

Library Council of New South Wales

Enriching communities: The value of public libraries in New South Wales

APPENDICES TO REPORT



Library Council of New South Wales

*Enriching communities: The value of public
libraries in New South Wales*

Appendices to Report

March 2008

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Enriching communities: the value of public libraries in New South Wales was commissioned by the State Library on the recommendation of the NSW Public Library Network Research Committee for the Library Council of New South Wales.

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Statement from JL Management Services Pty Ltd

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John Liddle
Director
J.L. Management Services P Ltd.
November 2007

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Key Extracts from Project Outline

The following extracts are drawn from the State Library of New South Wales' Project Outline issued by the Public Library Services unit on 12 May 2006.

Aim of the research:

Demonstrate the contribution that NSW public libraries make to sustaining communities, that is to show how public libraries contribute to the economic, social (including cultural) and environmental wellbeing of their local community.

It is intended that the results of the research will further inform funding bodies and stakeholders of the valuable and worthwhile contribution of public libraries to local communities. The report should show how public libraries make a difference in local communities and help sustain those communities.

Objectives:

Accordingly, this research will:

- Test the concept of the economic, social (including cultural) and environmental value of public libraries using a methodology approved by the Steering Committee.
- Demonstrate public library support in sustaining communities.
- Measure the value of public libraries in sustaining local communities.
- Provide a framework for measuring, evaluating and communicating the contribution of public libraries to sustaining communities.

Methods:

A research design based on mixed methods and techniques is recommended.

The design needs to include measurement of direct and indirect, tangible and intangible impacts such as use and non use value.

A scalable design that allows easy replication on a regular basis is required.

Results:

This research will result in information that will:

- Provide public libraries and councils with further evidence of the contribution and value of public libraries to sustaining communities that will assist in the planning, development and support of public library services.
- Provide a framework to measure the contribution and value of public libraries to sustaining local communities into the future.



State Library of New South Wales

New South Wales Public Library Research Program

Sustaining Communities: measuring the value of public libraries

Library Industry Survey

October 2006

Background

The NSW Public Library Research Program's major research project for 2006/07 is focused on informing stakeholders as to the economic, social/cultural and environmental value of public libraries to communities on a local and statewide basis.

The project is titled "Sustaining Communities: measuring the value of public libraries" and has been designed to involve all NSW public libraries through their completion of the attached Industry Survey. As well as participating in the Industry Survey, ten NSW library services will be invited to participate as case study libraries, thus enabling value to be more comprehensively explored and communicated. Additional in-library and mailed surveys to capture feedback from library users and non-users will be a key element of the case study component of this project.

Industry Survey Outline

The survey comprises sixteen questions, most of which are structured as multiple choice questions. Given the nature of the subject and the lack of empirical data, it is acknowledged that library services will be required to exercise best judgment and draw on their local knowledge and industry experience to respond to a number of questions. In such instances it should be remembered that there are no right and wrong answers and should there be divergent views in certain areas, it is important that the research identifies such divergence.

The survey is laid-out as follows:

- The first section requests general information to identify the library service.
- Questions 1 to 6 are introductory scoping questions to provide general background information.
- Questions 7 to 9 request information about library programs and their estimated value.
- Questions 10 to 12 ask respondents to view their services from a "triple bottom line" perspective to assess how the industry perceives its contribution in economic, social/cultural and environmental terms.
- Questions 13 and 14 nominate ways that public libraries may benefit individuals and communities and ask respondents to rate the nominated benefits. It should be noted that similar questions are included in the surveys of library users and non-users within the ten case study library services.
- Questions 15 and 16 seek estimates of the economic value of public libraries. Similarly structured questions are included in the surveys of users and non-users.

- The survey ends by seeking brief details of up to three examples of how your library service sustains the community. Further detail may be sought at a later stage if examples are selected for inclusion as case studies in the final report.

Note

Responses will be treated as confidential and the findings from the survey will be reported in aggregated form. At this stage it is intended to utilise Annual Survey data for industry statistics, although specific data may be sought at a later stage if required.

Survey Administration

- The survey should be completed by the Library Manager or equivalent person.
- **The Research Steering Committee has selected and contracted John Liddle of J.L. Management Services Pty Ltd to undertake this research project.**
- Two versions of the Library Industry Survey are available to give respondents the choice of completing the survey manually or electronically. **This version is designed to be completed manually.**
- Completed surveys should be returned to the **State Library of NSW** by 27th October 2006.

**Public Library Survey
Public Library Services
State Library of NSW
Macquarie St
Sydney NSW 2000**

- For questions regarding the survey, please contact John Liddle of J.L. Management Services by telephone on (03)94343010 / 0411207187 or by e-mail at jlms@optusnet.com.au .

Library Details:

Library Service Name:

Address:

.....

Contact Person Name & Title:

Phone: E-mail:

1. Based on your professional experience, do you believe that public libraries:

- a) Contribute to sustaining their communities? Yes No Unsure
- b) Generate value in excess of annual expenditures? Yes No Unsure

2. Do your planning processes incorporate a financial or economic estimate of the library's value to the community?

- Yes No

3. If you answered "yes" to question 2, what is the estimated value? \$..... per annum

Comments (e.g. background to calculation / reference to supporting documents):

.....

4. Please consider the following matrix and circle or highlight the grid reference which most closely fits your library service.

The host council or councils:	The library service is:		
	Under-funded	Adequately funded	Well funded
Does not appreciate the importance of the library service.	A	D	G
Is neutral in relation to the library service.	B	E	H
Recognises the importance of the library service.	C	F	I

5. If you could demonstrate to council(s) that the library service generates a significant economic impact on the community, would this potentially change the grid position reported at question 4? Yes No

If "yes", please nominate the position (A to I) you believe could be achieved.

6. A number of benchmark studies similar to this project have been undertaken to estimate the economic value of public libraries. For each of the studies nominated below, please indicate your awareness of these studies.

Services Studied	Unaware of study.	Generally aware.	Well informed.
British Library			
Florida (USA)			
New Zealand			
South Carolina (USA)			
St. Louis (USA)			

Library Programs

The questions in this section request information on the programs run by the library. It is appreciated that statistics may not be available for some of the information requested and that estimates will need to be made.

7. The following table seeks information in relation to a number of programs run by library services. Please utilise the space provided to add other programs run by or for which the library is a significant contributor.

Program Description	Tick if program provided	Estimated no. of attendees per annum	Fee per person per session (where applicable)	Equivalent fee for commercially provided service
Children's Programs			\$	\$
Employment Search Programs			\$	\$
English Language Programs			\$	\$
Homework / Tutoring			\$	\$
School Holiday Programs			\$	\$
Technology Training Programs			\$	\$
Visiting Authors			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$
			\$	\$

8. As well as contributing to the community's cultural development through the library collections, we are interested to learn more about how the library supports other cultural streams within the community. Please utilise the space provided to add other events as required.

Types of support for cultural events or activities	Tick if provided	Average no. of events per annum	Estimated no. of attendees per annum
Exhibiting local artworks			
Hosting travelling exhibitions			
Arranging talks by visiting authors			
Arranging live performances by local musicians, dancers & actors			
Arranging multicultural exchange events & festivals			

Comments re events:

.....

.....

.....

9. Does your library service have meeting rooms available for community use? Yes No

If "yes", please advise:

- a) How many meeting rooms are available?
- b) What is the total (approximate) floorspace available? square metres
- c) What was the usage (as a percentage of available time) in 2005-2006?%
- d) What was the income from room hire in 2005-2006? \$.....
- e) What would be the equivalent income for commercially provided space? \$.....
- f) Who are the main users of meeting rooms?
 -
 -
 -
 -
 -

Triple Bottom Line Reporting:

There is growing awareness of and adoption of triple bottom line reporting among organisations globally and nationally, including within the local government sector. It is, therefore, appropriate that this project considers how public libraries help to sustain their communities in economic, social/cultural and environmental terms.

10. How does the public library contribute to your community's **economic** wellbeing?

-
-
-
-
-

11. How does the public library contribute to your community's **social/cultural** wellbeing?

-
-
-
-
-

12. How does the public library contribute to your community's **environmental** wellbeing?

-
-
-
-
-

Economic Value of Public Libraries:

The questions in this section are designed to estimate the value of the services provided through public libraries and should **NOT** be interpreted as an indication that funding to public libraries will cease or that additional fees will be introduced.

15. Thinking about a typical adult user of your library service, what do you estimate it would cost them over a twelve month period if they had to source the services used from other providers? (You may provide your estimate at item A or select from the nominated ranges.)

- A. \$.....
- B. Nothing.
- C. \$1 to \$50
- D. \$51 to \$100
- E. \$101 to \$250
- F. \$251 to \$500
- G. \$501 to \$750
- H. More than \$750

16. Thinking from the broader community perspective, if the public library was not funded by government, how much do you believe the average library user and non-user would be willing to pay to maintain the community's access to the current services? (You may provide your answers at item A or select from the nominated ranges.)

- | Users | Non-Users | |
|--------------------------|--------------------------|-------------------------------|
| \$..... | \$..... | A. |
| <input type="checkbox"/> | <input type="checkbox"/> | B. Nothing. |
| <input type="checkbox"/> | <input type="checkbox"/> | C. \$1 to \$25 per annum. |
| <input type="checkbox"/> | <input type="checkbox"/> | D. \$26 to \$50 per annum. |
| <input type="checkbox"/> | <input type="checkbox"/> | E. \$51 to \$100 per annum. |
| <input type="checkbox"/> | <input type="checkbox"/> | F. \$101 to \$250 per annum. |
| <input type="checkbox"/> | <input type="checkbox"/> | G. \$251 to \$500 per annum. |
| <input type="checkbox"/> | <input type="checkbox"/> | H. More than \$500 per annum. |

Please use the space below to comment further.

.....

.....

.....

.....

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.....

Examples of how the library sustains the community:

In the course of completing this questionnaire, it is likely that specific examples came to mind of how the library sustains the community and generates value for library users and non-users. It would be appreciated if you would provide a brief outline of no more than three such examples. It is the intention to utilise case studies in the final report for this project, thus further information on specific examples may be sought at a later stage.

Example 1:

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.....
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Example 2:

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Example 3:

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.....
.....

Thank you for taking part in this survey. Please retain a copy of the completed survey for your records and forward the original by mail to the address shown below or by e-mail to ltarg@sl.nsw.gov.au.

**Public Library Survey
Public Library Services
State Library of NSW
Macquarie St
Sydney NSW 2000**

Sustaining Communities: measuring the value of public libraries

Guidelines re In-library User Survey

Thank you for participating in this project as a case study library service and for coordinating the in-library survey of library users. The following guidelines have been prepared to assist you in conducting the survey.

1. A total of 200 library users are to be surveyed from October 23rd to 30th inclusive.
2. A minimum of 40 completed surveys are required from participating branches, thus limiting the number of participating branches to a maximum of five.
3. The flagship branch within each service should participate and it is suggested that up to 50% (100) of the surveyed users be drawn from these branches. However, discretion can be applied and participating services should draw on their local knowledge to determine the most representative allocation of the survey quota. Naturally, a single branch service must assign all surveys to that branch.
4. For regional library services it is required that (at least) the main branch within each member council be surveyed. This may require increasing the survey size – a decision that will be made by the Steering Committee and advised to affected library services.
5. Given that the survey requires some estimates to be expressed in financial terms, only those individuals 16 years of age or over should be invited to participate.
6. It is important to survey a representative sample of library users and it is acknowledged that participating services' local knowledge of their users should be used to advantage. Accordingly, within the constraints outlined at guidelines 7 and 8, participating services may exercise discretion.
7. Library users (16 years and over) who specifically request to participate should be allowed to do so.
8. The number of surveys allocated to participating branches are to be evenly distributed over the number of (equivalent eight hour) days open during the survey period. For example, a branch allocated 60 surveys that is open for five days should distribute 12 surveys on each of the days open. It is further expected that distribution would be evenly spaced over the hours open each day. A convenient way to do this is to invite people entering the library on the hour (or half hour etc) to participate.
9. Surveys are to be completed within the library prior to participants leaving. It is suggested that an appropriately labelled box be provided for completed surveys and that branch staff are sufficiently briefed to be able to field participants' questions.

