES. That and I value the friendships and networks that I have established with some of my fellow members.

1 (2%)

As a member of the administration team in my unit I feel this area (admin, paperwork) can take up a disproportionate amount of time. As most volunteers particularly the instructors are in full - time employment, preparation for training can be time consuming and a drain on volunteers. Assistance in this area eg suitable powerpoints, variety of fresh activity ideas would make the job easier.

1 (2%)

The way new recruits are given a higher regard and more opportunities while still only a proportional member than members that have been around a long is wrong. Proportional members are being fast tracked through to get them on active duty which was not done for me or other new recruits. I believe this is wrong

1 (2%)

Biggest problem I have encountered is hold ups in cancelled training and lost paperwork. Not progressing quickly enough through the training that I need due to unavailability of courses

1 (2%)

It would be nice if we could put comments on why we select a score for a question? IE if I score something low wouldn't it be nice to know why?

1 (2%)

With the increasing demand for training expectations, it is getting increasingly difficult to numerous things: 1) maintain current members that are experienced 2) maintain employment 3) reach expectations, only for them to be changed 2 weeks down the track 4) there is a lack of vision between emq and qses, emq outlines all this stuff as if we are paid full/part time workers. 5) there is too much expected of the general volunteer, we don't need bits of paper for everything. 6) not enough recognition is given to the members that have put in the service, I mean having to apply for your own award, come on... 7) a more realistic approach has to be given to training, a lot of volunteers are feeling the pinch at the moment, with a lot of them forming the opinion that "it's all good for them(emq) to set out guidelines and increase the workload of others, they get paid for it", after 11 years service I am trying to adapt to the changes that are happening but it is killing my passion for the ses, please do something before it's too late and Queensland loses a foundation of trust and service to its people.

1 (2%)

The question on receiving recognition through training/thanks/ award stood out as not particularly well defined, there wasn't a "no recognition received" checkbox, otherwise survey was good.

1 (2%)

I feel that SES, and the people within ses provide the support needed, however I've gotten the impression that emq and the local government doesn't value the amount of time, effort, and willingness of the vols,

1 (2%)

- Questions should be specific to EMQ or SES not a combination as ones feelings are generally not the same. - Try asking the hard questions

1 (2%)

I did not answer Q.7 Under People - Retention as I am retired. Maybe a N/A Category would have been suitable.

1 (2%)

re- q-17 i would like to give more time but don't have any more to spare

1 (2%)

wished rapid clarification/directives from EMQ relating operational issues such as to tarp or not to part an asbestos roof, etc

1 (2%)

How about a question asking if we're happy with the Doctrine and that whether we see the Doctrine being consistent with the values we would expect for the SES and its role in our local communities?

1 (2%)

The quantity and quality of training in the SES is very poor. It is difficult as a longer serving member to stay interested in the training as it remains very basic and is often delivered very poorly. We seem to require a certificate for everything and I believe this is overkill. To have to sit in a classroom and have someone read word for word a powerpoint presentation on a very basic general rescue topic and then say that we have to do an assessment, just seems ridiculous. It makes it a lot easier to not attend training.

1 (2%)

Safety is important, but it getting to the point that to follow all the rules to the letter means it is much harder to actually do anything.

1 (2%)

relationship with EMQ Relationship with Local government issues affecting volunteer retention

1 (2%)

Volunteers should be treated like the rural fires with an incentive payment to help retain interest and help for lost wages during callouts. Volunteers are losing interest with the way training and competency is being managed. How do we keep members interested Trainers are volunteers and do not have time to do what is required and we don't have enough trainers

1 (2%)

Change the 10 year medal to 5 years like the Northern Territory has done.

1 (2%)

As we are now a registered training organisation the paperwork that is now required has greatly increased the amount of time necessary for Group Leaders to spend on Admin. I agree that the RTO is an important part of our organisation now and has vastly improved our training, but the downside is the amount of time and effort spent on "paperwork"

1 (2%)

The biggest problem with SES is they are making it too hard for the trainers!!!!

1 (2%)

It would be nice if some attention was paid to the results of this survey, but the overwhelming opinion of the volunteers is that the bureaucracy doesn't care what we really think or want. Start paying attention and give us more equipment and stop wasting time and money on pointless courses like how to use a ladder or tie a knot. These skills can be taught within the group without the need for a pre-requisite course. And stop tying our hands with useless and insane "Doctrine" and "Bulletins". We are the State Emergency Service, we know it can get dangerous, just let us do our jobs without silly rules to cover your own backsides.

1 (2%)

The column with the questions in needs to be wider so you can see all of the written question.


1 (2%)

I disagreed with question 22. Mainly because at the present time my unit does not have a building. Though we are grateful we have been provided a caravan and a tent.


1 (2%)

Uniform issue has been a problem and hasn't improved with the new system that was implemented this year. Only parts of orders are being received. My Group Leader has been waiting for 3 months for his executive shirt and jacket size s. By the portal neither have ever been on backorder. I understand that this organisation needs to be run professionally but I think the amount of administration that has to be done does


not take into consideration those Controllers that also work for a living. It's getting away from volunteers.

1 (2%) 


Q20. PPE: The Tiapan boots are far too tight across the toe and front of foot. The Redback boot was better. Why do I have to buy my own Boots? Q16. In a real emergency the chain of command may not be there. In some case I've seen the COC presence has been counter productive. Well trained, leaders & members with competence and confidence is just as important. q15 Doctrine & PPE: Hats versus Caps still inconsistent and confusing to some Q18 & Q19. Prejudices, Biases and an attitude of shoot the messenger is common the in Brisbane unit. Questionnaire: The portal timed out twice before I finished! Q10 & Q11: Favouritism and cronyism are still far too common. Why would some members of a group be hush-hush encouraged to complete PUAOPE001B Advanced Standing Record over others? How does that fit under the code of conduct?

1 (2%) 


more questions about how members feel they are been trained and method of training is applied

1 (2%) 

I believe I am well supported and trained in the SES for my duties.

1 (2%) 

"People -Recognition" - I don't feel the SES is given enough credit in the general public - There appears to be a major misconception about what it is that the SES actually does in the community. There are many opportunities for SES members to be recognised in the public arena - main stream advertising for recruitment and acknowledgment of achievements for a start. Statewide or even national advertising of the organisation. SES is a wonderful organisation - but the public is still unsure of what we actually do.

1 (2%) 

It all comes back to the group/ unit you are involved in and the style of leadership/ communication they have chosen to use. Keep people involved they stay and enjoy the experience, treat them like mushrooms and the moral is low and people leave.

1 (2%) 

Total: 57

24. If you wish to be included in the draw to receive \$800 to be spent on a purchase for your volunteer group, please enter the name of your volunteer group (and your name if you wish: optional). Your Volunteer Group is:

CLEVELAND

1 (1%) 

Airlie Beach

1 (1%) 

Western Group (Brisbane Unit)

1 (1%) 

Kumbia SES

1 (1%) 

Maroochy Unit North Coast

1 (1%) 

KINGAROY GROUP -

1 (1%) 

Maroochy

1 (1%) 

hinchinbrook

1 (1%) 

BrisBane

1 (1%) 

North Eastern Group - Brisbane Unit

1 (1%) 

Arana Hills

3 (2%) 

Brisbane Unit - Western Group

2 (2%) 

Tamborine Mountain

1 (1%) 

South Western

1 (1%) 

Brisbane Metro

1 (1%) 

Western Group

1 (1%) 

Cairns SES

1 (1%) 

Charleville

2 (2%) 

Redcliffe - Moreton Bay Region

1 (1%) 

BRISBANE SOUTHERN GROUP

1 (1%) 

yeppoon


































1 (1%) 

Eastern Group

1 (1%) 


Townsville

3 (2%) 


eastern group - brisbane unit	
1 (1%)	
Ipswich SES Group	
1 (1%)	
Nanango group	
1 (1%)	
Mirani - Queensland	
1 (1%)	
Runaway Bay State Emergency Service	
1 (1%)	
Nanango	
3 (2%)	
logan west	
1 (1%)	
Caboolture	
2 (2%)	
Mackay Group	
1 (1%)	
eastern group ses	
1 (1%)	
Runaway Bay	
1 (1%)	
Pimpama	
1 (1%)	
Toowoomba group	
1 (1%)	
Lowood	
1 (1%)	
hervey bay ses	
1 (1%)	
SES Eastern Group (Brisbane Unit)	
1 (1%)	
My group- Ipswich Group. But if my name comes out the hat send it to Charleville Group	
1 (1%)	
Howard	
1 (1%)	
Western Group, Brisbane Unit	
2 (2%)	
Woodgate	
1 (1%)	
Western Group - Brisbane Unit	
1 (1%)	
REDCLIFFE GROUP	
1 (1%)	
Noosa SES	
1 (1%)	
Logan	
2 (2%)	
maroochydhore SES bunderim group	
1 (1%)	
Cairns	
5 (4%)	
Rockhampton	
1 (1%)	
Brisbane Unit, Operations Group.	
1 (1%)	
Townsville SES	
1 (1%)	
Bowen SES	
1 (1%)	
Bowen	
1 (1%)	
metro	
1 (1%)	
maroochy group	
1 (1%)	

Mackay Unit	
1 (1%)	
Brisbane Unit	
1 (1%)	
SES - LOGAN	
1 (1%)	
Southern Group (brisbane Unit)	
1 (1%)	
Townsville SES group	
1 (1%)	
Redcliffe State Emergency Service	
1 (1%)	
Metro (Brisbane)	
1 (1%)	
petrie	
1 (1%)	
Petrie	
1 (1%)	
SES Brisbane Unit North Eastern Group	
1 (1%)	
SES Mt Larcom Group	
1 (1%)	
woocoo	
1 (1%)	
Cooktown	
1 (1%)	
Gympie SES	
1 (1%)	
texas	
1 (1%)	
metro group brisbane Unit	
1 (1%)	
Brisbane - Metro	
1 (1%)	
Redland Unit	
1 (1%)	
GIN GIN UNIT	
1 (1%)	
Logan East	
1 (1%)	
Beaudesert	
1 (1%)	
Toowoomba	
2 (2%)	
Gladstone Group	
1 (1%)	
South East QLD - Coolangatta	
1 (1%)	
Toogoolawah	
1 (1%)	
Coolum	
1 (1%)	
Caloundra Group	
1 (1%)	
Bribie Island State Emergency Service.	
1 (1%)	
Maryborough	
1 (1%)	
Eastern	
1 (1%)	
ARANA HILLS	
1 (1%)	
Trinity Beach	
1 (1%)	
Cairns Group	
1 (1%)	


Goodna Group, Ipswich Unit, SE District

1 (1%) 


Kawana Group

1 (1%) 


Edmonton

1 (1%) 


Mackay group

1 (1%) 

Yarraman

1 (1%) 


GOODNA

1 (1%) 


Bundaberg Unit

1 (1%) 


burnett heads ses

1 (1%) 


Metro Group, Brisbane unit

1 (1%) 


SES Brisbane - Northern Group

1 (1%) 


Logan East SES

1 (1%) 


Southern Group

1 (1%) 


Inglewood SES, 4387,Qld

1 (1%) 


SOUTH WESTERN

1 (1%) 

Brisbane western

1 (1%) 

Cleveland - Redlands

1 (1%) 


Bundaberg SES

1 (1%) 

Hervey Bay Group

1 (1%) 

ST GEORGE SES

1 (1%) 

SES Logan Village

1 (1%) 

Laidley SES Group

1 (1%) 

SES Trinity Beach

1 (1%) 

Redland/ North Stradbroke Island

1 (1%) 

BUNDABERG

1 (1%) 

Total: 129

25. Your name (optional):


Andrew Sander

1 (1%) 


Aaron Lieschke

1 (1%) 

James Mifsud

1 (1%) 

Peter Verbakel

1 (1%) 

Fred Reuter

1 (1%) 


robert morris


































1 (1%) 


































G. Corkill










1 (1%) 