10. Telephone and e-mail support will be available prior to and during the survey from John Liddle of J.L Management Services, whose contact details are:

- Telephone: (03)94343010
- Mobile: 0411207187
- E-mail: jims@optusnet.com.au
- Mailing address: 17 Loyola Court, Watsonia, Victoria 3087

11. Please return the completed surveys to the State Library of NSW by 3rd November 2006.

**Public Library Survey
Public Library Services
State Library of NSW
Macquarie St
Sydney NSW 2000**



Survey of Public Library Users in New South Wales

(insert name Library Service)

This survey is funded by the State Library of NSW as part of a research project to establish the social/ cultural, economic and environmental value of public libraries in NSW. Ten of the 97 library services across the state have been chosen to provide detailed information to the project and this survey is a very important part of the study. The (insert name) Library Service has agreed to cooperate as one of the ten case study services.

Given that public libraries exist to serve their local communities, it is essential that a survey of current library users should form an important component of the research. Accordingly, your participation is requested on a **confidential** basis. Your thoughts and comments will be of benefit to your local library and to all NSW public libraries.

The survey takes 10 to 15 minutes to complete and it is asked that you complete the survey prior to leaving the library. The questions ask you to **answer based on your personal experience** and are designed mainly as multiple-choice questions. If you have any questions about the project or the survey, please ask the library staff.

Thank you for your time and interest in public libraries.

1. Please nominate (from the following list) the library branch you are attending today.

- Central.
- North
- South. (Branches were customised for each case study service.)
- East.
- West.
- Mobile.

2. I travelled **to** the library today by: Walking Cycling Driving Public transport

3. Prior to visiting the library, I was: At home Shopping
 At work At an educational facility Doing other things

4. My travelling time **to** the library was approximately minutes.

5. After leaving the library, I will be: Going home Shopping
 Going to work Going to an educational facility Doing other things

6. I will travel **from** the library today by: Walking Cycling Driving Public transport

7. My travelling time **from** the library will be approximately minutes.

8. My out-of-pocket costs to visit the library (e.g. fares & parking) will be approximately \$.....

9. My time spent in the library was: A. Up to 5 minutes.
 B. 5 to 15 minutes.
 C. 16 to 30 minutes.
 D. 31 to 60 minutes.
 E. More than 60 minutes.

10. Prior to today, my previous visit to the library was within the past:

- A. Week.
- B. Month.
- C. Three months.
- D. Six months.
- E. Twelve months.
- F. Longer than 12 months ago.
- G. This is my first visit.

11. My previous on-line access to library services from outside the library was within the past:

- A. Week.
- B. Month.
- C. Three months.
- D. Six months.
- E. Twelve months.
- F. Longer than 12 months ago.
- G. Never.

12. While I was at the library today, I (please tick all items that apply):

- A. Borrowed books.
- B. Borrowed videos, CDs or DVDs
- C. Accessed the Internet.
- D. Used the computers for other purposes.
- E. Sought staff assistance with reference enquiries.
- F. Attended Pre-School Storytime.
- G. Attended other programs (please nominate below)

- H. Attended a civic/community meeting.
- I. Met socially with friends.
- J. Read, watched or listened to library materials.
- K. Other

13. Why did you use the public library today? Was it because:

- a. It saved you time? Yes No Unsure
 - i. If "yes", how much? ___ hours ___ minutes
- b. It saved you money? Yes No Unsure
 - i. If "yes", how much? \$.....
- c. The library has a more extensive range of materials? Yes No Unsure
- d. Professional staff support is available? Yes No Unsure
- e. You enjoy the atmosphere? Yes No Unsure
- f. Other reasons (please specify)?

.....

14. Individuals use public libraries for many reasons. Reflecting on your usage of the library, please consider the possible outcomes shown below and tick all that apply.

Information or services provided through the library has:

- (a) Helped me obtain a new job or promotion.
- (b) Made me more productive in my job.
- (c) Supported my involvement in community activities.
- (d) Helped me improve or start a business.
- (e) Enabled me to gain or improve my computer skills.
- (f) Encouraged me to get my own Internet account.
- (g) Supported my involvement in educational courses.
- (h) Supported my children's early (0 to 5 years) development.
- (i) Supported my children's education.
- (j) Facilitated my pursuit of (informal) lifelong learning.
- (k) Assisted me to develop English language skills.
- (l) Clarified my understanding of critical legal information.
- (m) Clarified my understanding of critical health information.
- (n) Enhanced my enjoyment from hobbies.
- (o) Helped me accomplish tasks and/or achieve goals.
- (p) Helped me develop improved financial management skills.
- (q) Exposed me to a wider range of cultural activities.
- (r) Fostered my sense of community or belonging.
- (s) Helped me obtain information not obtainable elsewhere.
- (t) Generally enhanced my quality of life.

15. Public libraries contribute to cultural development in a number of ways. How important are the following contributions to you?

The public library makes a positive contribution to community culture by:	Very Important	Important	Not Important	Not Applicable	No Opinion
(a) Maintaining relevant print collections.					
(b) Maintaining relevant music collections.					
(c) Maintaining relevant video/DVD collections.					
(d) Maintaining local history collections.					
(e) Exhibiting local artworks.					
(f) Hosting travelling exhibitions					
(g) Arranging talks by visiting authors.					
(h) Arranging live performances by local musicians, dancers and actors.					
(i) Arranging multicultural exchange activities.					
(j) Other					

16. Thinking more broadly about how the public library contributes to the general community, please reflect on and indicate your position in relation to each of the following statements.

The public library makes a positive contribution to the community by:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(a) Being a safe and pleasant place to visit.					
(b) Encouraging responsible social behaviour.					
(c) Supporting educational facilities.					
(d) Facilitating lifelong learning.					
(e) Providing information about community events.					
(f) Providing important infrastructure to develop Australia as a knowledge economy.					
(g) Acting as a source of government information.					
(h) Acting as a provider of other government services (e.g. RTA & ATO).					
(i) Supporting local culture and the arts.					
(j) Providing and/or supporting outreach programs.					
(k) Providing public meeting spaces.					
(l) Providing access to Statewide legal and health information programs.					
(m) Facilitating job or career planning.					
(n) Operating in a non-discriminatory manner.					
(o) Promoting and encouraging (language and computer) literacy.					
(p) Recognising the demand for non-English language materials.					
(q) Supporting the development of English as a second language.					
(r) Ensuring access to the Internet for all.					
(s) Increasing local property values.					
(t) Attracting new businesses to the community.					
(u) Improving the overall quality of life.					

17. What is the most important economic benefit you have received through the library service?

.....

.....

.....

18. What is the most important social/cultural benefit you have received through the library service?

.....

.....

.....

19. What is the most important environmental benefit you have received through the library service?

.....

.....

.....

Economic Value of Public Libraries

The questions in this section are designed to estimate the value of the services provided through your public library. It is, however, stressed that they are **NOT** an indication that funding to public libraries will cease or that additional fees will be introduced.

20. Thinking about your typical library usage over the past twelve months, what do you estimate it would have cost if you had to source the services used from other providers? (You may provide your estimate at item A or select from the nominated ranges.)

- A. \$.....
- B. Nothing.
- C. \$1 to \$50
- D. \$51 to \$100
- E. \$101 to \$250
- F. \$251 to \$500
- G. \$501 to \$750
- H. More than \$750

21. Thinking from the broader community perspective, if the public library was not funded by government, how much would you be willing to pay to maintain the community's access to the current services? (You may provide your answer at item A or select from the nominated ranges.)

- A. \$..... per annum.
- B. Nothing.
- C. \$1 to \$25 per annum.
- D. \$26 to \$50 per annum.
- E. \$51 to \$100 per annum.
- F. \$101 to \$250 per annum.
- G. \$251 to \$500 per annum.
- H. More than \$500 per annum.

22. When thinking about your response to the previous question, please nominate which of the following best describes the way you responded.

- A. As an ongoing regular user of library services.
- B. As an infrequent user, but willing to pay to ensure the option to use is available.
- C. As a non-user, but willing to pay based on the value of public libraries to the community.
- D. Not willing to pay.

Bearing in mind that all your responses will be treated confidentially, please tell us a little about yourself to assist us to analyse the survey responses.

24. Gender: Male Female
25. Are you a library member? Yes No
26. What is your age? A 16 - 19 E 35 - 39 I 55 - 59 M 75 - 79
 B 20 - 24 F 40 - 44 J 60 - 64 N 80 - 84
 C 25 - 29 G 45 - 49 K 65 - 69 O 85 & over
 D 30 - 34 H 50 - 54 L 70 - 74
27. In which country were you born?
28. Are you of Aboriginal or Torres Strait Islander origin? Yes No
29. Is English the primary language spoken in your home? Yes No
30. Family composition:
- | | |
|---|---|
| <input type="checkbox"/> A Single, no kids | <input type="checkbox"/> D Single Mother Family |
| <input type="checkbox"/> B Couple, no kids | <input type="checkbox"/> E Single Father Family |
| <input type="checkbox"/> C Couple with kids | <input type="checkbox"/> F Grandparent family |
31. What is your employment status?
- | | |
|--|---|
| <input type="checkbox"/> A. Full-time employment | <input type="checkbox"/> D. Not in labour force |
| <input type="checkbox"/> B. Part-time employment | <input type="checkbox"/> E. Full-time student |
| <input type="checkbox"/> C. Unemployed | |
32. What was the highest educational level you attained?
- | |
|--|
| <input type="checkbox"/> A. Did not finish high school |
| <input type="checkbox"/> B. High school |
| <input type="checkbox"/> C. TAFE |
| <input type="checkbox"/> D. University |
33. What is your approximate weekly household income before tax?
- | | |
|--|--|
| 1. <input type="checkbox"/> Negative / nil income. | 8. <input type="checkbox"/> \$700 to \$799. |
| 2. <input type="checkbox"/> \$1 to \$199. | 9. <input type="checkbox"/> \$800 to \$999. |
| 3. <input type="checkbox"/> \$200 to \$299. | 10. <input type="checkbox"/> \$1,000 to \$1,199. |
| 4. <input type="checkbox"/> \$300 to \$399. | 11. <input type="checkbox"/> \$1,200 to \$1,499. |
| 5. <input type="checkbox"/> \$400 to \$499. | 12. <input type="checkbox"/> \$1,500 to \$1,999. |
| 6. <input type="checkbox"/> \$500 to \$599. | 13. <input type="checkbox"/> \$2,000 or more. |
| 7. <input type="checkbox"/> \$600 to \$699. | 14. <input type="checkbox"/> Prefer not to answer. |

Industry Survey - Statistical Summary

Q1: Number of Library Managers' who believe that public libraries:

(a) Contribute to sustaining their communities	(b) Generate value > expenditure		
	Yes	Unsure	Total
Yes	86	10	96
Unsure	1	1	2
Total	87	11	98
Yes	87.8%	10.2%	98.0%
Unsure	1.0%	1.0%	2.0%
Total	88.8%	11.2%	100%

Q2: Incorporation of value estimates in planning processes:

No library services reported incorporating financial or economic estimates of the library's value in their planning processes.

Q4: Host councils' appreciation of importance of library service.

Library Model	Does not appreciate	Neutral	Recognises importance	Did not answer	Total
Cooperative	1	5	8		14
Joint	1				1
Regional	4	2	10	1	17
Standalone	9	15	40	2	66
Total	15	22	58	3	98
Cooperative	7%	36%	57%		100%
Joint	100%				100%
Regional	24%	12%	59%	6%	100%
Standalone	14%	23%	61%	3%	100%
Total	15%	22%	59%	3%	100%

Q4: Perceived adequacy of library service funding.