Neil Macdonald

1 (1%) 

Jeff McConnell	1 (1%)	
Ralph Luckhoff	1 (1%)	
Alwin	1 (1%)	
Robyn Schrader	1 (1%)	
Ryan McVeigh	1 (1%)	
Corey Armstrong	1 (1%)	
ashley pringle	1 (1%)	
wyllie	1 (1%)	
Lynda McManus	1 (1%)	
Kim Malone	1 (1%)	
Dave..	1 (1%)	
Katrina Dunn	1 (1%)	
Cheryl Ireland	1 (1%)	
Errol Sander	1 (1%)	
paul bunkum	1 (1%)	
Matthew PINDER	1 (1%)	
Julian Oldham	1 (1%)	
maddi goldberg	1 (1%)	
Jason Daniels	1 (1%)	
Manny	1 (1%)	
Fiona Manning	1 (1%)	
Charles Elson	1 (1%)	
Nicholas Coubrough	1 (1%)	
Aleta Ballment	1 (1%)	
Adam Hingston	1 (1%)	
Rowan Turner	1 (1%)	
Leon Burt	1 (1%)	
Travis Bell	1 (1%)	
Nicole Bradley	1 (1%)	
Kevin Maude	1 (1%)	
brandon chemello	1 (1%)	
John McCabe	1 (1%)	
Ruth Dewar	1 (1%)	

Robyn Baker	1 (1%)	
Brenda Beattie	1 (1%)	
Paul Van Doorn	1 (1%)	
Scott Hamilton	1 (1%)	
Ryan Goostrey	1 (1%)	
gary	1 (1%)	
Keith Jakins	1 (1%)	
yogi	1 (1%)	
Allan Pemberton	1 (1%)	
Matthew	1 (1%)	
Peter Gould	1 (1%)	
Ray McDonough	1 (1%)	
Les Gordon	1 (1%)	
Rik Moucka	1 (1%)	
Brett	1 (1%)	
Ann Booth #36140	1 (1%)	
Penelope Hales	1 (1%)	
Marian Lynch	1 (1%)	
James	1 (1%)	
Callie Stupple	1 (1%)	
Karolyn Menzies	1 (1%)	
Michael Stewart	1 (1%)	
Matt Yates	1 (1%)	
Kevin Dowsett	1 (1%)	
Angie Mason	1 (1%)	
Kelley	1 (1%)	
Courtenay Waters	1 (1%)	
Glen Pardy	1 (1%)	
Gage Ryan 86895	1 (1%)	
Edward Gilmour No 11346	1 (1%)	
Shane Mattingley	1 (1%)	
Aaron Williams	1 (1%)	
dave myatt	1 (1%)	

Sheree Phillips	
1 (1%)	
Cam sage	
1 (1%)	
Robert Biram	
1 (1%)	
DEBBIE GREEN	
1 (1%)	
Adam Sadler	
1 (1%)	
Chayne Wellman	
1 (1%)	
Matthew Cawdell	
1 (1%)	
Anne-Marie Bennett	
1 (1%)	
JANET COPLEY	
1 (1%)	
Total: 83	

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**MANAGING SES VOLUNTEERS AT EMQ:
2010 SURVEY OF PSYCHOLOGICAL CAPITAL AND VOLUNTEER
RESPONSES TO PERCEPTIONS OF PSYCHOLOGICAL CONTRACT BREACH**

PROJECT REPORT

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and

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University of Tasmania

12th April 2011

*This project was funded by the University of Tasmania Internal Research Grant Scheme (2010) and
Faculty of Business Research Committee.*

**MANAGING SES VOLUNTEERS AT EMQ:
2010 SURVEY OF PSYCHOLOGICAL CAPITAL AND VOLUNTEER
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Context

The need to maximize the potential of EMQ's volunteer-based human resources means the effective management of the individual-organization relationship (also known as the 'psychological contract') is a challenging task in the organisation. Psychological contracts (PsyCon) originate when individuals infer promises that give rise to beliefs in the existence of reciprocal obligations between themselves and their organization. They can be classified into one of two broad types – relational and transactional – based in part on the degree of importance the individual attributes to the maintenance over time of the socio-emotional dimension of the individual-organization relationship (Appendix 1 provides further details). 'Breach' of the PsyCon, or what happens when the individual perceives the organisation to have not met its obligations, is likely to result in a range of non-productive volunteers attitudes and behaviours, e.g. reduced job performance, lower trust, lower job satisfaction, and increased turnover. Of potential importance in this process is the extent to which the volunteer has positive psychological capital (PsyCap). PsyCap comprises attributes such as confidence, hope, optimism and resilience (see Appendix 2), which have been shown to relate to the productivity of individuals and enhance organisational performance, as well as influence responses to ongoing change in the individual-organization relationship. Given their state-like nature, these positive attributes are open to development and management for performance improvement purposes.

Aims and method

The project aim was to explore how the interaction of an individual's level of PsyCap with their predominant PsyCon type might be used to understand how an individual might behave in response to a perceived PsyCon breach by the organisation. To this end, data was collected to test a theoretical model of how PsyCon type interacts with PsyCap level to influence responses (Exit, Voice, Loyalty, and Neglect) to perceived contract breach (see Appendix 3).

Method

In mid-2010, a survey questionnaire was administered to a random selection of 172 (59.3 percent) of the organisation's total of 290 operational units. The voluntary survey was conducted under procedures approved by the University of Tasmania social science research ethics committee to ensure that the data collected was anonymous and confidentiality would be preserved. A total of 592 valid responses were received from a total of 3,673 volunteers who received the invitation to participate, giving a survey response rate of 16.1 percent. Survey results are presented in tabular form in Appendix 4.

Key findings

1. Of all respondents, 91.6% reported a predominantly relational PsyCon, and 97% reported a high level of PsyCap.
 - Respondents with a predominantly relational PsyCon were more likely to endorse responding to a perceived breach of contract through Voice (and Loyalty), regardless of their level PsyCap.
 - Respondents with a predominantly transactional PsyCon were more likely to endorse responding to a perceived breach of contract through Exit (if they have high PsyCap), or through Neglect (if they have low PsyCap).
 2. The large majority of respondents were satisfied with their volunteer work, and intended to continue with EMQ for at least the next 3 years with no intention of leaving within a year.
 3. The large majority of respondents were most motivated by: 'Helping others/the community'; 'Doing something worthwhile'; 'Learning new skills'; 'Using my skills/experience' and 'Being active'.
 4. Overall, the most frequently mentioned issues in the qualitative comments received were:
 - three most enjoyable aspects of volunteering:
 - being able to help others/the community;
 - enjoyment of the social contact (including meeting new people, being part of a team, friendship); and,
 - opportunity to learn new skills;
 - three least enjoyable aspects of SES volunteering:
-

- personal negativity (e.g. see bad/sad things, bullying, fighting between members, 'back stabbing');
- lack of support (e.g. training, trainers, people, equipment, funds, from government); and,
- time commitment required (e.g. late night, time consuming);
- three things EMQ should change to improve to its relationship with volunteers:
 - provide more support (e.g. training, funding, equipment, uniform and be paid);
 - better organization management and friendly members (e.g. improve people, structure and rules); and,
 - better communication.

Outcomes

The key outcome of the project for EMQ is the provision of baseline data showing the organization's profile in regard to how SES volunteers perceive their relationship to the organisation, the levels of positivity of volunteers across the organisation, and likely behavioural responses to dissatisfaction with the organisation. This information provides a basis for developing targeted recruitment and retention, and training and development programs, designed to enhance volunteer PsyCap across the organisation and improve the volunteer-EMQ relationship with flow-on effects for productivity, satisfaction, commitment, and retention.

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Acknowledgement: The authors would like to thank Dr Nuttaneeya (Ann) Torugsa, of the Australian Innovation Research Centre, for her assistance with data analysis.

Appendix 1: Understanding psychological contracts (PsyCon)

	Transactional	Relational
<i>Salient beneficiary</i>	Self	Joint (self and organisation)
<i>Scope and tangibility</i>	Narrow, specific, observable	Pervasive, less specific, subjective
<i>Stability and duration</i>	Static, close-ended, specific time frame	Dynamic, open-ended indefinite time frame
<i>Content focus</i>	Economic, material e.g. pay in exchange for hours worked	Socio-emotional, non-material e.g. job security in exchange for employee loyalty
<i>Organisation's obligations</i>	Provide continued employment, safe working environment, fair compensation	Provide training, career development, promotion opportunities, long-term job security
<i>Individual's obligations</i>	Fulfil specified requirements	Fulfil generalized requirements, loyalty, commitment, organisational citizenship behaviour

Appendix 2: Understanding psychological capital (PsyCap)

Attribute	Description
<i>Hope</i>	Motivated to succeed at a given task or goal, and has the ways and means to complete that task or goal
<i>Confidence</i>	Has the necessary motivation, cognitive resources, and plan of action needed to complete a given task or goal in context
<i>Resilience</i>	Positive coping and adaptation in the face of either significant adverse or positive events
<i>Optimism</i>	A realistic assessment of what can be achieved with the resources available for the task

Appendix 3: Relating PsyCon type and PsyCap level to response to change

		<i>Passive</i>	<i>Active</i>		
PsyCon	<i>Relational</i>	LOYALTY Individual waiting patiently and trusting in the organisation to solve the problem	VOICE Individual speaking out and attempting to help solve a problem for mutual benefit	<i>Constructive towards the relationship</i>	
	<i>Transactional</i>	NEGLECT Individual being lax, and reducing their work effort and contribution to the organisation	EXIT Individual quitting the organisation, or thinking about leaving	<i>Destructive towards the relationship</i>	
		<i>Low</i>	<i>High</i>	PsyCap	

Appendix 4: Data tables

Table 1: Sample size

Groups in SES	290	290	100
Groups randomly sampled in survey	290	172	59.31
Sampled groups with respondents	172	93	54.07
Sampled groups with no respondents	172	79	45.93
Volunteers in SES	6344	6344	100
Volunteers in sampled groups	6344	3673	57.90
No. of respondents from the sampled groups	3673	592	16.12

Table 2: PsyCon type by PsyCap level – Regional data

Region and Area	Relational PsyCon						Transactional PsyCon					
	Total*		HighPsyCap		LowPsyCap		Total*		HighPsyCap		LowPsyCap	
	No	%	No.	%	No.	%	No	%	No.	%	No.	%
Brisbane	70	13.1	69	98.6	1	1.4	5	10.0	5	100	0	0
Area: Brisbane City Units responding: 1	56	80.0	55	98.2	1	1.8	5	100	5	100	0	0
Area: Moreton Bay Units responding: 1	14	20.0	14	100	0	0	0	0	0	0	0	0
Central	43	8.1	43	100	0	0	5	10.0	5	100	0	0
Area: Longreach Units responding: 1	4	9.3	4	100	0	0	0	0	0	0	0	0
Area: Mackay Units responding: 1	8	18.6	8	100	0	0	0	0	0	0	0	0
Area: Rockhampton Units responding: 4	31	72.1	31	100	0	0	5	100	5	100	0	0
Far North	96	18.0	93	96.9	2	2.1	5	10.0	3	60	1	20.0
Area: Eastern Units responding: 1	56	58.3	54	96.4	1	1.8	2	40.0	2	100	0	0
Area: Northern Units responding: 1	13	13.5	13	100	0	0	1	20.0	0	0	0	0
Area: Western Units responding: 1	27	28.1	26	96.3	1	3.7	2	40.0	1	50.0	1	50.0
North Coast	152	28.5	149	98.0	1	0.7	15	30.0	14	93.3	1	6.7
Area: Sunshine Coast Units responding: 3	73	48.0	72	98.6	1	1.4	5	33.3	4	80.0	1	20.0
Area: Wide Bay/Burnett Units responding: 3	79	51.9	77	97.5	0	0	10	66.7	10	100	0	0
Northern	16	3.0	16	100	0	0	0	0	0	0	0	0
Area: Townsville Units responding: 2	16	100	16	100	0	0	0	0	0	0	0	0
South East	46	8.6	43	93.5	3	6.5	3	6.0	3	100	0	0
Area: Gold Coast Units responding: 1	15	32.6	15	100	0	0	1	33.3	1	100	0	0
Area: Ipswich/Somerset Units responding: 2	23	50.0	22	95.7	1	4.3	2	66.7	2	100	0	0
Area: Logan/Scenic Rim Units responding: 1	8	17.4	6	75.0	2	25.0	0	0	0	0	0	0
South West	93	17.4	89	95.7	4	4.3	11	22.0	10	90.9	1	9.1
Area: Central Downs Units responding: 2	26	28.0	23	88.5	3	11.5	5	45.5	4	80	1	20.0
Area: Eastern Downs Units responding: 3	58	62.4	57	98.3	1	1.7	4	36.4	4	100	0	0
Area: Western SW Units responding: 3	9	9.7	9	100	0	0	2	18.2	2	100	0	0
Non-defined	17	3.2	16	94.1	1	5.9	6	12.0	5	83.3	1	16.7
Total (Queensland)*	533	100	518	97.2	12	2.3	50	100	45	90	4	8

*Note: Variations in totals occur because not all 592 respondents provided complete information for PsyCon and/or PsyCap analysis.