Library Model	Under-funded	Adequately funded	Well funded	Did not answer	Total
Cooperative	2	11	1		14
Joint	1				1
Regional	10	6		1	17
Standalone	26	30	8	2	66
Total	39	47	9	3	98
Cooperative	14%	79%	7%		100%
Joint	100%				100%
Regional	59%	35%		6%	100%
Standalone	39%	45%	12%	3%	100%
Total	40%	48%	9%	3%	100%

Q4: Recognition / Funding Matrix.

Host councils' position re importance of the library service.	Funding level adequacy.			
	Under-funded	Adequately funded	Well funded	Did not answer
Does not appreciate	10	4	1	
Neutral	7	13	2	
Recognises importance	22	30	6	
Did not answer				3
Does not appreciate	10%	4%	1%	
Neutral	7%	13%	2%	
Recognises importance	22%	31%	6%	
Did not answer				3%

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Q5: Would being able to demonstrate a significant economic impact change the grid position?

Library Model	Yes	No	Did not answer	Total
Cooperative	7	7		14
Joint	1			1
Regional	12	4	1	17
Standalone	45	19	2	66
Total	65	30	3	98
Cooperative	50%	50%		100%
Joint	100%			100%
Regional	71%	24%	6%	100%
Standalone	68%	29%	3%	100%
Total	66%	31%	3%	100%

Q5: Projected Recognition / Funding Matrix (adjusted for previous responses).

Host councils' position re importance of the library service.	Funding level adequacy.			Did not answer
	Under-funded	Adequately funded	Well funded	
Does not appreciate	1	1	2	3
Neutral	0	5	3	
Recognises importance	9	39	35	
Did not answer				
Does not appreciate	1%	1%	2%	3%
Neutral	0%	5%	3%	
Recognises importance	9%	40%	36%	
Did not answer				

Q5: Change between Current & Projected Recognition / Funding Matrices.

Host councils' position re importance of the library service.	Funding level adequacy.			Did not answer
	Under-funded	Adequately funded	Well funded	
Does not appreciate	-9	-3	1	
Neutral	-7	-8	1	
Recognises importance	-13	9	29	
Did not answer				

Q6: Library Managers' awareness of benchmark studies.

Nominated Study	Unaware	Generally aware	Well informed
British Library	29	59	10
Florida (USA)	68	27	3
New Zealand	56	36	6
South Carolina (USA)	74	22	2
St. Louis (USA)	72	23	3
Number of Library Managers who reported above awareness levels for all five studies.	27	12	1

Q7: Library Programs.

	Children's Programs	Employment Search Programs	English Language Programs	Homework / Tutoring Programs	School Holiday Programs	Technology Training Programs	Visiting Author Talks
N ^o . services running program	98	1	13	30	90	67	86
N ^o . charging session fees	3		0	0	27	11	16
Average fee (where charged)	\$ 1.58		n.a.	n.a.	\$ 4.50	\$ 21.60	\$ 6.30
Equivalent commercial fee:							
Average	\$ 9.24			\$ 24.32	\$ 15.75	\$ 50.10	\$ 15.56
Median	\$ 7.50			\$ 25.00	\$ 13.50	\$ 37.50	\$ 15.00
Mode	\$ 5.00			\$ 30.00	\$ 10.00	\$ 10.00	\$ 25.00
High	\$ 20.00		\$ 20.00	\$ 50.00	\$ 60.00	\$ 260.00	\$ 40.00
Low	\$ 2.00		\$ 20.00	\$ 5.00	\$ 1.50	\$ 4.00	\$ 0.50
N ^o . services providing estimates	31		1	11	36	26	26

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Q8: Contribution to community cultural development by:

Event Type	None	1 to 4	5 to 8	More than 8	No answer	Total	Annual attendees
Exhibiting local artworks	30	39	10	12	7	98	30,798 6,000
Hosting travelling exhibitions	35	48	5	2	8	98	
Arranging talks by visiting authors	12	47	10	17	12	98	
Arranging live performances	57	28	6	2	5	98	
Arranging multicultural events & festivals	61	29	5	1	2	98	

• Annual attendees shown where reliable estimates can be made.

Q9: Library Services with meeting rooms for community use.

Library Model / Location	Available	Not available	Total	Available	Not available	Total
Cooperative	6	8	14	43%	57%	100%
Joint		1	1	0%	100%	100%
Regional	9	8	17	53%	47%	100%
Standalone	45	21	66	68%	32%	100%
Total	60	38	98	61%	39%	100%
Country	27	27	54	50%	50%	100%
Metro - Inner	21	9	30	70%	30%	100%
Metro - Outer	12	2	14	86%	14%	100%
Total	60	38	98	61%	39%	100%

Q9a to 9e: Meeting rooms - key measures (excl. Wollongong).

Library Model / Location	# of meeting rooms available	Total floorspace available (sq m)	Meeting room usage (% of available time)	2005-2006 income from room hire	Average income per square metre	Equivalent income at full utilisation
Cooperative	7	299	69.0%	\$ 21,030	\$ 53.25	\$ 77.18
Joint	0					
Regional	19	1,140	35.0%	\$ 24,368	\$ 23.89	\$ 68.26
Standalone	92	5,115	43.9%	\$ 167,382	\$ 31.65	\$ 72.07
Total	118	6,554	44.5%	\$ 212,780	\$ 31.20	\$ 70.09
Country	44	2,113	42.1%	\$ 45,951	\$ 23.06	\$ 54.72
Metro - Inner	45	1,982	51.4%	\$ 85,255	\$ 38.33	\$ 74.60
Metro - Outer	29	2,459	36.6%	\$ 81,574	\$ 33.17	\$ 90.75
Total	118	6,554	44.5%	\$ 212,780	\$ 31.20	\$ 70.09

of services that provided data. 59 53 49 52 47 47

- Wollongong's data excluded due to type of facilities managed and uncertainty regarding future responsibilities.
- Average & equivalent income - based on current pricing (including 12 no charge services).

Q9f: Summation of main users of meeting rooms.

Description of group / type of usage	Times nominated	Percent of services
Art, crafts and cultural groups.	11	18%
Businesses & commercial organisations	23	38%
Book clubs, reading and writing groups	9	15%
Community organisations	57	95%
Church and religious groups.	3	5%
Education	13	22%
Exercise groups	7	12%
Family & local history groups	7	12%
Friends of the Library groups	3	5%
Government organisations - local government	18	30%
Government organisations - state & federal	20	33%
Health related groups and organisations	11	18%
Legal support	3	5%
Other	17	28%
Playgroups	5	8%
Study use (individual or group)	8	13%
University of the Third Age	8	13%

- Percentages expressed against a base of 60.

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Q13: Perceived importance of outcomes from library usage. The public library: (a) helps people obtain new jobs or promotions.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	4	21	27	1	1	54
Metro - Inner	3	13	14			30
Metro - Outer		3	11			14
Total	7	37	52	1	1	98
Country	7.4%	38.9%	50.0%	1.9%	1.9%	100%
Metro - Inner	10.0%	43.3%	46.7%			100%
Metro - Outer		21.4%	78.6%			100%
Total	7.1%	37.8%	53.1%	1.0%	1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (b) makes people more productive in their jobs.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	2	18	28	5	1	54
Metro - Inner	1	8	18	3		30
Metro - Outer		1	11	2		14
Total	3	27	57	10	1	98
Country	3.7%	33.3%	51.9%	9.3%	1.9%	100%
Metro - Inner	3.3%	26.7%	60.0%	10.0%		100%
Metro - Outer		7.1%	78.6%	14.3%		100%
Total	3.1%	27.6%	58.2%	10.2%	1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (c) supports involvement in community activities.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	21	27	4	1	1	54
Metro - Inner	10	16	4			30
Metro - Outer	2	9	3			14
Total	33	52	11	1	1	98
Country	38.9%	50.0%	7.4%	1.9%	1.9%	100%
Metro - Inner	33.3%	53.3%	13.3%			100%
Metro - Outer	14.3%	64.3%	21.4%			100%
Total	33.7%	53.1%	11.2%	1.0%	1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (d) helps people improve or start businesses.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	3	14	33	3	1	54
Metro - Inner	1	9	20			30
Metro - Outer	1	1	11	1		14
Total	5	24	64	4	1	98
Country	5.6%	25.9%	61.1%	5.6%	1.9%	100%
Metro - Inner	3.3%	30.0%	66.7%			100%
Metro - Outer	7.1%	7.1%	78.6%	7.1%		100%
Total	5.1%	24.5%	65.3%	4.1%	1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (e) enables people to gain or improve computer skills.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	13	34	5	1	1	54
Metro - Inner	7	20	3			30
Metro - Outer	3	6	5			14
Total	23	60	13	1	1	98
Country	24.1%	63.0%	9.3%	1.9%	1.9%	100%
Metro - Inner	23.3%	66.7%	10.0%			100%
Metro - Outer	21.4%	42.9%	35.7%			100%
Total	23.5%	61.2%	13.3%	1.0%	1.0%	100%

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Q13: Perceived importance of outcomes from library usage. The public library: (f) encourages people to open Internet accounts.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	7	22	20	4	1	54
Metro - Inner	4	9	11	6		30
Metro - Outer	1	3	7	3		14
Total	12	34	38	13	1	98
Country	13.0%	40.7%	37.0%	7.4%	1.9%	100%
Metro - Inner	13.3%	30.0%	36.7%	20.0%		100%
Metro - Outer	7.1%	21.4%	50.0%	21.4%		100%
Total	12.2%	34.7%	38.8%	13.3%	1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (g) supports adults' involvement in educational courses.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	17	30	6		1	54
Metro - Inner	4	21	5			30
Metro - Outer	2	7	5			14
Total	23	58	16		1	98
Country	31.5%	55.6%	11.1%		1.9%	100%
Metro - Inner	13.3%	70.0%	16.7%			100%
Metro - Outer	14.3%	50.0%	35.7%			100%
Total	23.5%	59.2%	16.3%		1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (h) supports children's early (0 to 5 years) development.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	44	9			1	54
Metro - Inner	24	6				30
Metro - Outer	11	2	1			14
Total	79	17	1		1	98
Country	81.5%	16.7%			1.9%	100%
Metro - Inner	80.0%	20.0%				100%
Metro - Outer	78.6%	14.3%	7.1%			100%
Total	80.6%	17.3%	1.0%		1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (i) supports children's education.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	38	15			1	54
Metro - Inner	22	8				30
Metro - Outer	6	7	1			14
Total	66	30	1		1	98
Country	70.4%	27.8%			1.9%	100%
Metro - Inner	73.3%	26.7%				100%
Metro - Outer	42.9%	50.0%	7.1%			100%
Total	67.3%	30.6%	1.0%		1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (j) facilitates (informal) lifelong learning.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	40	13			1	54
Metro - Inner	21	8	1			30
Metro - Outer	8	5	1			14
Total	69	26	2		1	98
Country	74.1%	24.1%			1.9%	100%
Metro - Inner	70.0%	26.7%	3.3%			100%
Metro - Outer	57.1%	35.7%	7.1%			100%
Total	70.4%	26.5%	2.0%		1.0%	100%

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Q13: Perceived importance of outcomes from library usage. The public library: (k) assists people to develop English language skills.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	5	21	24	3	1	54
Metro - Inner	11	12	7			30
Metro - Outer	2	3	8	1		14
Total	18	36	39	4	1	98
Country	9.3%	38.9%	44.4%	5.6%	1.9%	100%
Metro - Inner	36.7%	40.0%	23.3%			100%
Metro - Outer	14.3%	21.4%	57.1%	7.1%		100%
Total	18.4%	36.7%	39.8%	4.1%	1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (l) clarifies understanding of critical legal information.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	7	27	19		1	54
Metro - Inner	3	11	16			30
Metro - Outer		6	8			14
Total	10	44	43		1	98
Country	13.0%	50.0%	35.2%		1.9%	100%
Metro - Inner	10.0%	36.7%	53.3%			100%
Metro - Outer		42.9%	57.1%			100%
Total	10.2%	44.9%	43.9%		1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (m) clarifies understanding of critical health information.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	8	33	12		1	54
Metro - Inner	4	14	12			30
Metro - Outer		7	7			14
Total	12	54	31		1	98
Country	14.8%	61.1%	22.2%		1.9%	100%
Metro - Inner	13.3%	46.7%	40.0%			100%
Metro - Outer		50.0%	50.0%			100%
Total	12.2%	55.1%	31.6%		1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (n) enhances enjoyment from hobbies.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	19	29	5		1	54
Metro - Inner	6	21	3			30
Metro - Outer	3	8	3			14
Total	28	58	11		1	98
Country	35.2%	53.7%	9.3%		1.9%	100%
Metro - Inner	20.0%	70.0%	10.0%			100%
Metro - Outer	21.4%	57.1%	21.4%			100%
Total	28.6%	59.2%	11.2%		1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (o) helps people accomplish tasks &/or achieve goals.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	12	30	11		1	54
Metro - Inner	5	15	9	1		30
Metro - Outer	3	7	4			14
Total	20	52	24	1	1	98
Country	22.2%	55.6%	20.4%		1.9%	100%
Metro - Inner	16.7%	50.0%	30.0%	3.3%		100%
Metro - Outer	21.4%	50.0%	28.6%			100%
Total	20.4%	53.1%	24.5%	1.0%	1.0%	100%

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Q13: Perceived importance of outcomes from library usage. The public library: (p) helps people become better financial managers.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	2	16	28	7	1	54
Metro - Inner	2	5	21	2		30
Metro - Outer	2	1	9	2		14
Total	6	22	58	11	1	98
Country	3.7%	29.6%	51.9%	13.0%	1.9%	100%
Metro - Inner	6.7%	16.7%	70.0%	6.7%		100%
Metro - Outer	14.3%	7.1%	64.3%	14.3%		100%
Total	6.1%	22.4%	59.2%	11.2%	1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (q) provides exposure to a wider range of cultural activities.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	20	26	6	1	1	54
Metro - Inner	12	14	4			30
Metro - Outer	3	6	5			14
Total	35	46	15	1	1	98
Country	37.0%	48.1%	11.1%	1.9%	1.9%	100%
Metro - Inner	40.0%	46.7%	13.3%			100%
Metro - Outer	21.4%	42.9%	35.7%			100%
Total	35.7%	46.9%	15.3%	1.0%	1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (r) fosters a sense of community or belonging.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	34	12	5	2	1	54
Metro - Inner	21	8	1			30
Metro - Outer	5	6	2	1		14
Total	60	26	8	3	1	98
Country	63.0%	22.2%	9.3%	3.7%	1.9%	100%
Metro - Inner	70.0%	26.7%	3.3%			100%
Metro - Outer	35.7%	42.9%	14.3%	7.1%		100%
Total	61.2%	26.5%	8.2%	3.1%	1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (s) provides information not obtainable elsewhere.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	35	16	2		1	54
Metro - Inner	19	10	1			30
Metro - Outer	9	4	1			14
Total	63	30	4		1	98
Country	64.8%	29.6%	3.7%		1.9%	100%
Metro - Inner	63.3%	33.3%	3.3%			100%
Metro - Outer	64.3%	28.6%	7.1%			100%
Total	64.3%	30.6%	4.1%		1.0%	100%

Q13: Perceived importance of outcomes from library usage. The public library: (t) enhances quality of life.						
Location	Critical importance	Major importance	Some importance	No importance	No answer	Total
Country	40	11	2		1	54
Metro - Inner	22	7	1			30
Metro - Outer	8	5	1			14
Total	70	23	4		1	98
Country	74.1%	20.4%	3.7%		1.9%	100%
Metro - Inner	73.3%	23.3%	3.3%			100%
Metro - Outer	57.1%	35.7%	7.1%			100%
Total	71.4%	23.5%	4.1%		1.0%	100%

Industry Survey - Statistical Summary

Q13: Summary of perceived importance of outcomes from library usage. (RANKED by # responses)						
The public library is important in that it:	Critical importance	Major importance	Some importance	No importance	No answer	Total
(h) supports children's early (0 to 5 years) development.	79	17	1		1	98
(t) enhances quality of life.	70	23	4		1	98
(j) facilitates (informal) lifelong learning.	69	26	2		1	98
(i) supports children's education.	66	30	1		1	98
(s) provides information not obtainable elsewhere.	63	30	4		1	98
(r) fosters a sense of community or belonging.	60	26	8	3	1	98
(q) provides exposure to a wider range of cultural activities.	35	46	15	1	1	98
(c) supports involvement in community activities.	33	52	11	1	1	98
(n) enhances enjoyment from hobbies.	28	58	11		1	98
(e) enables people to gain or improve computer skills.	23	60	13	1	1	98
(g) supports adults' involvement in educational courses.	23	58	16		1	98
(o) helps people accomplish tasks &/or achieve goals.	20	52	24	1	1	98
(k) assists people to develop English language skills.	18	36	39	4	1	98
(f) encourages people to open Internet accounts.	12	34	38	13	1	98
(m) clarifies understanding of critical health information.	12	54	31		1	98
(l) clarifies understanding of critical legal information.	10	44	43		1	98
(a) helps people obtain new jobs or promotions.	7	37	52	1	1	98
(p) helps people become better financial managers.	6	22	58	11	1	98
(d) helps people improve or start businesses.	5	24	64	4	1	98
(b) makes people more productive in their jobs.	3	27	57	10	1	98

Q13: Summary of perceived importance of outcomes from library usage. (RANKED by percentage of responses)						
The public library is important in that it:	Critical importance	Major importance	Some importance	No importance	No answer	Total
(h) supports children's early (0 to 5 years) development.	80.6%	17.3%	1.0%		1.0%	100%
(t) enhances quality of life.	71.4%	23.5%	4.1%		1.0%	100%
(j) facilitates (informal) lifelong learning.	70.4%	26.5%	2.0%		1.0%	100%
(i) supports children's education.	67.3%	30.6%	1.0%		1.0%	100%
(s) provides information not obtainable elsewhere.	64.3%	30.6%	4.1%		1.0%	100%
(r) fosters a sense of community or belonging.	61.2%	26.5%	8.2%	3.1%	1.0%	100%
(q) provides exposure to a wider range of cultural activities.	35.7%	46.9%	15.3%	1.0%	1.0%	100%
(c) supports involvement in community activities.	33.7%	53.1%	11.2%	1.0%	1.0%	100%
(n) enhances enjoyment from hobbies.	28.6%	59.2%	11.2%	0.0%	1.0%	100%
(e) enables people to gain or improve computer skills.	23.5%	61.2%	13.3%	1.0%	1.0%	100%
(g) supports adults' involvement in educational courses.	23.5%	59.2%	16.3%		1.0%	100%
(o) helps people accomplish tasks &/or achieve goals.	20.4%	53.1%	24.5%	1.0%	1.0%	100%
(k) assists people to develop English language skills.	18.4%	36.7%	39.8%	4.1%	1.0%	100%
(f) encourages people to open Internet accounts.	12.2%	34.7%	38.8%	13.3%	1.0%	100%
(m) clarifies understanding of critical health information.	12.2%	55.1%	31.6%		1.0%	100%
(l) clarifies understanding of critical legal information.	10.2%	44.9%	43.9%		1.0%	100%
(a) helps people obtain new jobs or promotions.	7.1%	37.8%	53.1%	1.0%	1.0%	100%
(p) helps people become better financial managers.	6.1%	22.4%	59.2%	11.2%	1.0%	100%
(d) helps people improve or start businesses.	5.1%	24.5%	65.3%	4.1%	1.0%	100%
(b) makes people more productive in their jobs.	3.1%	27.6%	58.2%	10.2%	1.0%	100%

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Q14: Public libraries make a positive contribution to the community by: (a) being a safe and pleasant place to visit.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	52	1				1	54
Metro - Inner	29	1					30
Metro - Outer	12	2					14
Total	93	4				1	98
Country	96.3%	1.9%				1.9%	100%
Metro - Inner	96.7%	3.3%					100%
Metro - Outer	85.7%	14.3%					100%
Total	94.9%	4.1%				1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (b) encouraging responsible social behaviour.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	28	21	4			1	54
Metro - Inner	9	17	4				30
Metro - Outer	7	6	1				14
Total	44	44	9			1	98
Country	51.9%	38.9%	7.4%			1.9%	100%
Metro - Inner	30.0%	56.7%	13.3%				100%
Metro - Outer	50.0%	42.9%	7.1%				100%
Total	44.9%	44.9%	9.2%			1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (c) supporting educational facilities							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	46	6	1			1	54
Metro - Inner	20	9	1				30
Metro - Outer	8	6					14
Total	74	21	2			1	98
Country	85.2%	11.1%	1.9%			1.9%	100%
Metro - Inner	66.7%	30.0%	3.3%				100%
Metro - Outer	57.1%	42.9%	0.0%				100%
Total	75.5%	21.4%	2.0%			1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (d) facilitating lifelong learning.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	47	6				1	54
Metro - Inner	28	2					30
Metro - Outer	13	1					14
Total	88	9				1	98
Country	87.0%	11.1%				1.9%	100%
Metro - Inner	93.3%	6.7%					100%
Metro - Outer	92.9%	7.1%					100%
Total	89.8%	9.2%				1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (e) providing information about community events.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	37	16				1	54
Metro - Inner	24	6					30
Metro - Outer	9	5					14
Total	70	27				1	98
Country	68.5%	29.6%				1.9%	100%
Metro - Inner	80.0%	20.0%					100%
Metro - Outer	64.3%	35.7%					100%
Total	71.4%	27.6%				1.0%	100%

Industry Survey - Statistical Summary

Q14: Public libraries make a positive contribution to the community by: (f) providing important infrastructure to develop Australia as a knowledge economy.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	36	16	1			1	54
Metro - Inner	19	11					30
Metro - Outer	7	6	1				14
Total	62	33	2			1	98
Country	66.7%	29.6%	1.9%			1.9%	100%
Metro - Inner	63.3%	36.7%					100%
Metro - Outer	50.0%	42.9%	7.1%				100%
Total	63.3%	33.7%	2.0%			1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (g) acting as a source of government information.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	33	19		1		1	54
Metro - Inner	14	16					30
Metro - Outer	7	6	1				14
Total	54	41	1	1		1	98
Country	61.1%	35.2%		1.9%		1.9%	100%
Metro - Inner	46.7%	53.3%					100%
Metro - Outer	50.0%	42.9%	7.1%				100%
Total	55.1%	41.8%	1.0%	1.0%		1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (h) acting as a provider of other government services (e.g. RTA & ATO).							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	28	17	7	1		1	54
Metro - Inner	8	15	4	3			30
Metro - Outer	5	8	1				14
Total	41	40	12	4		1	98
Country	51.9%	31.5%	13.0%	1.9%		1.9%	100%
Metro - Inner	26.7%	50.0%	13.3%	10.0%			100%
Metro - Outer	35.7%	57.1%	7.1%				100%
Total	41.8%	40.8%	12.2%	4.1%		1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (i) supporting local culture and the arts.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	41	10	2			1	54
Metro - Inner	21	9					30
Metro - Outer	9	5					14
Total	71	24	2			1	98
Country	75.9%	18.5%	3.7%			1.9%	100%
Metro - Inner	70.0%	30.0%					100%
Metro - Outer	64.3%	35.7%					100%
Total	72.4%	24.5%	2.0%			1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (j) providing &/or supporting outreach programs.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	35	17		1		1	54
Metro - Inner	20	8	2				30
Metro - Outer	9	5					14
Total	64	30	2	1		1	98
Country	64.8%	31.5%		1.9%		1.9%	100%
Metro - Inner	66.7%	26.7%	6.7%				100%
Metro - Outer	64.3%	35.7%					100%
Total	65.3%	30.6%	2.0%	1.0%		1.0%	100%