All respondents

- Exit
- ▲ Voice
- ◆ Loyalty
- ▨ Neglect

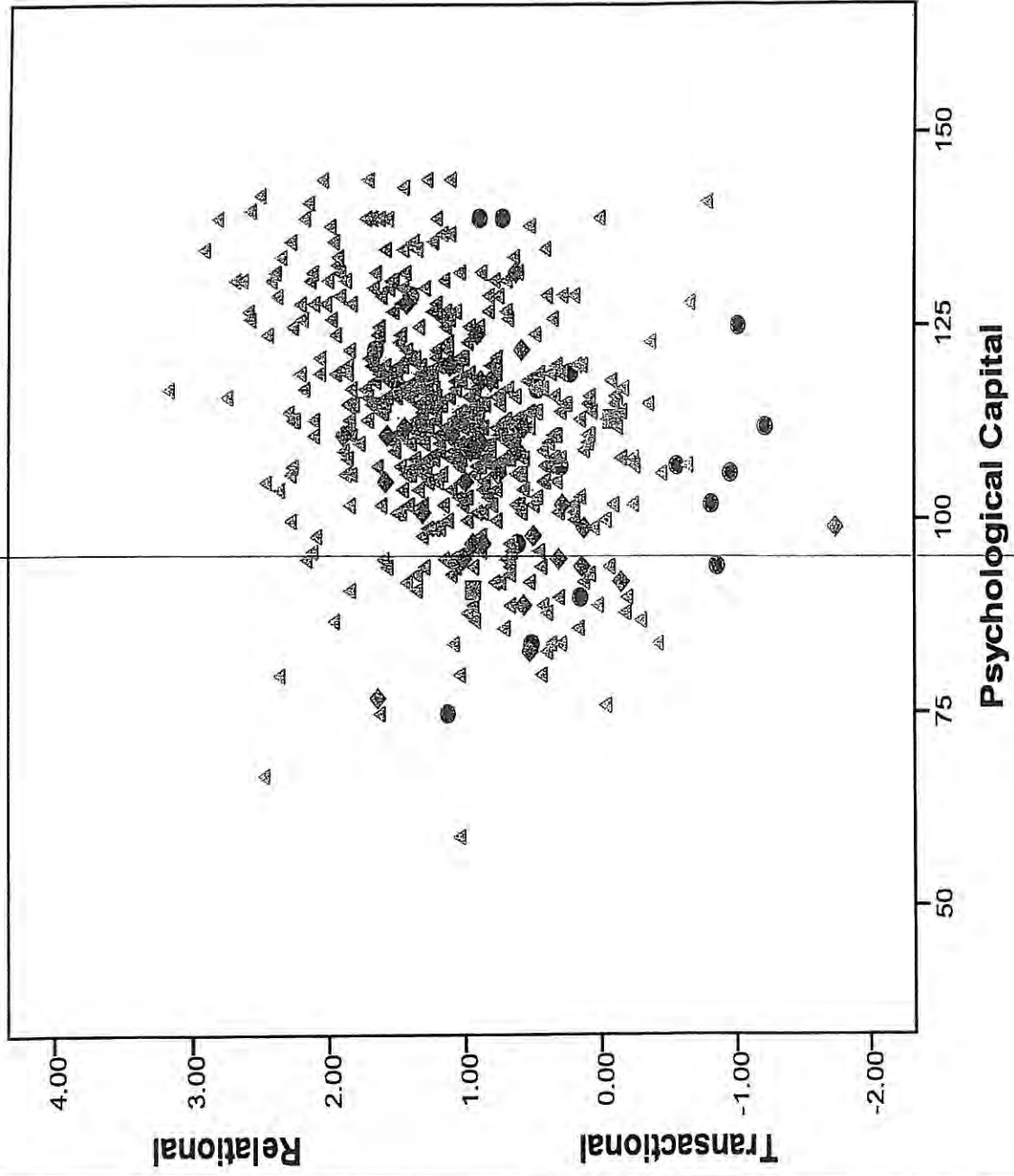


Table 3: PsyCon type by PsyCap level – Demographic data

Variables	Relational PsyCon						Transactional PsyCon					
	Total*		High PsyCap		Low PsyCap		Total*		HighPsyCap		Low PsyCap	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Age												
0-19	40	7.7	37	92.5	3	7.5	6	12.8	5	83.3	1	16.7
20-29	85	16.3	85	100	0	0	10	21.3	9	90	1	10
30-39	56	10.7	55	98.2	1	1.8	3	6.4	3	100	0	0
40-49	112	21.5	107	95.5	5	4.5	8	17.0	8	100	0	0
50-59	118	22.6	118	100	0	0	6	12.8	6	100	0	0
60-69	90	17.2	88	97.8	2	2.2	10	21.3	9	90	1	10
70+	21	4	21	100	0	0	4	8.5	4	100	0	0
Total*	522	100	511	97.9	11	2.1	47	100	44	93.6	3	6.4
Gender												
Female	193	39.9	187	96.9	6	3.1	6	14	5	83.3	1	16.7
Male	291	60.1	286	98.3	5	1.7	37	86	35	94.6	2	5.4
Total*	484	100	473	97.7	11	2.3	43	100	40	93	3	7
Years of volunteering												
0-4	242	46.9	236	97.5	6	2.5	31	67.4	28	90.3	3	9.7
5-9	85	16.5	84	98.8	1	1.2	2	4.3	2	100	0	0
10-14	54	10.5	53	98.1	1	1.9	2	4.3	2	100	0	0
15+	135	26.2	132	97.8	3	2.2	11	23.9	11	100	0	0
Total*	516	100	505	97.9	11	2.1	46	100	43	93.5	3	6.5
Years of service with current organization												
0-4	286	55.9	278	97.2	8	2.8	33	73.3	30	90.9	3	9.1
5-9	88	17.2	87	98.9	1	1.1	5	11.1	5	100	0	0
10-14	45	8.8	45	100	0	0	0	0	0	0	0	0
15+	93	18.2	91	97.8	2	2.2	7	15.6	7	100	0	0
Total*	512	100	501	97.9	11	2.1	45	100	42	100	3	6.7
Are you in paid employment elsewhere												
Yes fulltime	231	45.1	229	99.1	2	0.9	21	44.7	21	100	0	0
Yes part time	100	19.5	97	97.0	3	3.0	6	12.8	5	83.3	1	16.7
No	181	35.4	175	96.7	6	3.3	20	42.6	18	90	2	10
Total*	512	100	501	97.9	11	2.1	47	100	44	93.6	3	6.4

**Note: Variations in totals occur because not all 592 respondents provided complete information for PsyCon and/or PsyCap analysis.*

Table 4: Satisfaction & Turnover intentions

Survey Item	Mean	SD
All in all, satisfied with my volunteer job	4.08	0.771
Intend volunteering at organization for next 3 years	4.13	0.859
Likely I will [not*] leave organization within a year	4.44	0.712

*Note 1: * reverse scored*

Note 2: 592 respondents were included.

Note 3: Survey items were measured using a five-point scale (1= 'strongly disagree' to 5= 'strongly agree').

Table 5: Motivation to volunteer

Survey Item	Mean	SD
Help others/the community	4.36	0.735
Personal satisfaction	3.91	1.027
Personal/family involvement	2.91	1.194
Do something worthwhile	4.31	0.719
Social contact	3.56	1.073
Use my skills/experience	4.13	0.810
Be active	4.08	0.784
Learn new skills	4.29	0.740
Gain work experience	3.46	1.183

Note 1: 592 respondents were included.

Note 2: Survey items were measured using a five-point scale (1= 'strongly disagree' to 5= 'strongly agree').

Table 6: Correlations – Satisfaction, Turnover Intentions and Motivation to Volunteer

Construct Item	Mean	SD	1	2	3	4	5	6	7	8	9	10	11	12
1. All in all, satisfied with my volunteer job	4.08	0.771	1											
2. Intend volunteering at organization for next 3 years	4.13	0.859	0.636**	1										
3. Likely I will [not] leave organization within a year	4.44	0.712	0.399**	0.538**	1									
4. Help others/the community	4.36	0.735	0.413**	0.482**	0.398**	1								
5. Personal satisfaction	3.91	1.027	0.234**	0.213**	0.160**	0.345**	1							
6. Personal/family involvement	2.91	1.194	0.082*	.022	-0.017	0.020	0.309**	1						
7. Do something worthwhile	4.31	0.719	0.382**	0.444**	0.328**	0.657**	0.359**	0.085*	1					
8. Social contact	3.56	1.073	0.220**	0.203**	0.042	0.212**	0.340**	0.384**	0.287**	1				
9. Use my skills/experience	4.13	0.810	0.322**	0.395**	0.290**	0.514**	0.293**	0.172**	0.616**	0.364**	1			
10. Be active	4.08	0.784	0.401**	0.410**	0.279**	0.472**	0.334**	0.161**	0.532**	0.438**	0.622**	1		
11. Learn new skills	4.29	0.740	0.409**	0.433**	0.317**	0.560**	0.338**	0.054	0.641**	0.338**	0.560**	0.633**	1	
12. Gain work experience	3.46	1.183	0.203**	0.183**	0.068	0.155**	0.177**	0.262**	0.208**	0.277**	0.285**	0.367**	0.404**	1

Note 1: * $p < 0.05$; ** $p < 0.01$

Note 2: 592 respondents were included.

Table 7: Comments on three most enjoyable things



Theme	No.
Helping others/the community	314
Social contact (including meeting new people, being part of a team, friendship)	213
Learning new skills	188
Using my skills/experience	21
Gaining work experience	16
Personal satisfaction	16
Doing something worthwhile	13
Being active	12
Total	793

Table 8: Comments on three least enjoyable things

Theme	No.
Personal negativity (e.g. see bad/sad things, bullying, fighting between members, back stabbing)	72
Paper work	43
Lack of support (e.g. training, trainers, people, equipment, funds, government)	60
Time problems (e.g. late night, time consuming)	60
Organization management problems	28
Politics	21
Weather	19
Public abuse	13
Red Tape	8
Money	2
Total	326

Table 9: Comments on three things EMQ should change to improve relationship with volunteers

Theme	No.
Provide more support (e.g. training, funding, equipment, uniform and be paid)	174
Better organization management and friendly members (e.g. improve people, structure and rules)	86
Better communication	40
Less paper work	33
More respect, appreciation, equal opportunity and listen to volunteer	30
More social events	12
Less red-tape	10
Less internal politics	8
No need to change anything	4
Total	397

	Queensland State Emergency Service Operations Doctrine	Operations
	Operations Directives Version: 1.0 Valid from: 09/09/2008	Activation Guidelines ODO 1.0

1. PURPOSE

To outline procedures relating to the activation of the State Emergency Service (SES).