Industry Survey - Statistical Summary

Q14: Public libraries make a positive contribution to the community by: (k) providing public meeting spaces.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	31	13	7	2		1	54
Metro - Inner	22	8					30
Metro - Outer	7	5	1	1			14
Total	60	26	8	3		1	98
Country	57.4%	24.1%	13.0%	3.7%		1.9%	100%
Metro - Inner	73.3%	26.7%					100%
Metro - Outer	50.0%	35.7%	7.1%	7.1%			100%
Total	61.2%	26.5%	8.2%	3.1%		1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (l) providing access to Statewide legal and health information programs.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	37	16				1	54
Metro - Inner	17	10	3				30
Metro - Outer	7	7					14
Total	61	33	3			1	98
Country	68.5%	29.6%				1.9%	100%
Metro - Inner	56.7%	33.3%	10.0%				100%
Metro - Outer	50.0%	50.0%					100%
Total	62.2%	33.7%	3.1%			1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (m) facilitating job or career planning.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	18	28	5	2		1	54
Metro - Inner	5	19	5	1			30
Metro - Outer	5	7	1	1			14
Total	28	54	11	4		1	98
Country	33.3%	51.9%	9.3%	3.7%		1.9%	100%
Metro - Inner	16.7%	63.3%	16.7%	3.3%			100%
Metro - Outer	35.7%	50.0%	7.1%	7.1%			100%
Total	28.6%	55.1%	11.2%	4.1%		1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (n) operating in a non-discriminatory manner.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	48	5				1	54
Metro - Inner	27	2	1				30
Metro - Outer	13	1					14
Total	88	8	1			1	98
Country	88.9%	9.3%	0.0%			1.9%	100%
Metro - Inner	90.0%	6.7%	3.3%				100%
Metro - Outer	92.9%	7.1%	0.0%				100%
Total	89.8%	8.2%	1.0%			1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (o) promoting & encouraging (language & computer) literacy.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	39	13	1			1	54
Metro - Inner	22	8					30
Metro - Outer	11	3					14
Total	72	24	1			1	98
Country	72.2%	24.1%	1.9%			1.9%	100%
Metro - Inner	73.3%	26.7%					100%
Metro - Outer	78.6%	21.4%					100%
Total	73.5%	24.5%	1.0%			1.0%	100%

Industry Survey - Statistical Summary

Q14: Public libraries make a positive contribution to the community by: (p) recognising the demand for non-English language materials.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	23	21	8	1		1	54
Metro - Inner	22	8					30
Metro - Outer	8	5	1				14
Total	53	34	9	1		1	98
Country	42.6%	38.9%	14.8%	1.9%		1.9%	100%
Metro - Inner	73.3%	26.7%					100%
Metro - Outer	57.1%	35.7%	7.1%				100%
Total	54.1%	34.7%	9.2%	1.0%		1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (q) supporting the development of English as a second language.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	22	21	8	2		1	54
Metro - Inner	20	7	2	1			30
Metro - Outer	6	6	2				14
Total	48	34	12	3		1	98
Country	40.7%	38.9%	14.8%	3.7%		1.9%	100%
Metro - Inner	66.7%	23.3%	6.7%	3.3%			100%
Metro - Outer	42.9%	42.9%	14.3%				100%
Total	49.0%	34.7%	12.2%	3.1%		1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (r) ensuring access to the Internet for all.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	51	2				1	54
Metro - Inner	26	3			1		30
Metro - Outer	12	2					14
Total	89	7			1	1	98
Country	94.4%	3.7%				1.9%	100%
Metro - Inner	86.7%	10.0%			3.3%		100%
Metro - Outer	85.7%	14.3%					100%
Total	90.8%	7.1%	0.0%	0.0%	1.0%	1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (s) increasing local property values.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	10	15	20	6	2	1	54
Metro - Inner	4	7	18	1			30
Metro - Outer	1	5	5	3			14
Total	15	27	43	10	2	1	98
Country	18.5%	27.8%	37.0%	11.1%	3.7%	1.9%	100%
Metro - Inner	13.3%	23.3%	60.0%	3.3%			100%
Metro - Outer	7.1%	35.7%	35.7%	21.4%			100%
Total	15.3%	27.6%	43.9%	10.2%	2.0%	1.0%	100%

Industry Survey - Statistical Summary

Q14: Public libraries make a positive contribution to the community by: (t) attracting new businesses to the community.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	12	20	17	3	1	1	54
Metro - Inner	3	6	20	1			30
Metro - Outer	1	6	6	1			14
Total	16	32	43	5	1	1	98
Country	22.2%	37.0%	31.5%	5.6%	1.9%	1.9%	100%
Metro - Inner	10.0%	20.0%	66.7%	3.3%			100%
Metro - Outer	7.1%	42.9%	42.9%	7.1%			100%
Total	16.3%	32.7%	43.9%	5.1%	1.0%	1.0%	100%

Q14: Public libraries make a positive contribution to the community by: (u) improving the overall quality of life.							
Location	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
Country	49	4				1	54
Metro - Inner	27	3					30
Metro - Outer	11	3					14
Total	87	10				1	98
Country	90.7%	7.4%				1.9%	100%
Metro - Inner	90.0%	10.0%					100%
Metro - Outer	78.6%	21.4%					100%
Total	88.8%	10.2%				1.0%	100%

Industry Survey - Statistical Summary

Q14: Summary of how public libraries contribute to the community. (RANKED by # of responses)							
The public library makes a positive contribution to the community by:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
(a) being a safe and pleasant place to visit.	93	4				1	98
(r) ensuring access to the Internet for all.	89	7			1	1	98
(d) facilitating lifelong learning.	88	9				1	98
(n) operating in a non-discriminatory manner.	88	8	1			1	98
(u) improving the overall quality of life.	87	10				1	98
(c) supporting educational facilities.	74	21	2			1	98
(o) promoting & encouraging (language & computer) literacy.	72	24	1			1	98
(i) supporting local culture and the arts.	71	24	2			1	98
(e) providing information about community events.	70	27				1	98
(j) providing &/or supporting outreach programs.	64	30	2	1		1	98
(f) providing important infrastructure to develop Australia as a knowledge economy.	62	33	2			1	98
(l) providing access to Statewide legal and health information programs.	61	33	3			1	98
(k) providing public meeting spaces.	60	26	8	3		1	98
(g) acting as a source of government information.	54	41	1	1		1	98
(p) recognising the demand for non-English language materials.	53	34	9	1		1	98
(q) supporting the development of English as a second language.	48	34	12	3		1	98
(b) encouraging responsible social behaviour.	44	44	9			1	98
(h) acting as a provider of other government services (e.g. RTA & ATO).	41	40	12	4		1	98
(m) facilitating job or career planning.	28	54	11	4		1	98
(t) attracting new businesses to the community.	16	32	43	5	1	1	98
(s) increasing local property values.	15	27	43	10	2	1	98

Q14: Summary of how public libraries contribute to the community. (RANKED by percentage of responses)							
The public library makes a positive contribution to the community by:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	No answer	Total
(a) being a safe and pleasant place to visit.	94.9%	4.1%				1.0%	100%
(r) ensuring access to the Internet for all.	90.8%	7.1%			1.0%	1.0%	100%
(d) facilitating lifelong learning.	89.8%	9.2%				1.0%	100%
(n) operating in a non-discriminatory manner.	89.8%	8.2%	1.0%			1.0%	100%
(u) improving the overall quality of life.	88.8%	10.2%				1.0%	100%
(c) supporting educational facilities.	75.5%	21.4%	2.0%			1.0%	100%
(o) promoting & encouraging (language & computer) literacy.	73.5%	24.5%	1.0%			1.0%	100%
(i) supporting local culture and the arts.	72.4%	24.5%	2.0%			1.0%	100%
(e) providing information about community events.	71.4%	27.6%				1.0%	100%
(j) providing &/or supporting outreach programs.	65.3%	30.6%	2.0%	1.0%		1.0%	100%
(f) providing important infrastructure to develop Australia as a knowledge economy.	63.3%	33.7%	2.0%			1.0%	100%
(l) providing access to Statewide legal and health information programs.	62.2%	33.7%	3.1%			1.0%	100%
(k) providing public meeting spaces.	61.2%	26.5%	8.2%	3.1%		1.0%	100%
(g) acting as a source of government information.	55.1%	41.8%	1.0%	1.0%		1.0%	100%
(p) recognising the demand for non-English language materials.	54.1%	34.7%	9.2%	1.0%		1.0%	100%
(q) supporting the development of English as a second language.	49.0%	34.7%	12.2%	3.1%		1.0%	100%
(b) encouraging responsible social behaviour.	44.9%	44.9%	9.2%			1.0%	100%
(h) acting as a provider of other government services (e.g. RTA & ATO).	41.8%	40.8%	12.2%	4.1%		1.0%	100%
(m) facilitating job or career planning.	28.6%	55.1%	11.2%	4.1%		1.0%	100%
(t) attracting new businesses to the community.	16.3%	32.7%	43.9%	5.1%	1.0%	1.0%	100%
(s) increasing local property values.	15.3%	27.6%	43.9%	10.2%	2.0%	1.0%	100%

Industry Survey - Statistical Summary

Q15: Estimated cost saved by users of public libraries.

Library Model / Location	Separately identified	\$0 per annum	\$1 to \$50 per annum	\$51 to \$100 per annum	\$101 to \$250 per annum	\$251 to \$500 per annum	\$501 to \$750 per annum	>\$750 per annum	No answer	Total	Estimated average saving
Cooperative	1				1	1	1	10		14	\$ 798
Joint								1		1	\$ 850
Regional	1				2	1	1	10	2	17	\$ 790
Standalone	3				1	11	10	39	2	66	\$ 855
Total	5				4	13	12	60	4	98	\$ 836
Country	2				4	7	5	33	3	54	\$ 767
Metro - Inner	2					4	4	19	1	30	\$ 850
Metro - Outer	1					2	3	8		14	\$ 1,059
Total	5				4	13	12	60	4	98	\$ 836

Q16a: Estimated willingness of library users to pay.

Library Model / Location	Separately identified	\$0 per annum	\$1 to \$25 per annum	\$26 to \$50 per annum	\$51 to \$100 per annum	\$101 to \$250 per annum	\$251 to \$500 per annum	>\$500 per annum	No answer	Total	Estimated average WTP
Cooperative				1	7	1			5	14	\$ 82
Joint					1					1	\$ 75
Regional			3	2	2				10	17	\$ 38
Standalone	1	1	7	5	16	3	2	1	30	66	\$ 96
Total	1	1	10	8	26	4	2	1	45	98	\$ 85
Country			4	4	14	3	1		28	54	\$ 83
Metro - Inner	1	1	6	3	8	1		1	9	30	\$ 79
Metro - Outer				1	4		1		8	14	\$ 119
Total	1	1	10	8	26	4	2	1	45	98	\$ 85

Q16b: Estimated willingness of library non-users to pay.