2. RATIONALE

To ensure the activation of the SES is conducted in accordance with established requirements and standards, in an effective and efficient manner.

3. APPLICATION

Applies to all SES members.

4. OPERATIONS DOCTRINE INFORMATION

This SES Operations Doctrine replaces information contained in former Administrative Instruction Number 17 dated 15 October 1990.

Emergency services and associated agencies are provided legal powers under their respective legislation to allow the effective performance of functions necessary to preserve life, property or the environment. When activated, the SES is acting under the authority of the *Disaster Management Act 2003* or the legislation relevant to the requesting authority.

5. PROCEDURAL INFORMATION

5.1 REQUESTING AUTHORITY

A SES Unit can receive requests for assistance to perform an authorised SES function from a range of organisations, including Queensland Police Service, Queensland Fire and Rescue Service, Queensland Ambulance Service, the Local Disaster Management Group or another relevant Government agency for emergency related tasks. The decision to respond will be, in the first instance, undertaken by the Local Controller or delegate who will give due consideration to the alignment of the request with the existing functions of the Unit and the current capacity of the Unit to respond.

Where a request for assistance exceeds the capacity of an individual Unit, the command and/or control of the response will revert to Emergency Management Queensland (EMQ) in accordance with the process outlined in "ODI 2.0 Hierarchy of Command and Control".

Where a request for assistance is outside the approved functions of the SES, a large scale community event or any other request of a non standard or high risk nature, the Local Controller, or delegate is to inform the Area Director, EMQ who will obtain the approval of the Regional Director EMQ for the acceptance / non acceptance of the request.

A Unit may also self activate for specific functions where self activation is authorised. Requesting authorities and specific details on activation are detailed in the operational doctrine relevant to each SES function.

Where a request for the performance of an SES function is received from an entity other than the authorised requesting authority for that particular function or activity, the Local Controller or delegate should assess the task and where appropriate, seek endorsement by the appropriate requesting authority prior to providing a response.

It should be noted that requests received through the 132 500 call centre still need to be assessed by the Local Controller or delegate for suitability in accordance with section 5.2.1 of this doctrine. Depending on the nature of the request, endorsement by the appropriate requesting authority may still be required.

5.2 ACCEPTANCE AND NON ACCEPTANCE OF A REQUEST FOR ASSISTANCE

5.2.1 LOCAL CONTROLLER

The Local Controller or delegate is responsible for the operational effectiveness of the SES Unit and has the right to accept or decline to involve the Unit or a Group in any specific activity.

A Local Controller or delegate may decline a request for assistance based on the following:

- insufficient qualified members,
- insufficient qualified members available to respond,
- inappropriately resourced for task,
- request is not consistent with the roles and functions of the Group and/or SES,
- unacceptable level of risk.

In those instances where a request is declined the Local Controller or delegate is to inform the EMQ Regional Duty Officer of the declined request and the rationale for the decision. Depending on the nature of the task and the rationale for the refusal, the EMQ Regional Duty Officer may elect to refer the task to another Unit.

5.2.2 MEMBER

When a SES Unit/Group is requested to perform a task and the request for assistance is accepted by the Local Controller or delegate, contact will be made to activate suitably qualified members. If the activation is during the member's hours of employment, then the release of the member is at the discretion of the employer.

At all times, it is the member's personal decision on whether they respond or not. In making this decision the member should consider their present capacity with due consideration to the recent intake of drugs and alcohol and level of fatigue. For further information refer to "BMH 12.0 Drugs and Alcohol" and "ODI 9.0 Fatigue Management".

It should be noted that members may not self activate in response to requests for assistance; all activations are to be endorsed, in the first instance, by the Local Controller or delegate.

Members are encouraged to discuss the release from work with their employers in advance so that when an activation occurs the employer has an existing understanding of the employees role and level of commitment to SES operations. In some instances

a standing agreement may be reached between employer and SES member in relation to SES participation.

SES members employed by the Queensland Government should refer to Directive No. 8/06 Special Leave for details on leave required during a declared disaster or emergency under the *Public Safety Preservation Act 1986* or the *Disaster Management Act 2003*. SES members specifically employed by EMQ should also refer to "BMH 4.0 Staff as Volunteers".

5.2.2.1 EMPLOYMENT PROTECTION

The *Disaster Management Act 2003* makes provision for the protection of employment rights of SES members with regard to the dismissal of an employee for temporary absence from work for the purpose of performing an SES function in an emergency situation. Dismissal in these circumstances is deemed to be unfair under Section 73 of the *Industrial Relations Act 1999*. It should be noted that this section is for the protection from unfair dismissal of an employee in certain cases and does not provide a general leave of absence provision.

5.3 UNIT LEVEL CONTACTS

SES Units/Groups are to have a primary and secondary twenty-four (24) hour point of contact for activation purposes.

Changes to the contact details are to be notified immediately to the EMQ Area Office and requesting authorities relevant to the functions performed by the Group.

5.4 CAPABILITY TO PERFORM FUNCTIONS

Where a Unit/Group is temporarily unable to provide an allocated function or activity due to equipment failure, repairs or maintenance or external commitments affecting member availability, the Local Controller should advise the Area Director, EMQ and respective activating authority for this function. The Area Director, EMQ and the Local Controller should determine the anticipated timeframe the Unit will be unable to provide this function and alternative arrangements for the provision of service delivery.

5.5 MOBILISATION OF MEMBERS AND RESOURCES

SES Units/Groups are to have documented standing operating procedures to enable the efficient and effective mobilisation of members and resources. Procedures should include detail on the method of communicating an activation to members. This may include the utilisation of a phone call out list or a dedicated mass callout system including pagers, dedicated phones, radio system or siren.

SES vehicle/s and/or trailer/s required to carry personnel and equipment must be operationally ready for immediate response at all times.

5.6 ADDITIONAL MEMBERS

Depending on the nature of the activation it may be necessary to mobilise more personnel than any Unit, on its own, can provide. Where additional members are required, the EMQ Regional Duty Officer should be contacted to arrange necessary support. For further information refer to "ODI 8.0 Intra-Region Deployment" and "ODI 8.1 Inter-Region Deployment", as appropriate.

6. ADMINISTRATIVE INFORMATION

This information is to be accessible for all relevant personnel.

6.1 REPORTING

The Local Controller or delegate must advise the EMQ Regional Duty Officer upon the activation of a Group. Depending on the type of operational activity and local reporting arrangements, there may also be a requirement for the Local Controller or delegate to advise the Local Government.

Further information on operational reporting including requirements relative to the initial activation, ongoing operations and at the conclusion of any activation both verbal and written is to be undertaken in accordance with the standard operational reporting requirements outlined in "ODO 36.0 Reporting - Operational".

6.2 ATTENDANCE LOG

An attendance log is to be completed for each activation, for further information refer to "ODO 5.0 Attendance Log".

7. FORMS AND TEMPLATES

Nil

8. APPENDICES

Nil

9. RELEVANT LEGISLATION, POLICY AND GUIDELINES

Disaster Management Act 2003

Industrial Relations Act 1999

Public Safety Preservation Act 1986

QSES - BMH 4.0 Staff as Volunteers

QSES - BMH 12.0 Drugs and Alcohol

QSES - ODI 2.0 Hierarchy of Command and Control

QSES - ODI 8.0 Intra-Region Deployment

QSES - ODI 8.1 Inter-Region Deployment

QSES - ODI 9.0 Fatigue Management

QSES - ODO 5.0 Attendance Log



QSES - ODO 36.0 Reporting - Operational

10. DOCUMENT REVIEW

This document will be reviewed every 18 months or as otherwise required as a result of identified legislative, policy and/or procedural changes.

Original Signed

**Executive Director
State Emergency Service**

	Queensland State Emergency Service Operations Doctrine	Operations
	Operational Directives Version: 1.0 Valid from: 27/02/2009	SES Functions and Allocation ODO 2.0

1. PURPOSE

To outline the approved functions of the State Emergency Service (SES) and the process for the allocation of functions and activities.

2. RATIONALE

Functions and/or activities are allocated to SES Groups by Emergency Management Queensland (EMQ) in consultation with the relevant Local Government to meet the needs of the community. EMQ ensures that resources and training are available for the members to perform the allocated functions. Groups are only to undertake those functions which they have been allocated and have the capacity and training to perform.

3. APPLICATION

Applies to all SES members.

4. OPERATIONS DOCTRINE INFORMATION

The *Disaster Management Act 2003*, outlines the functions of the SES as:

- rescue or similar operations in an emergency situation;
- search operations in an emergency or similar situation;
- other operations in an emergency situation to help injured people or protect people or property from danger or potential danger associated with the emergency; and
- other activities to help communities prepare for, respond to and recover from an event or disaster.

The allocation of functions to SES Groups in accordance with the *Disaster Management Act 2003* has been delegated to the Executive Director, EMQ.

Where a function is managed as a Regional or Area Team response ie responsibility for the performance of the function is managed across more than one Group or Unit, the allocation of this function is to be recorded against each of the Groups with a role in the Regional or Area Team.

5. PROCEDURAL INFORMATION

5.1 FUNCTIONAL GROUP

The following are the minimum requirements for a functional SES Group:

- minimum of six (6) active members;
- minimum of one (1) allocated operational response function.

A SES Group may be closed or amalgamated if it no longer meets the minimum requirements or where it is in the best interests of operational service delivery. For further information refer to "BMA 10.0 SES Group Closure / Amalgamation".

5.2 APPROVED FUNCTIONS

In accordance with the roles and responsibilities of the SES a list of functions has been approved by the Executive Director, EMQ and is detailed at Appendix A Approved SES Functions. Functions have been placed in two categories.

5.2.1 OPERATIONAL RESPONSE

Functions performed by the SES which involve rescue, search, agency support or similar SES operations in an emergency or similar situation to help injured people or protect people or property from danger or potential danger associated with the emergency.

The performance of operational response functions are not limited to emergency situations and also include those activities performed in the preparation for, response to and recovery from an event or disaster and to assist other agencies in the performance of their duties.

These functions require the specific allocation to a Group by the Executive Director, EMQ in accordance with the process outlined in section 5.4 of this doctrine.

5.2.2 OPERATIONAL PREPAREDNESS

Functions performed by the SES which ensure the operational preparedness of members and resources for the delivery of an effective and efficient operational response. This category includes other activities to assist the community prepare for, respond to and recover from an event or disaster.

These functions do not require the specific allocation to a Group, rather operational preparedness functions should be performed by each Group as a component of normal business.

5.3 SPECIFIC APPROVAL FOR NON APPROVED FUNCTIONS

Where a Group seeks to perform a task which is not listed as an approved function of the SES, as outlined within this doctrine, specific approval for the activity will be required by the Regional Director, EMQ through the Area Director, EMQ.

In particular, it is acknowledged that as a volunteer organisation representative of the community they serve Groups may seek to support community activities. However, it should be noted that these activities are not approved functions of the SES and therefore specific approval for participation in these activities will be required. It is important that Groups

reference “ODO 34.0 Major Event and Community Based Event Management” prior to agreeing to involvement in a community activity and ensure, where required, the approval of the Regional Director, EMQ is requested.

In addition, fundraising is not an approved function of the SES. It is important that Groups reference “BMF 9.0 Fundraising Activities” prior to participating in an activity where funds are raised in the name of the SES and ensure that the appropriate requirements and approvals are observed.

5.4 ALLOCATION

In accordance with section 87 of the *Disaster Management Act 2003* the Executive Director, EMQ allocates operational response functions to SES Groups.

The allocation of operational response functions is undertaken with due consideration to:

- the needs of the community and risk profile;
- member competency to perform function;
- resources available to the Group; and
- ability of the Group to maintain the equipment necessary to perform the functions.

EMQ will consult with the Local Government in relation to the allocation of functions with due regard to the disaster management plan for the area and associated risks. Consultation may also be undertaken with other emergency service agencies including Australian Search and Rescue (AusSAR), Queensland Fire and Rescue Service (QFRS), Queensland Ambulance Service (QAS) and Queensland Police Service (QPS) particularly with reference to those functions outlined in the Department of Emergency Services (DES) State Rescue Policy.

The process for the allocation of a function and associated accreditation level is processed through the completion of the FBMA 22.0.1 Amendment to Allocation of Operational Response Functions form in accordance with the procedure outlined in “BMA 22.0.1 Amendment to Allocation of Operational Response Functions”.

5.5 ACCREDITATION LEVELS

All operational response functions, with the exception of Agency Support and Incident Management, have three levels of accreditation. When a SES Group is allocated an operational response function their capacity to perform the function will be assessed and they will be provided with an accreditation level.

The assessment for the allocation of an accreditation level is based on member composition and processes in place including activation modes, communications, operational support and transport.

The process for the allocation of a function and associated accreditation level is processed through the completion of the FBMA 22.0.1 Amendment to Allocation of Operational Response Functions form in accordance with the procedure outlined in “BMA 22.0 Amendment to Allocation of Operational Response Functions”.

Accreditation levels have been designed to classify the level of capacity of the Group to provide the respective operational response function. During extended operations, the accreditation level can provide a guide to ascertain the requirement for additional members from outside the responding Group.

Information pertaining to the accreditation levels for each operational response function are detailed in the operations doctrine relevant to each function. An example of Levels of Accreditation for an operational response function is included at Appendix B.

5.6 WRITTEN NOTIFICATION OF FUNCTION ALLOCATION

In accordance with section 88 of the *Disaster Management Act 2003* the Executive Director, EMQ provides written notification of the allocation of functions to SES Groups.

This doctrine, approved by the Executive Director, EMQ provides the basis for the generic allocation of functions in the category of operational preparedness. The allocation of operational response functions are notified via the Register of SES Operational Response Functions and for some functions the notification is duplicated in the State Register of Regional Rescue Units in accordance with the DES State Rescue Policy.

5.6.1 REGISTER OF SES OPERATIONAL RESPONSE FUNCTIONS

The Register of SES Operational Response Functions provides a comprehensive register of the allocation of all operational response functions relative to each SES Group and, where appropriate, includes the nominated accreditation level for each allocated function.

5.6.1.1 MANAGEMENT

The management of the register is coordinated in accordance with the requirements outlined in "BMA 21.0 Register of SES Operational Response Functions".

5.6.1.2 ADDITIONS AND AMENDMENTS

Additions and amendments to the register are undertaken in accordance with "BMA 22.0 Amendments to the Allocation of Operational Response Functions".

5.6.2 STATE RESCUE POLICY

The DES State Rescue Policy defines the roles of the SES, QAS and QFRS in emergency situations where there is a potential for overlapping responsibility for command and control.

The DES State Rescue Policy allocates responsibility for rescue roles based on the agency which has a trained and resourced unit available to respond effectively and in a timely manner.

The SES operational response functions which are allocated in accordance with the DES State Rescue Policy are outlined below. As the description of functions is not consistent, this table provides the title within the DES State Rescue Policy and corresponding SES function and activity.

DES State Rescue Policy	SES Function	SES Activity
Road Accident Rescue	Road Crash Rescue	Road Crash Rescue
Vertical Rescue	Vertical Rescue	Vertical Rescue
Flood Rescue	Flood Boat Response	Flood Boat
Swift Water	n/a	n/a
Structural Collapse Rescue	Special Rescue	Urban Search and Rescue Category 1
Confined Space Rescue	n/a	n/a
Trench Rescue	n/a	n/a
Land Search	Search	Land Search

The allocation of primary rescue roles as outlined in the DES State Rescue Policy is recorded in the State Register of Regional Rescue Units.

As the DES State Rescue Policy only addresses rescue roles where SES, QAS and QFRS have overlapping responsibilities it is not an exhaustive list of all SES functions and the Register of SES Operational Response Functions should be referenced in this regard.

5.6.2.1 MANAGEMENT

The State Register of Regional Rescue Units is managed in accordance with the requirements as outlined in the DES State Rescue Policy available from the EMQ Area Office.

5.6.2.2 ADDITIONS AND AMENDMENTS

The amendment process outlined in “BMA 22.0 Amendment to the Allocation of Operational Response Functions” includes information on the amendment of roles outlined in the State Register of Regional Rescue Units.

5.7 FUNCTIONAL AUDITS

Group functional audits are to be conducted for each Group on a recurrent basis every three (3) years. In addition, the Regional Director, EMQ may request an unscheduled functional audit to be undertaken in circumstances where significant changes occur to the Group structure or membership, community demographics, a change in the operations of other emergency service agencies supporting the area of coverage or any other reasonable purpose that is supported by the Executive Director, EMQ.

For further information on functional audits refer to “BMA 20.0 Group Functional Audit”.

5.8 TRANSITIONAL ARRANGEMENTS

The first Group Functional Audits will be undertaken in 2009. These audits will provide the basis for the establishment of the Register of SES Operational Response Functions and provide the mechanism for the formal approval and allocation of functions and activities to each Group, and where they exist, each Group in a Regional or Area Team.

Groups should continue to perform functions and activities in a manner as per current arrangements until the formal allocation of functions to each Group is approved by the Executive Director, EMQ.

6. ADMINISTRATIVE INFORMATION

This information is to be accessible for all relevant personnel.

7. FORMS AND TEMPLATES

FBMA 22.0 Amendment to Allocation of Operational Response Functions

8. APPENDICES

Appendix A Approved SES Functions
Appendix B Example: Levels of Accreditation

9. RELEVANT LEGISLATION, POLICY AND GUIDELINES

Disaster Management Act 2003

DES State Rescue Policy

QSES - BMA 10.0 SES Group Closure / Amalgamation

QSES - BMA 20.0 Group Functional Audit

QSES - BMA 21.0 Register of SES Operational Response Functions

QSES - BMA 22.0 Amendment to Allocation of Operational Response Functions

QSES - BMF 9.0 Fundraising Activities

QSES - ODO 34.0 Major Event and Community Based Event Management

10. DOCUMENT REVIEW

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Original Signed

[Redacted Signature]

**Executive Director
State Emergency Service**



APPROVED SES FUNCTIONS

Function	Activity
OPERATIONAL RESPONSE	
Agency Support	Communications
	Welfare
	Emergency Lighting
	Food Handling
	Air Observer
	Re-supply
	Evacuation
Flood Boat Response	Flood Boat
Incident Management	AIIMS / ICS
Road Crash Rescue	Road Crash Rescue
Search	Land Search
Special Rescue	USAR Cat 1
	Height Rescue
	Entrapment Rescue
Storm Damage Operations	Working at Heights
	Temporary Roof Repairs
	Chainsaw Operations
	Debris Cleanup
	Sandbagging
Traffic Management	Incident site
	Traffic control
	Road Closure/Diversion
Vertical Rescue	Vertical Rescue
OPERATIONAL PREPAREDNESS	
Community Education	Disaster Awareness Campaigns/Initiatives
	School Visits
Training	Training Courses
	Unit/Group Training
Exercises	Competitions – Emergency Service Skills and Events
	Incident / Disaster Management Desktop and Field Exercises
Recruitment	Recruitment
Unit Management	Unit/Group Administration
	Meetings/Conferences
	Facility Management
Maintenance	Equipment Maintenance and Management

EXAMPLE : LEVELS OF ACCREDITATION
SEARCH – URBAN AND RURAL – SES GROUP LEVELS OF ACCREDITATION

	Level of Accreditation		
	Level One	Level Two	Level Three
Member Composition	Maintain a minimum of ten (10) qualified members with a minimum of six (6) qualified members available for activation.	Maintain a minimum of eight (8) qualified members with a minimum of four (4) qualified members available for activation.	Maintain a minimum of six (6) qualified members with a minimum of two (2) qualified members available for activation.
Activation	Utilise a dedicated mass callout system eg: Pagers, dedicated phones, radio system, siren.	Utilise a callout system eg: phone call out list or better.	Utilise a call out system.
Communications	Must have in place a system for monitoring communications while the activation is in progress. Communications system must be capable of monitoring all SES and CB channels available in the area.		Ensure activating authority can monitor communications while activation is in progress.
Shift Roster	Have clearly documented arrangements for the implementation of shifts for members should the activation become protracted.		Have arrangements for the provision of extra human resources.
Operational Support	Have clearly documented arrangements for the activation of members to provide operational support to the operation, as required ie communications, welfare etc		Ensure activating authority can accommodate SES member welfare and communication requirements whilst in the field.
Transport	SES vehicle/s and/or trailer/s required to carry personnel and equipment must be operationally ready for immediate response at all times.		

PLEASE NOTE : This is an example of accreditation levels for Search – Urban and Rural taken from the doctrine “ODO 20.0 Search – Urban and Rural”. Information pertaining to the accreditation levels for each operational response function are detailed in the operations doctrine relevant to each function

	Queensland State Emergency Service Operations Doctrine	Incident Management System
	Operational Directives Version: 2.0 Valid from: 24/11/2009	Incident Management Structure ODI 1.0

1. PURPOSE

To detail the management structure that is in use in the State Emergency Service (SES) during incidents.

2. RATIONALE

This document will detail information on incident command systems that the Queensland SES will use and also link to the national direction for incident command systems. The *Disaster Management Act 2003* and Australasian Inter-service Incident Management System (AIIMS) are the sources for information that the Queensland SES will align with.

3. APPLICATION

Applies to all SES members and Emergency Management Queensland (EMQ) staff.

4. OPERATIONS DOCTRINE INFORMATION

As the management of emergencies becomes more complex, there is a need to have a consistent, universally understood and applied system to prepare for and manage the effects of emergencies and disasters. Use of a standard incident command system results in the most effective approach to be undertaken when responding to emergencies and disasters.

Queensland's SES has adopted the AIIMS managed events and ensure interoperability with emergency organisations intra and inter-state.

AIIMS is applied to training and doctrine to enable SES members to fulfil incident management roles and also manage emergencies and disasters in a sustainable way. The application of AIIMS allows the SES to lead or augment Incident Management Teams (IMT) and promotes consistency in the management of emergencies and disasters. For ease of terminology an emergency, disaster or incident will be referred to as "event" for the remainder of this document.

The management of events will require an understanding of AIIMS and an ability to identify and create a suitable management system. The management system's structure needs scalability, in that it is able to grow or reduce in size to match the size of the event it is managing.

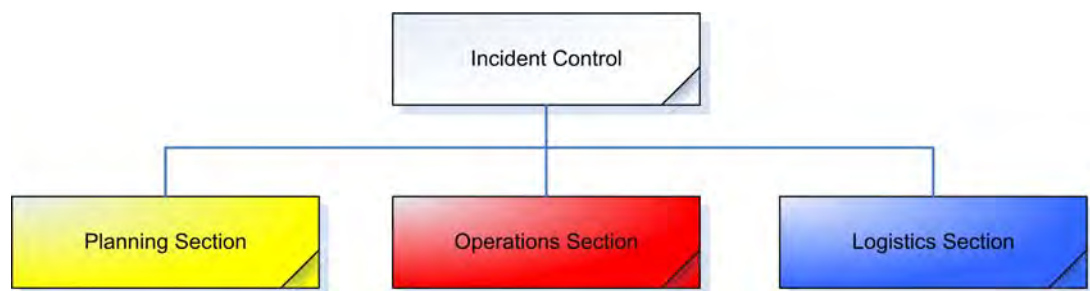
5. PROCEDURAL INFORMATION

5.1 AIIMS OVERVIEW

AIIMS is a system that allows for an event to be managed in a structured way through the use of appointed resources to functions. This allocation of people or teams to manage functions enables a more controlled and organised event to occur that should ultimately allow for a positive result.

In very broad terms AIIMS is made up of the following four functional areas:

- Incident Controller – an authorised person to control the event;
- Planning - a person or team to plan activities associated with the event;
- Operations - a person or team to manage and allocate operational tasks associated with the event; and
- Logistics - a person or team to manage the logistics issues of the event.