Library Model / Location	Separately identified	\$0 per annum	\$1 to \$25 per annum	\$26 to \$50 per annum	\$51 to \$100 per annum	\$101 to \$250 per annum	\$251 to \$500 per annum	>\$500 per annum	No answer	Total	Estimated average WTP
Cooperative		6	2	1					5	14	\$ 7
Joint		1								1	\$ -
Regional		5	2						10	17	\$ 4
Standalone		19	11	4	1			1	30	66	\$ 28
Total		31	15	5	1			1	45	98	\$ 21
Country		17	7	1	1				28	54	\$ 8
Metro - Inner		12	5	3				1	9	30	\$ 39
Metro - Outer		2	3	1					8	14	\$ 13
Total		31	15	5	1			1	45	98	\$ 21

Industry Survey - Statistical Summary

Q16c: Estimated willingness to pay (users & non-users).

Library Model / Location	Separately identified	\$0 per annum	\$1 to \$25 per annum	\$26 to \$50 per annum	\$51 to \$100 per annum	\$101 to \$250 per annum	\$251 to \$500 per annum	>\$500 per annum	No answer	Total	Estimated average WTP
Cooperative			1		1	3			9	14	\$ 123
Joint									1	1	
Regional			4	1	1	1	1		9	17	\$ 89
Standalone			7	12	7	1	1		38	66	\$ 58
Total			12	13	9	5	2		57	98	\$ 72
Country			9	5	6	3	2		29	54	\$ 81
Metro - Inner			1	3	2	2			22	30	\$ 78
Metro - Outer			2	5	1				6	14	\$ 36
Total			12	13	9	5	2		57	98	\$ 72

Q16: Estimated willingness to pay (based on combined responses to Q16a & c).

Library Model / Location	Separately identified	\$0 per annum	\$1 to \$25 per annum	\$26 to \$50 per annum	\$51 to \$100 per annum	\$101 to \$250 per annum	\$251 to \$500 per annum	>\$500 per annum	No answer	Total	Estimated average WTP
Cooperative			1	1	8	4				14	\$ 96
Joint					1					1	
Regional			7	3	3	1	1			15	\$ 65
Standalone	1	1	14	17	23	4	3	1		64	\$ 79
Total	1	1	22	21	35	9	4	1		94	\$ 79
Country			13	9	20	6	3			51	\$ 82
Metro - Inner	1	1	7	6	10	3		1		29	\$ 79
Metro - Outer			2	6	5		1			14	\$ 71
Total	1	1	22	21	35	9	4	1		94	\$ 79

Sustaining Communities: measuring the value of public libraries

Guidelines re Mailed Survey

Thank you for participating in this project as a case study library service. As well as an in-library survey of 200 library users, a similar survey will be mailed to 200 random households served by your library service in order to ensure that input is sought from infrequent and non-users of the library service. Your assistance in undertaking the mailed survey is appreciated and will involve the following elements.

1. Random selection of 200 households. Ideally, the selection should be exclusively non-members, but it is understood that this may be impractical. Accordingly, the survey has been designed to accommodate both users and non-users.
2. It is expected that the random selection will involve input from your host council or councils. Where services are provided to multiple councils, the number of households per council should be based on the relative populations.
3. Generation of a Microsoft Word document listing the selected households in address label format.
4. Electronically forward the Word document to John Liddle of J.L. Management Services at jims@optusnet.com.au no later than October 16th.
5. Also by October 16th, please advise John Liddle of the name and contact number of a person who may be contacted by survey participants with questions regarding the project or the survey. It is felt that providing a local contact is consistent with your participation as a case study library service and will enhance the project's credibility.
6. During the survey period, respond to questions from survey participants as required. However, it is anticipated that relatively few participants will utilise this option.
7. Telephone and e-mail support will be available prior to and during the survey from John Liddle of J.L. Management Services, whose contact details are:
 - Telephone: (03)94343010
 - Mobile: 0411207187
 - E-mail: jims@optusnet.com.au
 - Mailing address: 17 Loyola Court, Watsonia, Victoria 3087



Survey of Public Library Use in New South Wales

(insert name Library Service)

This survey is funded by the State Library of NSW as part of a research project to establish the social/ cultural, economic and environmental value of public libraries in NSW. Ten of the 97 library services across the state have been chosen to provide detailed information to the project and this survey is a very important part of the study.

The (insert name) Library Service has agreed to cooperate as one of the ten case study services. This involves two surveys: one to be conducted within the library and this survey mailed to a random selection of households served by the (insert name) Library Service.

Given that public libraries exist to serve their local communities, it is essential that community surveys should form an important component of the research. Accordingly, your participation is requested on a **confidential** basis. Your thoughts and comments will be of benefit to your local library and to all NSW public libraries.

The survey takes 10 to 15 minutes to complete. It is asked that it be completed by the person in your household aged 16 years or over whose birthday is next to fall. The questions should be **answered based on your personal experience** and are designed mainly as multiple-choice questions. If you have any questions about the project or the survey, please contact (insert name) on (insert number) at the (insert name) Library Service.

Upon completion, please forward the survey in the enclosed (postage paid) envelope by 6th November 2006.

Thank you for your time and interest in public libraries.

1. Are you a member of your local public library service? Yes No
2. Do you use the library service? Yes No
(If you answered “yes” please go to question 3 and if you answered “no”, go to question 17.)
3. Please nominate (from the following list) the library branch you normally visit.
 - Central.
 - North
 - South. **(Branches were customised for each case study service.)**
 - East.
 - West.
 - Mobile.
4. I usually travel **to** the library by: Walking Cycling Driving Public transport
5. Prior to visiting the library, I am usually: At home Shopping
 At work At an educational facility Doing other things
6. My travelling time **to** the library is usually about minutes.
7. After leaving the library, I usually: Go home Go shopping
 Go to work Go to an educational facility Do other things
8. I usually travel **from** the library by: Walking Cycling Driving Public transport
9. My travelling time **from** the library is usually about minutes.
10. My average out-of-pocket costs (e.g. fares & parking) are approximately \$.....
11. When visiting the library, I am usually there for: A. Up to 5 minutes.
 B. 5 to 15 minutes.
 C. 16 to 30 minutes.
 D. 31 to 60 minutes.
 E. More than 60 minutes.
12. My previous visit to the library was within the past: A. Week.
 B. Month.
 C. Three months.
 D. Six months.
 E. Twelve months.
 F. Longer than 12 months ago.

13. My previous on-line access to library services from outside the library was within the past:

- A. Week.
- B. Month.
- C. Three months.
- D. Six months.
- E. Twelve months.
- F. Longer than 12 months ago.
- G. Never.

14. When I was last at the library, I (please tick all items that apply):

- A. Borrowed books.
- B. Borrowed videos, CDs or DVDs
- C. Accessed the Internet.
- D. Used the computers for other purposes.
- E. Sought staff assistance with reference enquiries.
- F. Attended Pre-School Storytime.
- G. Attended other programs (please nominate below)
.....
- H. Attended a civic/community meeting.
- I. Met socially with friends.
- J. Read, watched or listened to library materials.
- K. Other

15. Why do you use the public library? Is it because:

- a. It saves you time? Yes No Unsure
 - i. If "yes", how much? ___ hours ___ minutes
- b. It saves you money? Yes No Unsure
 - i. If "yes", how much? \$.....
- c. The library has a more extensive range of materials? Yes No Unsure
- d. Professional staff support is available? Yes No Unsure
- e. You enjoy the atmosphere? Yes No Unsure
- f. Other reasons (please specify)?

.....

16. Individuals use public libraries for many reasons. Reflecting on your usage of the library, please consider the possible outcomes shown below and tick all that apply.

Information or services provided through the library has:

- (a) Helped me obtain a new job or promotion.
- (b) Made me more productive in my job.
- (c) Supported my involvement in community activities.
- (d) Helped me improve or start a business.
- (e) Enabled me to gain or improve my computer skills.
- (f) Encouraged me to get my own Internet account.
- (g) Supported my involvement in educational courses.
- (h) Supported my children's early (0 to 5 years) development.
- (i) Supported my children's education.
- (j) Facilitated my pursuit of (informal) lifelong learning.
- (k) Assisted me to develop English language skills.
- (l) Clarified my understanding of critical legal information.
- (m) Clarified my understanding of critical health information.
- (n) Enhanced my enjoyment from hobbies.
- (o) Helped me accomplish tasks and/or achieve goals.
- (p) Helped me develop improved financial management skills.
- (q) Exposed me to a wider range of cultural activities.
- (r) Fostered my sense of community or belonging.
- (s) Helped me obtain information not obtainable elsewhere.
- (t) Generally enhanced my quality of life.

17. Public libraries contribute to cultural development in a number of ways. How important are the following contributions to you?

The public library makes a positive contribution to community culture by:	Very Important	Important	Not Important	Not Applicable	No Opinion
(a) Maintaining relevant print collections.					
(b) Maintaining relevant music collections.					
(c) Maintaining relevant video/DVD collections.					
(d) Maintaining local history collections.					
(e) Exhibiting local artworks.					
(f) Hosting travelling exhibitions					
(g) Arranging talks by visiting authors.					
(h) Arranging live performances by local musicians, dancers and actors.					
(i) Arranging multicultural exchange activities.					
(j) Other					

18. Thinking more broadly about how the public library contributes to the general community, please reflect on and indicate your position in relation to each of the following statements.

The public library makes a positive contribution to the community by:	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
(a) Being a safe and pleasant place to visit.					
(b) Encouraging responsible social behaviour.					
(c) Supporting educational facilities.					
(d) Facilitating lifelong learning.					
(e) Providing information about community events.					
(f) Providing important infrastructure to develop Australia as a knowledge economy.					
(g) Acting as a source of government information.					
(h) Acting as a provider of other government services (e.g. RTA & ATO).					
(i) Supporting local culture and the arts.					
(j) Providing and/or supporting outreach programs.					
(k) Providing public meeting spaces.					
(l) Providing access to Statewide legal and health information programs.					
(m) Facilitating job or career planning.					
(n) Operating in a non-discriminatory manner.					
(o) Promoting and encouraging (language and computer) literacy.					
(p) Recognising the demand for non-English language materials.					
(q) Supporting the development of English as a second language.					
(r) Ensuring access to the Internet for all.					
(s) Increasing local property values.					
(t) Attracting new businesses to the community.					
(u) Improving the overall quality of life.					

19. What is the most important economic benefit you have received through the library service?

.....

20. What is the most important social/cultural benefit you have received through the library service?

.....

21. What is the most important environmental benefit you have received through the library service?

.....

Economic Value of Public Libraries:

The questions in this section are designed to estimate the value of the services provided through your public library. It is, however, stressed that they are **NOT** an indication that funding to public libraries will cease or that additional fees will be introduced.

22. Two options are provided for this question. Option (a) should be answered by library users and option (b) by non-users of the library service.

- a) Thinking about your typical library usage over the past twelve months, what do you estimate it would have cost if you had to source the services used from other providers? (You may provide your estimate at item A or select from the nominated ranges.)
- b) What do you estimate you have spent over the past twelve months on goods and services you could have obtained through the public library? (You may provide your estimate at item A or select from the nominated ranges.)
- A. \$.....
- B. Nothing.
- C. \$1 to \$50
- D. \$51 to \$100
- E. \$101 to \$250
- F. \$251 to \$500
- G. \$501 to \$750
- H. More than \$750

23. Thinking from the broader community perspective, if the public library was not funded by government, how much would you be willing to pay to maintain the community's access to the current services? (You may provide your answer at item A or select from the nominated ranges.)

- A. \$..... per annum.
- B. Nothing.
- C. \$1 to \$25 per annum.
- D. \$26 to \$50 per annum.
- E. \$51 to \$100 per annum.
- F. \$101 to \$250 per annum.
- G. \$251 to \$500 per annum.
- H. More than \$500 per annum.

24. When thinking about your response to the previous question, please nominate which of the following best describes the way you responded.

- A. As an ongoing regular user of library services.
- B. As an infrequent user, but willing to pay to ensure the option to use is available.
- C. As a non-user, but willing to pay based on the value of public libraries to the community.
- D. Not willing to pay.

25. Please use the space below for general comments on how the library contributes to the community and/or the library’s value to you.

.....