The management functions listed above can, in very small events or during the initial response phase of an event, be undertaken by an individual. In large events, or as the event grows, management becomes more demanding and any or all of these functions may be delegated i.e. undertaken by a team or teams. The size of the management team is relative to the size and complexity of the event.

5.2 AIIMS FUNCTIONS

The four AIIMS functions link together to provide a system to manage an event. Below are broad overview descriptions of the functions and what roles they have. This information is a general overview. Detailed information is provided through SES Training Resource Kits and AIIMS training.

5.2.1 INCIDENT CONTROL

The Incident Controller is responsible for managing the entire event and there is only one individual in control at any one time. For most operations the appointment of an Incident Controller will be in accordance with the legislative or agreed authority to manage the incident or event. The Incident Controller will set objectives and priorities to respond to the event in the safest possible way. The Incident Controller is also responsible to ensure that all relevant parties are informed and aware of the response to the event.

5.2.2 PLANNING

Planning is the person or group of people who prepare strategies or plan to control the event. This function is also responsible for a resource maintenance system and assembling, maintaining and the provision of incident information.

5.2.3 OPERATIONS

Operations is the person or group of people who manage the resources available and allocate them to tasks that resolve the event.

5.2.4 LOGISTICS

Logistics is the person or group of people who provide logistical support during the event. This role includes the sourcing of and maintenance of allocated resources.

5.3 INCIDENT MANAGEMENT TEAMS (IMT)

The functions listed above allow for a control system to be applied to an event resulting in it being managed. The AIIMS system works most efficiently when a team of people referred to as an IMT are allocated the functions.

The size and complexity of the event will dictate the size of the resources allocated to control it; this includes the size and make up of the IMT. Should the event be small, requiring one SES team to respond, then the IMT functions can be conducted by an individual supported by standard operating procedures. Should the event be larger and require more resources to respond to it, then the person managing the event or Incident Controller will need to assess what AIIMS functions should be delegated to an individual or a team to undertake.

Factors of matching size of event, scalability, complexity of the event, information overload, allocating people or teams to roles are to be applied to all SES events. This allocation of functions will allow a more efficient and effective management of the event to occur.

5.4 LOCATION OF AN INCIDENT MANAGEMENT TEAM

When establishing an IMT, Incident Controllers need to allow sufficient space and structure for efficient operation. Managers at all levels should assess areas for suitability and implement, where possible, a work area for the IMT. This area should allow for scalability up and down of an IMT. The principles of creating a work area for an IMT will also need to be considered when an event is being responded to in a remote locality.

The person managing the event or Incident Controller needs to be mindful of the size of an event and apply the principles of escalation and classification to the event. This planning will allow for efficient management of the event and allow for the control of fatigue management issues.

5.5 CHAIN OF COMMAND

To ensure that information is passed in an organised and structured manner, many organisations transfer information via a chain of command. The term 'chain of command' applies to a system that is used to pass information or tasks in a manner where all relevant and appropriate layers of the organisation are informed. The information is passed from one layer to the next and so on until the appropriate level is aware. The use of this chain system to pass information ensures that information on events are managed at the appropriate level and promotes a more effective response as all layers have appropriate knowledge of events. The use of chain of command will assist in managing information in an IMT.

5.6 TRAINING

The provision of detailed information on incident management system including functions, risk management, briefings and changeovers is provided through Training Resource Kits. These training packages source information from AIIMS and align to relevant Registered Training Organisation parameters.

5.7 EQUIPMENT

Equipment for IMT is to be available for issue to SES Groups to allow for alignment to AIIMS systems, consistency and interoperability.

6. ADMINISTRATIVE INFORMATION

This information is to be accessible for all relevant personnel.

7. FORMS AND TEMPLATES

Nil

8. APPENDICES

Nil

9. RELEVANT LEGISLATION, POLICY AND GUIDELINES

Disaster Management Act 2003
Department of Community Safety State Rescue Policy
Australasian Inter-service Incident Management System (AIIMS)
Training Resource Kit (TRK) Work in an Emergency Operations Centre
QSES - ODI 9.0 Fatigue Management
QSES - ODI 2.0 Command and Control



10. DOCUMENT REVIEW

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Original Signed

[Redacted Signature]

Chief Officer
State Emergency Service

	Queensland State Emergency Service Operations Doctrine	Incident Management System
	Operations Directives Version: 1.0 Valid from: 22/12/2008	Hierarchy of Command and Control ODI 2.0

1. PURPOSE

To detail the command and control structure under which the State Emergency Service (SES) operates.

2. RATIONALE

The SES is a volunteer based emergency response organisation that provides a range of services to support both the community and other emergency service agencies. The SES is the identified emergency response agency for a range of events including those involving flood and storm and, as such, requires a clearly articulated chain of command to ensure an efficient, effective and organised response.

3. APPLICATION

Applies to all SES members and Emergency Management Queensland (EMQ) staff.

4. OPERATIONS DOCTRINE INFORMATION

4.1 DEFINITIONS

4.1.1 COMMAND

Command is the internal direction of the members and resources of an agency in the performance of the organisations agreed roles and tasks. Authority to command is established in legislation and/or supporting policies. Command relates to an organisation and operates vertically within it.

Refer to Appendix A for the structured hierarchy of command used during an incident.

4.1.2 CONTROL (as per the State Disaster Management Plan)

Control refers to having direct influence/power over resources applied to achieve a particular objective. Authority for control is generally established in legislation and carries with it the ability to Control and Command within an agency. In specific circumstances legislation allows for control over other agencies. For example under the *Public Safety Preservation Act 1986*, once an emergency situation has been declared the emergency commander may take control of any resource whether it is in the charge or control of any person or not.

4.1.3 COORDINATION (as per the State Disaster Management Plan)

Coordination refers to the bringing together of organisations to ensure effective disaster management before, during and after an event. It is primarily concerned with systematic acquisition and application of resources (people, material, equipment, etc) in accordance with priorities set by Disaster Management Groups. Coordination operates horizontally across organisations and agencies.

4.2 AUSTRALASIAN INTER-SERVICE INCIDENT MANAGEMENT SYSTEM (AIIMS)

To ensure consistent and systematic support to Command, Control and Coordination, the SES has adopted AIIMS as its preferred Incident Control System (ICS). AIIMS is a system that allows for an event to be managed in a structured way through the use of appointed resources to functions. This allocation of people or teams to manage functions enables a more controlled and organised response to an event.

The application of AIIMS will allow for SES to lead or augment Incident Management Teams (IMT) and promote consistency in the management of emergencies and disasters.

Refer to "ODI 1.0 Incident Management Structure" for more information.

4.3 RELATIONSHIP BETWEEN SES AND EMQ

The SES forms part of EMQ, a division of the Department of Emergency Services (DES). The Executive Director of EMQ is delegated by the Chief Executive Officer as the operational head of the SES and is responsible for defining the objectives, strategies and policies to be followed by the service and ensuring the service performs its functions in an appropriate, effective and efficient way. The Executive Director, EMQ may issue, amend or revoke doctrine relating to the functions, conduct and appearance of SES officers. EMQ effectively operates under the direction of a State Headquarters located in Brisbane, with seven (7) Regions across Queensland. These seven (7) Regions are split into twelve (12) Areas.

Within these Regions, SES Units and Groups are located and are grouped according to Local Government boundaries. The *Disaster Management Act 2003* requires both State and Local Government to work cooperatively with the establishment and support of SES. Refer to "BMA 1.0 SES Overview" for more information.

Both State and Local Government work cooperatively with respect to the appointment of a suitably qualified Local Controller for each SES Unit. Along with maintaining the operational capability of the SES Unit, the Local Controller holds a pivotal position with respect to the activation and tasking of SES members within the designated response area of the Unit. Refer to "BMH 14.0 Volunteer Executive Appointment" for more information.

5. PROCEDURAL INFORMATION

5.1 REQUESTS FOR ASSISTANCE (RFA)

The SES can receive Requests for Assistance (RFA) from a number of sources which include Local Government, Local and District Disaster Management Groups, Queensland Police Service and other emergency service organisations. However, the decision to respond will be, in the first instance, undertaken by the Local Controller who will give due consideration to the alignment of the request with the existing functions of the SES Unit or Group and also the current capacity of the SES members to respond.

For RFA's that exceed the capacity of an individual unit, the Command and/or Control of the response will escalate via the Area Director, EMQ to the Regional Director, EMQ or delegate for action.

5.2 RESPONSE TO EMERGENCIES

The SES are trained and equipped to only respond to incidents and events that are part of the agreed functions relevant to the SES Group. The range of functions are as followed:

- Flood Response
 - Flood boat
- Search
 - Urban
 - Rural
 - Evacuation
 - Forensic
- Road Accident Rescue
- Storm Damage Operations
 - Working at Heights
 - Temporary Roof Repairs
 - Chainsaw Operations
 - Debris Cleanup
 - Sandbagging
- Vertical Rescue
- Incident Management
 - AIIMS/ICS
- Traffic Management
 - Incident Site
 - Traffic Control
 - Road Closure/Diversion
- Special Rescue
 - Urban Search and Rescue (USAR)
 - Height Rescue
 - Entrapment Rescue
- Agency Support
 - Communications
 - Welfare
 - Lighting
 - Food handling
 - Air Observer
 - Re-supply
- Community Education

To ensure the most efficient and timely response to incidents, the following principles should be adhered to:

- All responding personnel will have due regard and mutual respect for rank, experience, specialist expertise, local knowledge, etc that will assist in the management of the incident.
- Ensuring the skills, competencies, qualifications and experience of all personnel involved with the incident are recognised and utilised in the total management of the incident.
- Ensuring that decisions made for incident response and management are responsible, justifiable, reasonable and proportionate to the current and potential size of the incident.
- Ensuring that sufficient and appropriate resources are committed for every incident to ensure the safety and well-being of all personnel and for the protection of property and the environment.
- Providing effective mutual aid arrangements in identifying the appropriate resources required for any existing or potential emergency situation, overriding Unit, Area and Regional boundaries.
- Ensuring all personnel are aware that Groups and members are not to self respond to incidents, or sites within ongoing incidents, without the approval or request of the designated Incident Controller for that incident.
- Conduct exercises to test communications, Incident Management System protocols, equipment compatibility, response procedures, etc for use at incidents; and
- The Local Controller will coordinate incident responses at the local level. However should the incident escalate beyond the capacity of the Local Controller the responsibility to coordinate the response will escalate to the relevant Area, Region or State Headquarters.

Notwithstanding any other directions contained in this document, the Executive Director, EMQ or delegate may direct any EMQ staff member or SES member to assume control of an incident in any part of Queensland for which the Executive Director, EMQ is responsible, to ensure that operational response is effective and requirements of the *Disaster Management Act 2003* are met.

6. ADMINISTRATIVE INFORMATION

This information is to be accessible for all relevant personnel.

7. FORMS AND TEMPLATES

Nil

8. APPENDICES

- A Hierarchy of Command flowchart
- B EMQ and SES Rank Insignia.

9. RELEVANT LEGISLATION, POLICY AND GUIDELINES

Disaster Management Act 2003

Australasian Inter-service Incident Management System

Training Resource Kit (TRK) Work in an Emergency Operations Centre

QSES – BMA 1.0 SES Overview

QSES – BMH 14.0 Volunteer Executive Appointment

QSES – ODI 1.0 Incident Management Structure

QSES – ODI 4.0 Incident Control Function

10. DOCUMENT REVIEW

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Original Signed

**Executive Director
State Emergency Service**



Hierarchy of Command

Flow Chart Key

- SES Unit Actions
- Area Office Actions
- Regional Office Actions
- Director, Regional Ops Branch Actions
- Director SES Actions
- Deputy Executive Director Actions
- Executive Director Actions

Version 1.0



	Queensland State Emergency Service Operations Doctrine	Incident Management System
	Operations Directives Version: 1.0 Valid from: 20/08/2008	Incident Control Function ODI 4.0

1. PURPOSE

To provide an overview of the incident controller role and detail the responsibilities of an Incident Controller in the State Emergency Service (SES).

2. RATIONALE

This document will detail information on the functions of an Incident Controller that the Queensland SES will utilise in conjunction with disaster functions under the *Disaster Management Act 2003* and in accordance with the Australasian Inter-service Incident Management System (AIIMS).

3. APPLICATION

Applies to all SES members and Emergency Management Queensland (EMQ) staff.

4. OPERATIONS DOCTRINE INFORMATION

As the management of emergencies becomes more complex, there is a need to have a consistent, universally understood and applied system to prepare for and manage the effects of emergencies and disasters. Using a standard incident command system will enable the most effective approach to be undertaken when responding to emergencies and disasters. Refer to "ODI 2.0 Hierarchy of Command and Control" for details on the command and control structure.

For ease of terminology, an emergency, disaster or incident will be referred to as "event" for the remainder of this document.

This doctrine will provide information relating to the Incident Controller function within the Incident Management Team (IMT). Refer to:

- "ODI 1.0 Incident Management Structure" for details on Incident Command System,
- "ODI 5.0 Planning Function" for details of the planning role, and
- "ODI 6.0 Operations Function" for details of the operations role,
- "ODI 7.0 Logistics Function" for details of the logistics role.

5. PROCEDURAL INFORMATION

5.1 INCIDENT CONTROLLER OVERVIEW

The Incident Controller is the person that controls the management of the SES response to an event. The Incident Controller will set objectives and priorities to respond to the event in the safest, most effective way possible. The Incident Controller is also responsible to

ensure that all relevant parties are informed and aware of the response to the event. The scale of the event that is being managed will dictate the size and make up of the IMT.

Factors that will contribute to the Incident Controller's decision to create an IMT are:

- Size and complexity of the event,
- Availability of resources,
- Span of control (relates to the number of teams/individuals/resources that can be effectively managed by one person), and
- Event prediction (relates to the assessment of the size and length of the event).

5.2 INCIDENT CONTROLLER RESPONSIBILITIES

The Incident Controller has the following responsibilities when managing an event:

- Assume control,
- Assess the incident,
- Plan response and approve any plans (ie Incident Action Plan),
- Allocate tasks,
- Maintain safe practices,
- Appoint IMT staff,
- Coordinate and forward reports including Situation Reports on a regular basis to agencies,
- Organise shift changeovers and briefings,
- Liaise with supporting personnel,
- Manage the media,
- Maintain a log of activities.

5.3 APPOINTMENT OF INCIDENT CONTROLLER

For localised events, the Local Controller or delegate is to appoint the Incident Controller/s. For larger scale events involving more than one (1) SES Unit, the Regional Director, EMQ or delegate is to appoint the Incident Controller/s.

Incident Controllers are to have undertaken either AIIMS training, SEM3110 Work in an Emergency Operations Centre course or equivalent training prior to being appointed. In situations where trained SES members or EMQ staff are unavailable, an Acting Incident Controller is to be appointed. This person should have local knowledge and an understanding of the event and the Incident Control System. The acting Incident Controller is to be replaced when a trained Incident Controller becomes available.

5.4 TRAINING

The provision of detailed information on the Incident Controller function is provided through Training Resource Kits. These training packages source information from AIIMS and align to relevant Registered Training Organisation parameters.

Regional Directors, EMQ are to ensure that SES Executives have undertaken AIIMS training to allow for events to be managed and to allow interoperability with other emergency organisations.

6. ADMINISTRATIVE INFORMATION

This information is to be accessible for all relevant personnel.

7. FORMS AND TEMPLATES

Nil

8. APPENDICES

Nil

9. RELEVANT LEGISLATION, POLICY AND GUIDELINES

Disaster Management Act 2003

Australasian Inter-service Incident Management System (AIIMS)

Training Resource Kit (TRK) - SEM3110 Work in an Emergency Operations Centre

QSES - ODI 1.0 Incident Management Structure

QSES - ODI 2.0 Hierarchy of Command and Control

QSES - ODI 5.0 Planning Function

QSES - ODI 6.0 Operations Function

QSES - ODI 7.0 Logistics Function

10. DOCUMENT REVIEW

This document will be reviewed every 18 months or as otherwise required as a result of identified legislative, policy and/or procedural changes.

Original Signed

Executive Director
State Emergency Service

MEMORANDUM OF AGREEMENT

A Partnership for the Management and Support of the State Emergency Service

**BETWEEN THE DEPARTMENT OF COMMUNITY SAFETY acting
through Emergency Management Queensland**

AND THE [LOCAL GOVERNMENT] COUNCIL



**Queensland
Government**

Emergency Management
EMQ
Queensland



Local
Government
Symbol

Memorandum of Agreement
Between the Department of Community Safety and Local Governments

SIGNED BY THE PARTIES ON THE DATES SET OUT BELOW:

.....
Director-General
Department of Community Safety

Dated: / /
.....

.....
Chief Executive Officer
.....Local government

Dated: / /
.....

Memorandum of Agreement

Between the Department of Community Safety and Local Governments

1	INTRODUCTION	4
2	PREAMBLE	4
3	PURPOSE	5
4	SCOPE	5
5	ROLE OF PARTIES.....	6
6	SES OPERATIONS DOCTRINE	12
7	OPERATION.....	13
8	REVIEW AND VARIATION	13
9	COSTS	13
10	TERMINATION	13
11	CONFIDENTIALITY	13
12	PRIVACY AND DISCLOSURE OF PERSONAL INFORMATION	14
13	ISSUES RESOLUTION	14
14	14 INTERPRETATION.....	15
15	RELEVANT DOCUMENTS.....	16

Memorandum of Agreement

Between the Department of Community Safety and Local Governments

1 INTRODUCTION

Volunteers of the Queensland State Emergency Service (SES) are an integral part of Queensland's emergency management arrangements.

SES members prepare for and respond to a wide range of emergency situations that contribute significantly to the safety of the citizens of Queensland, and their value and importance is widely recognised throughout the community.

The individual and collective needs of SES members in both operational and non operational situations must be considered and protected if they are to deliver their services safely, effectively and efficiently.

This Memorandum of Agreement (MOA) between the Department of Community Safety (DCS), acting through Emergency Management Queensland (EMQ) and local governments, hereinafter referred to as "the parties", builds on the co-operative arrangements for SES management and supporting services which have long existed between the parties.

It recognises that each party has skills, expertise and resources that when combined, can provide an enhanced mix of resources and services to collaboratively manage and support the SES.

This MOA also recognises the distinct responsibilities of each party that have been agreed to.

2 PREAMBLE

In 1997, a Protocol was established between the Local Government Association of Queensland (LGAQ) and the Queensland Government to guide the relationship between the parties in all matters pertaining to the provision, maintenance and management of the Queensland Disaster Management System, including the provision, coordination and management of SES units.

This Protocol was developed under the auspices of the *State Counter Disaster Organisation Act 1975* (since repealed) but was subsequently revised and reissued in 2003 to align with the *Disaster Management Act 2003*.

In 2005, the Queensland Disaster Management Alliance was established between the LGAQ (for and on behalf of local governments) and the State of Queensland (through the then Department of Emergency Services). The Alliance provides a forum for discussion regarding disaster management, however it does not provide guidance to the state and local governments on the management and support of the SES.

Memorandum of Agreement

Between the Department of Community Safety and Local Governments

3 PURPOSE

This MOA is intended to formalise the relationship between the parties in all matters pertaining to the establishment, management, maintenance and support arrangements of the SES. It sets out arrangements for co-operation and co-ordination of resources and describes the situations in which each party agrees to operate in a partnering arrangement.

In particular, the MOA seeks to build on the existing commitment of both the Queensland Government through EMQ and local government to support their respective roles in managing and supporting the SES. The MOA recognises the history of shared responsibility and the importance of continued strong partnership between the parties.

The MOA also provides guidance to both parties, additional to that which is stated or implied in the *Disaster Management Act 2003*, and further defined in SES Operations Doctrine.

The MOA seeks to:

- i. facilitate:
 - a co-operative approach between the parties for the shared administration of the *Disaster Management Act 2003*, in respect of the SES;
 - an agreement of the roles, responsibilities and obligations of the parties within that context;
 - the cost-effective use of resources devoted to the management of the Queensland SES; and
 - the effective integration of operational demands arising under the *Disaster Management Act 2003* with the ongoing operations of local government.
- ii. ensure that the regulatory and decision making processes of the parties in relation to the SES are closely integrated and better informed;
- iii. avoid overlap and conflict between the provision of services; and
- iv. provide for sharing information between the parties in the context of their agreed roles in relation to support of the SES.

4 SCOPE

This MOA is intended as a strategic outline and does not address operational detail.

The content of the MOA is intended to reflect the circumstances and situation of the relationship between local governments and EMQ on behalf of the SES.

Memorandum of Agreement

Between the Department of Community Safety and Local Governments

At no time now or in the future will the actions by the parties to fulfil their obligations create any ongoing requirement to do so. Neither will those actions continue any financial or legal obligation.

Any prior obligation (whether financial or other) of either party shall continue in the same manner as was the case prior to this MOA.

This MOA shall not form any new legal obligation on either party.

5 ROLE OF PARTIES

These roles will include the obligations of the parties under the provisions of the current legislation, as amended from time to time.

5.1 EMQ AGREES to:

APPOINTMENTS

- i. recruit and appoint people in accordance with Section 84 (1) and (2) of the Disaster Management Act 2003, to be an SES member;
- ii. define the roles and responsibilities of local controllers and other SES Executives;
- iii. undertake, with local government, a merit based recruitment and selection process, as required under Section 85 of the Disaster Management Act 2003, to identify a suitable person to be nominated by the local government for appointment as local controller; and
- iv. undertake a merit based recruitment and selection process to appoint other SES Executives.

OPERATIONAL ARRANGEMENTS

Provide a structure that will ensure the most efficient and effective use of SES resources during activations and deployments for disasters, major emergencies and significant incidents within Queensland. The structure will specifically:

- i. provide assistance to local controllers to manage SES responses when the volume of taskings exceeds the local capacity for events;
- ii. support SES deployments to other local government areas and interstate including arranging transport, accommodation and logistics for deployments as per SES Operations Doctrine and Section 87(2) (b) of the *Disaster Management Act 2003*;

Memorandum of Agreement

Between the Department of Community Safety and Local Governments

- iii. promote the Australasian Inter-service Incident Management System (AIIMS) to provide consistency in the management of emergencies, disasters and significant incidents involving the SES;
- iv. provide a common point of contact for use by the community to contact the SES units and groups - currently the 132 500 hotline;
- v. provide a common tasking system for use by the SES in locations where the appropriate supporting communications links and computer hardware is available - currently Request for Assistance (RFA) Online; and
- vi. enable consultation with the local government regarding improvements to the operational arrangements.

EQUIPMENT

- i. centrally purchase approved standard equipment to take advantage of significant economies of scale and ensure consistency with equipment issue and use;
- ii. provide, maintain and replace radio communications equipment and systems that are used by the SES;
- iii. ensure SES members are provided with the requisite standard of equipment to perform their respective approved functions;
- iv. ensure the plant and equipment issued is both sufficient and safe, and meets the requirements of the SES group's approved functions;
- v. ensure that any equipment provided by EMQ or acquired through fundraising/grants/sponsorship, meets all technical and safety requirements as per EMQ specifications and/or SES Operations Doctrine;
- vi. undertake to continually revise and update specifications and doctrine for equipment in order to maintain currency with emerging trends and requirements;
- vii. determine with local governments arrangements for the most efficient registration and insurance of vehicles, trailers, caravans and other items of equipment; and
- viii. liaise with local government in relation to the acquisition and replacement of SES small plant and equipment not provided by local government.