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Go to question 26 over page

Bearing in mind that all your responses will be treated confidentially, please tell us a little about yourself to assist us to analyse the survey responses.

26. Gender: Male Female
27. What is your age? A 16 - 19 E 35 - 39 I 55 - 59 M 75 - 79
 B 20 - 24 F 40 - 44 J 60 - 64 N 80 - 84
 C 25 - 29 G 45 - 49 K 65 - 69 O 85 & over
 D 30 - 34 H 50 - 54 L 70 - 74

28. In which country were you born?

29. Are you of Aboriginal or Torres Strait Islander origin? Yes No

30. Is English the primary language spoken in your home? Yes No

31. Family composition:

- | | |
|---|---|
| <input type="checkbox"/> A Single, no kids | <input type="checkbox"/> D Single Mother Family |
| <input type="checkbox"/> B Couple, no kids | <input type="checkbox"/> E Single Father Family |
| <input type="checkbox"/> C Couple with kids | <input type="checkbox"/> F Grandparent family |

32. What is your employment status?

- | | |
|--|---|
| <input type="checkbox"/> A. Full-time employment | <input type="checkbox"/> D. Not in labour force |
| <input type="checkbox"/> B. Part-time employment | <input type="checkbox"/> E. Full-time student |
| <input type="checkbox"/> C. Unemployed | |

33. What was the highest educational level you attained?

- A. Did not finish high school
- B. High school
- C. TAFE
- D. University

34. What is your approximate weekly household income before tax?

- | | |
|--|--|
| 1. <input type="checkbox"/> Negative / nil income. | 8. <input type="checkbox"/> \$700 to \$799. |
| 2. <input type="checkbox"/> \$1 to \$199. | 9. <input type="checkbox"/> \$800 to \$999. |
| 3. <input type="checkbox"/> \$200 to \$299. | 10. <input type="checkbox"/> \$1,000 to \$1,199. |
| 4. <input type="checkbox"/> \$300 to \$399. | 11. <input type="checkbox"/> \$1,200 to \$1,499. |
| 5. <input type="checkbox"/> \$400 to \$499. | 12. <input type="checkbox"/> \$1,500 to \$1,999. |
| 6. <input type="checkbox"/> \$500 to \$599. | 13. <input type="checkbox"/> \$2,000 or more. |
| 7. <input type="checkbox"/> \$600 to \$699. | 14. <input type="checkbox"/> Prefer not to answer. |

Interviewees - Case Study Library Services

Bathurst Library Service:

Robyn Scrivener Acting Library Manager
 David Sherley General Manager – Bathurst Regional Council
 Leslie Atkinson Director Culture & Community Services – Bathurst Regional Council
 Bobby Burke Councillor (Deputy Mayor) – Bathurst Regional Council

Camden Library Service:

Kathryn Baget-Juleff Manager Library Services
 Lisa Miscamble Manager Community Services – Camden Council

Canterbury Library Service:

Michelle Mashman Manager Library Services
 Jim Montague General Manager – City of Canterbury
 Andy Sammut Operations Manager, Business & Community Services – City of Canterbury

Central West Libraries:

Jan Richards Manager Central West Libraries
 Michael Milston Director Human Services – Orange City Council
 Paul Devery Director Corporate Services – Cowra Council
 Alan Thompson Councillor – Cowra Council
 Aaron Jones Director Corporate Services – Blayney Council

Great Lakes Library Service:

Chris Jones Manager Library Services
 Keith O’Leary General Manager – Great Lakes Council
 Phil Brennan Acting Director of Corporate & Community Services – Great Lakes Council
 Leigh Vaughan Councillor – Great Lakes Council

Lane Cove Library:

Jennifer Bice Manager – Library Services
 Peter Brown General Manager – Lane Cove Council
 Jane Gornall Executive Manager: Human Services – Lane Cove Council
 Win Gaffney Councillor – Lane Cove Council
 Kay Freedman Councillor – Lane Cove Council
 Ian Longbottom Councillor (Mayor) – Lane Cove Council

Liverpool City Library:

Paul Scully Manager Library Services
 David Tuxford Corporate Manager: Services – Liverpool City Council
 Patricia Nguyen Youth Services Officer – Liverpool City Library
 Cheryl Dobson Children’s Librarian – Liverpool City Library

Newcastle Region Library:

Noelle Nelson Manager Library & Cultural Development
 Philip Crowe Community & Library Services Manager – Port Stephens Council
 Helen Brown Councillor – Port Stephens Council
 Jenny Hope Library Officer – Port Stephens Library
 Donna Lloyd Library Officer – Port Stephens Library

Waverley Library:

Linda Bathur Divisional Manager, Library & Customer Services
Meredith Wallace Director: Recreation, Customer & Community Services – Waverley
 Council
Dominic Y Kanak Councillor – Waverley Council

Western Riverina Community Library:

Christine Del Gigante Joint Library Manager
Pam Young Joint Library Manager
Peter Brooks General Manager – Griffith City Council
Ann Gazzoli Community & Cultural Services Manager – Griffith City Council
Ann Napoli Councillor – Griffith City Council
Dino Zappacosta Councillor – Griffith City Council

Council Stakeholders' Perceptions

Strategic decisions involving public library services require input from library management, council management and elected councillors, with the relative responsibilities varying between services and according to the nature of the decision. It was, therefore, important to invite input from council management and elected councillors in order to gain a comprehensive and balanced understanding of how public libraries contribute to sustaining the community.

Accordingly, interviews were conducted with twenty-seven council stakeholders across the ten case study library services. Appendix 8 lists the interviewees who included council officers and elected councillors with responsibility for and/or an interest in their library services.

The interviews were arranged by the Library Managers of the case study services and were conducted as loosely structured discussions to encourage interviewees to focus on areas of personal interest. The discussions primarily centred around the topic of libraries sustaining communities, with a secondary focus on how libraries are perceived by and fit within general council operations. As will be seen from the following discussion, the findings align closely to those for library users and the library industry, but also offer interesting insights into the interviewees' philosophic positions.

When conducting the interviews a number of observations seemed particularly apt and are repeated below using language as close to the interviewee's comment as the interview notes allow.

Public libraries have historically been built on the model of sustainability.

There is no other public place (except churches) where individuals can participate in self-absorbed activity.

The public library is the public's lounge room – no pressure and a feeling of security.

The library is a necessity of life. Don't think of how libraries sustain communities, but think of how communities would not be sustained in their absence. They are part of the social fabric and are a given.

Libraries provide little pockets of tranquil space.

No elaboration is needed in the writer's view. The comments stood-out as crystallising thoughts and hold the same appeal after allowing time to elapse between the interviews and drafting this report.

How Public Libraries Sustain the Community:

Whether or not public libraries sustain the community was not an issue for the interviewees, all of whom acknowledged the link, thus allowing this section to focus on how they do so. In addition to the preceding observations, interviewees commented that public libraries sustain the community by:

1. Creating a space conducive to building social capital where people naturally associate with other people, either actively or passively. Encompassed within this contribution were descriptions of libraries as:
 - A social venue.
 - A gathering place.
 - Non-threatening, non-confronting, comfortable and safe.
 - A focal point of the community for information and recreation.
 - Respecting that *“people don’t like to be pressured”*, thus providing respite from the everyday bombardment of our senses.
 - The old village centre where people come just to be.
 - An escape for people to have “time-out” and relax/de-stress.
 - Having a stabilising influence on communities.
 - A venue and base for community groups such as those involved in family history and local studies.
 - Place of respite from weather extremes.
 - A place where families can visit as a unit and where there is something for everyone – very important in an increasingly fragmented society.
 - Egalitarian and there to unite rather than divide. Unification is central to sustainability: division is a threat.
 - Trustworthy – personal details are not abused.
 - Fostering relationships through programs that bring together people with common interests and/or common backgrounds.
 - Being unconditional and not presenting barriers to use.

2. Linking people to their past and creating a sense of place and community identity by:
 - Maintaining strong local history collections.
 - Complementing collections by talks and presentations, as well as one-on-one staff support when required.
 - Displays which connect people back to their communities. It was proposed that, over time, displays act as a “drip feed” and contribute to local identity through a process of connecting and building awareness. An indicator of success is the growing interest in and demand for more oral history resources.
 - Refurbishing library layouts to more effectively integrate local history into mainstream activities such as Liverpool’s redevelopment of its Heritage Library.

3. Providing individuals with the means to grow and develop. Individuals were seen as the building blocks of communities and by facilitating individuals' development; the momentum thus created translates to growing and sustainable communities.
4. Contributing to more inclusive communities by, for example:
 - Traditional outreach services such as mobile libraries to take the library to remote communities.
 - Breaking the cycle of disadvantage through strategic outreach programs such as mobile Storytime to target (say) disadvantaged families unable to access in-house programs.
 - Home library services to provide not only library materials but a social link for housebound people unable to access branch libraries.
 - Breaking down social isolation by bringing people to libraries in community buses. A good example was found at Central West's Blayney Library where residents from Aged Care hostels arrange to meet friends during community bus trips to the library.
 - Catering for the homeless and disadvantaged in a respectful and non-judgmental way.
 - Acting as a focal point and a link to home (via e-mail and Internet) for multicultural communities.
 - Contributing to a greater understanding of culturally diverse community groups through the use of a common space and library events showcasing and/or celebrating cultural diversity.
 - A feeling of security through simply knowing that libraries are there and to know there is a last resort where information can be sought to work through and address problems.
5. Contributing to higher standards of social behaviour by, for example, gradual exposure to their atmosphere of security and niceness, particularly when complemented by appropriate staff support for dysfunctional people.
6. Economically sustaining the community and addressing equity of access issues through the provision of extensive fixed collections and information technology resources – particularly the Internet. Examples nominated by interviewees included:
 - Professional support to undertake research was seen as particularly beneficial to library users from lower socio-economic groups.
 - Access to nil or low cost PCs and Internet education addresses the digital divide issue. This was seen as a critical contribution at one of the case study services where only 30% of the community have access to computers at home.
 - In some country areas the library is the only available source of broadband Internet for many people.

The library collection was generally seen as the prime asset and the key contributor to sustaining communities by meeting their need to access a wide variety of materials. One interviewee expressed the view that without the collection a library is just another space.

7. Offering a viable alternative in highly urbanised areas to smaller living spaces which limit the ability to store personal possessions – including print and audio-visual materials. Units and apartments often lack space and borrowing was seen as a very space efficient approach as well as being financially beneficial.
8. Contributing to local economies by, for example:
 - Invigorating nearby shopping strips through extended opening hours and attracting pedestrian traffic at weekends.
 - Supporting local bookstores through orders for library materials and referrals from library staff. The extent of support will naturally vary between services and is more significant where councils have committed to buy locally.
 - Serving as a lifestyle asset for a town or shire, thus improving its ability to attract new business investment and families considering relocation. In some instances, such as Bathurst, the library is a key element of building an attractive cultural image, thereby enhancing Bathurst's lifestyle appeal.
9. Being dynamic and flexible enough to reflect needs and respond to emerging technologies. Examples cited were:
 - The growth in DVD collections in response to community demand.
 - Being an early adopter of the Internet.
 - Customising library branches to reflect the needs and personalities of the local communities. For example, Camden's development strategy is aimed at designing libraries to match the characteristics of their catchment areas rather than adopting a homogenous model.
 - Responding to specific community demands such as Liverpool's development of its successful youth area. The demand was initially identified through community consultation and the concept was developed as a partnership between the library and the Youth Council.
 - The growing trend of incorporating cafes or coffee carts within libraries, thus making libraries an even more attractive location.
 - Introducing WIFI in some locations to add further convenience and sustain the expectations of the young and technologically savvy.
10. Supporting and encouraging learning in diverse ways such as:
 - Addressing the intellectual needs of the community.
 - Facilitating lifelong learning.