FUNCTIONS

- i. In accordance with Section 87 of the *Disaster Management Act 2003*, and in consultation with local government, determine and agree on the functions of all SES groups within the local government areas and inform the local government and those SES groups in writing, of these functions.

Memorandum of Agreement

Between the Department of Community Safety and Local Governments

FUNDING ARRANGEMENTS

- i. provide financial support to the SES through the following:
 - purchase of major items of equipment (including radio communications equipment) uniforms and Personal Protective Equipment (PPE);
 - provision of accredited and non-accredited training including materials and resources;
 - registration and insurance of agreed vehicles and equipment;
 - local government subsidies; and
 - Volunteer Executive Allowances.

DOCTRINE

- i. in accordance with Section 83 of the *Disaster Management Act 2003*, develop policies to help the SES perform its functions effectively and efficiently;
- ii. produce SES Operations Doctrine through a consultation process with SES Executives, local governments and EMQ officers to facilitate the effective operation of the SES; and
- iii. distribute the approved SES doctrine and policies to all SES units and groups and EMQ offices.

SUPPORT

- i. in accordance with Section 83 of the *Disaster Management Act 2003*, establish management and support services for the SES;
- ii. provide administrative, managerial and advisory services (including psychological and workplace health and safety support);
- iii. monitor and implement initiatives based on recruitment, retention, training and equipment needs;
- iv. maintain data on memberships of the SES; and
- v. provide personnel administration and management for SES members.

TRAINING

- i. provide a structure for the training of SES members and in particular:
 - develop training packages based on national training competencies;

Memorandum of Agreement

Between the Department of Community Safety and Local Governments

- maintain Registered Training Organisation (RTO) status;
- develop and monitor training standards;
- provide training equipment and support materials;
- provide skills training relevant to the approved functions of the SES;
- provide accredited trainers to support the delivery of training to SES members;
- develop and monitor SES volunteer trainers; and
- maintain training records to include the competencies of SES members.

WORKPLACE HEALTH AND SAFETY AND DUTY OF CARE

- i. ensure that SES members are competent and properly trained;
- ii. ensure the provision of safe SES plant, equipment, appliances and personal protection;
- iii. minimise the risks to SES members in regard to their health and safety as a result of performing SES functions; and
- iv. enter into a contract of insurance for workplace health and safety to insure SES members.

CODE OF CONDUCT

- i. provide a Code of Conduct for SES members that will be distributed to all SES units and groups.

DISMISSAL

- i. maintain doctrine that details the procedures to be followed when disciplinary action is required for SES members; and
- ii. carry out disciplinary actions in relation to SES members in accordance with doctrine and in partnership with the local government.

Memorandum of Agreement

Between the Department of Community Safety and Local Governments

5.2 LOCAL GOVERNMENT AGREES to -

APPOINTMENTS

- i. undertake, with EMQ, a merit based recruitment and selection process, as required under Section 85 of the Disaster Management Act 2003, to identify a suitable person to be nominated for appointment as local controller;
- ii. nominate appropriately qualified persons to undertake the role of a SES local controller;
- iii. participate in the selection process for other SES executives in accordance with SES Operations Doctrine;
- iv. ensure the appointment of an acting local controller during any absences of the Local Controller by nominating a SES member to EMQ for endorsement; and

COORDINATION

- i. recognise and support a single structure for coordinating SES responses during deployments, major emergencies and significant events; and
- ii. recognise the role of EMQ in administering, supporting and managing SES units when deployed to assist other local government areas (Section 87 of the *Disaster Management Act 2003*).

ACTIVATIONS, TASKINGS AND DEPLOYMENTS

- i. agree that the activation, tasking and deployment of the SES is a shared arrangement between the local government through the Local Disaster Coordination Centre, state agencies who request assistance from the SES, the public through 132 500, other contact avenues, and EMQ;
- ii. agree that the SES can receive Requests for Assistance (RFA) from a number of sources which include local government, Local and District Disaster Management Groups, Queensland Police Service, the public through 132 500, and other emergency service organisations.
- iii. accept that the command of the SES is undertaken by the Local Controller.
- iv. accept that the support, management and coordination of the SES may be carried out by EMQ when necessary;
- v. agree that the deployment of additional SES resources to areas requiring SES assistance will be coordinated by EMQ;
- vi. for activations that do not require the LDMG to be stood up, acknowledge that the SES Unit/Group will be commanded and tasked by the Local Controller;

Memorandum of Agreement

Between the Department of Community Safety and Local Governments

- vii. acknowledge that when stood up, the Local Disaster Management Groups (LDMGs) will set priorities for the local SES Unit and provide appropriate taskings;
- viii. accept that when a number of LDMGs are stood up, the EMQ Regional Office may coordinate the provision of extra SES members from within the region; and
- ix. accept that when multiple LDMGs are stood up across the state, the coordination of deployments of SES members to an event outside their home area will be carried out by the SES State Operations Coordination Centre.

EQUIPMENT

- i. meet the ongoing operational costs of plant and equipment for SES groups;
- ii. ensure that all non-standard issued plant and equipment is approved for use in accordance with SES Operations Doctrine;
- iii. provide a safe and secure environment for the storage of SES plant and equipment;
- iv. ensure all equipment operated by the SES is maintained in line with EMQ specifications and/or SES Operations Doctrine / DUCOTs;
- v. coordinate and fund the maintenance and repair of SES plant and equipment in accordance with DUCOTs / SES Operations Doctrine;
- vi. insure all SES plant and equipment not insured by EMQ in accordance with SES Operations Doctrine; and
- vii. liaise with EMQ in relation to the acquisition and replacement of SES plant and equipment not provided by EMQ.

SUPPORT

- i. support SES groups through the provision and maintenance of accommodation appropriate to the approved functions of the SES Group;
- ii. support SES groups through the provision of, or access to, registered and insured vehicle(s) appropriate to the approved functions of the SES Group;
- iii. support SES groups with access to computers, data systems and communication links to enable the use of RFA Online;
- iv. ensure instructions and/or guidance of SES members aligns with DCS policy and SES Operations Doctrine; and
- v. include SES in key strategic and management documents used by local government.

Memorandum of Agreement

Between the Department of Community Safety and Local Governments

5.3 BOTH PARTIES AGREE to:

- i. the shared goal of working for the good of the community in relation to disaster management and SES operations;
- ii. maintain cooperative and supportive working relationships between SES members, EMQ staff and local government staff;
- iii. acknowledge the parties' shared roles and responsibilities in the provision and effective use of resources for equipment, training, administration, operations and other matters relevant to SES groups;
- iv. acknowledge the roles and responsibilities of SES units/groups are guided by the *Disaster Management Act 2003* and SES Operations Doctrine;
- v. acknowledge that each party has an obligation to provide funding for activities and functions related to SES units/groups;
- vi. acknowledge that local controllers are responsible to ensure that their SES unit functions efficiently and effectively;
- vii. work to sustain optimum levels of membership to maintain the agreed functions of SES groups in local government areas;
- viii. work together to implement common systems or procedures to ensure requests for SES assistance are met in a timely manner and data can be collected and reported on the activities of those units and groups;
- ix. keep each other informed of actions by each other and of others which may impact on SES matters through identification of points of contact in each party, and regular correspondence and meetings between those points of contact;
- x. ensure all SES assets are disposed of in accordance with EMQ Specifications and/or SES Operations Doctrine; and
- xi. work together to complete a local arrangements document (Schedule A) that contains the details of how the principles in this document are to be implemented, should local variations be necessary which when attached and signed becomes part of this MOA.

6 SES OPERATIONS DOCTRINE

The parties agree to comply with the SES Operations Doctrine. In the event of any inconsistency between the doctrine and this MOA, the SES Operations Doctrine will prevail.

Memorandum of Agreement

Between the Department of Community Safety and Local Governments

7 OPERATION

This MOA will commence the date both parties have signed and shall be valid for a period of three (3) years.

The parties agree the Department of Community Safety or its successor (through EMQ) shall assume responsibility to amend this MOA and (if required) do all things necessary to continue this or a similar arrangement in future.

8 REVIEW AND VARIATION

The parties agree to review the content of the MOA twelve months from the commencement date.

This MOA may be varied at any time by an agreement in writing executed by both parties.

9 COSTS

The parties agree that expenses associated with the implementation of this MOA and compliance with legislative requirements remains the responsibility of each party.

The existing financial arrangements between the parties will continue.

Should the Schedule A as provided or as tailored not identify specifically who is responsible for costs when undertaking certain activities or in relation to certain issues, allocation or division of any costs will be subject to negotiation between the parties.

10 TERMINATION

Either party may at any time terminate this MOA by providing 30 days written notice to the other.

11 CONFIDENTIALITY

The parties shall not, except as expressly authorised by the parties or required by law, reveal to any person any of the confidential operations, dealings, or affairs of the other which may come to its knowledge through carrying out of the MOA, and without limitation to the foregoing, shall not use or attempt to use any information or knowledge aforesaid in any manner which may injure or cause loss either directly or indirectly to the other.

The parties shall ensure their servants and agents also observe the provisions of this clause.

12 PRIVACY AND DISCLOSURE OF PERSONAL INFORMATION

Where the parties have access to Personal Information in order to fulfil its obligations under this MOA, they must:

- i. ensure that personal information is protected against loss and against unauthorised access, use, modification or disclosure and against other misuse;
- ii. not use personal information other than for the purposes of this MOA, unless required or authorised by law;
- iii. not disclose personal information without the written agreement of the department or any other persons authorised in writing by the department, unless required by law to do so;
- iv. ensure that only authorised personnel have access to personal information;
- v. immediately notify the department if it becomes aware that a disclosure of personal information is, or may be required or authorised by law; and
- vi. comply with such other privacy and security measures as the department reasonably advises the Council in writing from time to time.

The local government must immediately notify the department upon becoming aware of any breach of this clause.

“Personal Information” means information or an opinion (including information or an opinion forming part of a database), whether true or not and whether recorded in a material form or not, about an individual whose identity is apparent or can reasonably be ascertained, from the information or opinion.

13 ISSUES RESOLUTION

For the purpose of this clause, a dispute will have arisen when either party gives notice in writing to that effect to the other.

The parties agree to use their best endeavours to settle any dispute arising in connection with this MOA in good faith by negotiation or mediation.

Where possible, issues are to be handled at the local level before being escalated to higher levels for resolution.

In the event that the parties are unable to resolve a dispute, the matter will be referred to the Chief Executive of each party.

The parties agree time is of the essence to deal with and settle a dispute.

14 14 INTERPRETATION

Coordination - bringing resources of organisations together to meet requirements imposed by the threat or hazard impact.

DM Act - *Disaster Management Act 2003*.

Disaster - is a serious disruption, caused by the impact of an event that requires a significant coordinated response by the state and other entities to help the community recover from the disruption.

Disaster Management - the organisation and management of resources and responsibilities for dealing with all aspects of emergencies, in particularly mitigation, preparedness, response and recovery.

EMQ - Emergency Management Queensland.

LGA – Local Government Area.

LGAQ – Local Government Association of Queensland

MOA – this document and all schedules to this document.

Response - involves coordinating and directing whole-of-government resources and actions in responding to an emergency. Trained and equipped personnel are required to deal with any emergency situation.

SES – State Emergency Service established under Section 81 of the *Disaster Management Act 2003*.

SES equipment - equipment provided by the department and/or local government to be used by the SES.

SES executive – an SES member who is appointed as a local controller, Deputy Local Controller or Group Leader.

SES function – a function of the SES under Section 82 of the *Disaster Management Act 2003*.

SES group – physical location of a group of SES members that provides SES services.

SES member – a person who is appointed, under Section 84(1) of the *Disaster Management Act 2003*.

SES unit – a location containing one or more SES groups. These units regularly align with local government areas.

SES vehicle – a vehicle of the SES.

15 RELEVANT DOCUMENTS

Schedule A to The Memorandum of Agreement between the Department of Community Safety and [local government]

Disaster Management Act 2003

SES Operations Doctrine

State Rescue Policy