- Complementing educational services. In particular, the support from pre-schools was seen as an indicator of confidence in public libraries' literacy building role.

That public libraries sustain the community was not challenged by interviewees and it is appropriate to close this section with two final paraphrased findings.

The act of using a library is an act of connecting to the community and without connection, sustainability is just a word. By acting at the level of the individual and adding to the collective consciousness, a stronger, more tolerant society is built.

Libraries are a component of community culture in their own right in that the culture of the community involves going to the library.

How Councils Assess Public Libraries:

Consistent with the preceding comments, it was evident that the case study library services were highly regarded by their councils, with little scope for them to be more favourably perceived. Comments supporting this position typically made reference to public libraries generating positive media coverage, being highly visible within council and attracting very few complaints from the public.

The interviews also provided some insight into how libraries are perceived internally through relationships and joint projects with other council departments. Although scope remains for closer involvement, the feedback was generally positive and acknowledged:

- ▮ Library Managers as integral members of council management teams.
- ▮ The value of the library's professional expertise in, for example, managing council archives, curating council art collections, hosting major council documents on library websites and undertaking research for council officers.

Examples of specific joint programs included:

- ▮ Liverpool's plan to relocate its customer service centre to the Liverpool Library foyer to take advantage of the visitor traffic and improve the ease of access for residents.
- ▮ Bathurst's requirement that all cultural managers must share information on programs and are tasked with identifying joint programs. A recent example was Dinosaurs Week at the library in collaboration with the Bathurst Fossil Museum.
- ▮ Cooperation with the adjacent art galleries at Bathurst and Central West.
- ▮ Lane Cove's close association with Kindy Cove – a council sponsored long day care centre which offers a pre-school program to children 3-6 years.
- ▮ Cooperation between Waverley's home library and meals on wheels services to jointly assess clients and cross-promote services.

Notwithstanding their recognised community value and internal relevance to councils, the interviews clearly communicated that public libraries must be able to justify the funds invested. Whilst not explicitly stated, the interviews conveyed the impression that council funding of public libraries is approaching its limit. Among the comments leading to this view were:

- Great Lakes reaching the position where highly valued and popular services such as the library and aquatic centre must bear some cuts in order to share the financial pain.
- Camden's acceptance that a hierarchy of needs applies and in a developing community the reality is that hard infrastructure will usually win over (say) funding for collections.
- Acknowledgment that Central West's Orange Library has advocated successfully to become Council's highest funded human service in per capita terms, but recently had to share in reductions.
- Bathurst's need to prioritise the development of other cultural services may result in some curtailment of library service projects.
- Canterbury's closure of three libraries due to economic necessity, although it was reportedly acknowledged that there were too many branch libraries.

Historically, councils are to be commended for their willingness to financially develop and support the public library network and although their commitment to library services remains strong, it would appear that public libraries will need to compete even more strongly to retain and improve their current funding position. As one would expect, interviewees expressed a common view that the State Government should bear a more equitable share of public library funding, as well as expressing frustration over the constraints imposed by rates capping and on the use of Section 94 funds.

At the micro-level, the process of assessing public libraries' value varies between councils but generally incorporates an ongoing review of operational performance against council budgets and industry benchmarks. It also emerged that serious consideration is given to non-financial indicators such as community surveys and more informally by interpreting anecdotal feedback to tune into community expectations.

In summary, public libraries are highly regarded by their councils for their contributions to the community; are seen as valuable internal council resources; but face a more difficult future in competing for council funding.

Perceived Impact of Demonstrated Economic Value:

Interviewees were asked to comment if an ability to demonstrate economic benefits from the use of public libraries would impact on library funding. Responses were quite evenly divided between it having no effect whatsoever and it having a potentially favourable impact on funding considerations.

The prevailing argument in support of it having no effect was that council revenue would remain unchanged. Although such knowledge may lend more weight to the library's case, councils' unchanged capacity to pay would be the determining factor. Reference was also made to public libraries being

perceived as well-funded at present relative to other services and that this would be taken into account.

Where economic data was seen as being potentially favourable, the supporting arguments included:

- ▀ That economic value data would strike a chord given its application in other areas such as tourism.
- ▀ The availability of hard data would add an extra dimension when arguing the library's position.
- ▀ Councils comprise mainly business people who were considered more likely to respond to economics than social benefit.
- ▀ Being able to link the library to economic development strategy would present a compelling argument.
- ▀ The availability of economic measures may stimulate the decision-making process and overcome the apathy associated with the lack of measures.
- ▀ Economic value would be a useful tool to apply to strategic decisions involving major library expansion programs, both in terms of informing council's considerations and communicating decisions to the community.
- ▀ Enables a value to be placed on public libraries' contribution to social capital.
- ▀ Reference to economic value would strengthen grant requests.

There was, however, no division in the view that economic measures should be utilised to advocate more strongly for increased funding support from the State Government, with some interviewees expressing the view that such arguments could also be beneficial in obtaining federal funding support. Furthermore, interviewees were unanimous in committing their councils to actively support such lobbying.

Key Contributions:

Interviewees were shown the question from the Industry and User Surveys that asked respondents to rate their agreement with a series of statements about how libraries contribute to the community. Rather than ask interviewees to rate each statement, they were asked to select the five most important in their opinion. Their responses were:

- a) Being a safe and pleasant place to visit (79%).
- b) Promoting and encouraging (language and computer) literacy (67%).
- c) Improving the overall quality of life (67%).
- d) Facilitating lifelong learning (63%).
- e) Supporting educational facilities (54%).

The above findings are, of course, only a broad indication given the manner in which the information was derived. However, it is significant that the top ranked contribution of *being a safe and pleasant place to visit* was similarly ranked top in the Industry and Library User Surveys. Furthermore, three of the above five contributions (a, b and d) were also in the Library Managers' top five and four (a, c, d and e) were in the Library Users' top five, which indicates a close alignment of views across the different stakeholder groups.

Interviewees - Non-Library Organisations

Community Relations Commission:

Richard Acheson Director Community Relations Service

Hunter Business Chamber:

Jill Wyborn Manager – Policy & Administration

Law & Justice Foundation NSW:

Sue Scott Knowledge & Information Manager

Mission Australia:

Anne Hampshire National Manager, Research & Social Policy
Anita Joinking Policy & Research Officer

NSW Board of Studies:

Professor Gordon Stanley President

NSW Department of Corrective Services:

Toni Kennedy Manager, Library Services

NSW Department of Education and Training:

Colleen Foley Manager, School Libraries and Information Literacy Professional
Support and Curriculum Directorate

NSW Health:

Tahn O'Brien Acting Director, Community Drug Strategies
Amanda Holt Project Manager, Community Drug Strategies
Bob Thomas Project Officer – Hunter & Central Coast

NSW Nurses Association:

Jeannette Bromfield Records & Information Centre Coordinator

Public Library Programs 2004-2005

Library Service	Total # of Planned Programs	Total # of times Planned Programs presented	Total # of persons attending Planned Programs	Total # of Facilitated Programs	Total # of times Facilitated Programs presented	Total # of persons attending Facilitated Programs
Armidale-Dumaresq	20	61	1,210	0	0	-
Ashfield	4	206	9,122	2	38	1,738
Auburn	23	375	8,356	6	386	5,163
Balranald	1	2	15	1	2	15
Bankstown	17	533	10,752	0	0	-
Bathurst	4	27	2,801	3	80	650
Baulkham Hills	15	500	15,598	2	60	939
Bega Valley	1	10	63	6	9	414
Berrigan	1	20	156	4	45	552
Blacktown	14	475	10,564	0	0	-
Bland	4	57	1,174	1	1	-
Blue Mountains	16	244	8,659	1	39	371
Botany Bay	8	126	2,992	1	36	720
Bourke	1	2	30	0	0	-
Broken Hill	9	111	3,400	3	47	381
Burwood	7	100	3,364	0	0	-
Camden	5	109	5,064	3	31	1,772
Campbelltown	5	511	11,469	0	0	-
Canada Bay	8	359	7,367	10	17	668
Canterbury	34	1537	21,912	1	67	478
Central Murray	0	0	-	1	53	1,855
Central Northern	8	347	8,947	4	8	950
Central West	1	52	419	12	401	7,577
Cessnock	8	319	7,022	8	156	4,905
Clarence	4	366	2,820	2	24	540
Cobar	3	139	1,972	0	0	-
Coffs Harbour	11	203	5,371	1	1	52
Eurobodalla	3	214	1,864	0	0	-
Fairfield	8	299	5,729	7	990	11,432
Glen Innes Severn	0	0	-	0	0	-
Gosford	10	669	14,034	0	0	-
Great Lakes	15	110	3,439	4	6	430
Greater Taree	9	144	2,645	0	0	-
Grenfell	2	12	215	4	14	176
Guyra	1	80	1,440	0	0	-
Hawkesbury	0	0	-	0	0	-
Holroyd	19	494	16,513	3	200	2,007
Hornsby	9	411	8,735	5	968	4,317
Hurstville	4	380	10,906	0	0	-
Inverell	2	171	1,985	1	60	479
Kempsey	23	49	7,928	3	40	191
Kiama	7	49	2,132	2	50	720
Kogarah	5	136	3,882	1	1	25
Ku-Ring-Gai	3	209	5,294	0	0	-
Lachlan	1	20	200	1	10	200
Lake Macquarie	26	544	13,995	2	31	138
Lane Cove	9	509	16,077	8	10	310
Leeton	2	29	749	1	15	34
Leichhardt	4	346	10,218	2	22	599
Lithgow	14	297	3,793	11	65	1,551

Public Library Programs 2004-2005

Library Service	Total # of Planned Programs	Total # of times Planned Programs presented	Total # of persons attending Planned Programs	Total # of Facilitated Programs	Total # of times Facilitated Programs presented	Total # of persons attending Facilitated Programs
Liverpool	36	879	16,346	4	13	316
Macquarie	15	908	15,318	10	523	6,268
Maitland	4	87	2,717	1	10	60
Manly	8	241	4,021	7	56	797
Marrickville	31	839	16,429	0	0	-
Mid-Western	2	251	2,515	0	0	-
Monaro	3	32	988	10	21	705
Mosman	13	359	18,291	4	155	4,670
Newcastle	37	642	84,368	0	0	-
North Sydney	8	312	11,389	1	33	660
North Western	1	8	35	0	0	-
Northern	12	105	2,245	0	0	-
Oberon	6	63	628	6	12	326
Parkes	5	54	504	0	0	-
Parramatta	11	659	11,813	9	178	3,255
Penrith	8	207	8,451	2	685	12,451
Pittwater	8	150	5,205	1	45	225
Port Macquarie-Hastings	12	274	7,775	1	38	618
Queanbeyan	7	240	7,362	1	6	50
Randwick	11	337	8,538	6	298	2,765
Richmond-Tweed	4	627	4,273	0	0	-
Richmond-Upper Clarence	1	104	879	1	26	134
Riverina	9	533	14,182	4	36	912
Rockdale	1	248	4,074	1	226	6,944
Ryde	1	506	15,979	1	5	32
Shellharbour	9	339	4,376	3	97	3,195
Shoalhaven	24	176	3,467	11	51	751
Singleton	16	187	5,131	0	0	-
South West	1	42	350	0	0	-
Southern Tablelands	15	298	5,602	3	5	186
Strathfield	2	2	84	6	170	4,258
Sutherland	5	949	28,593	0	0	-
Sydney	5	151	7,703	1	91	2,423
Tenterfield	1	6	87	0	0	-
Upper Hunter	9	183	4,611	0	0	-
Upper Murray	1	945	22,953	0	0	-
Wakool	1	1	4	0	0	-
Warringah	11	393	11,561	1	40	100
Waverley	7	1,161	20,893	10	97	2,670
Wentworth	8	103	1,374	1	1	15
Western Riverina	11	117	5,802	0	0	-
Willoughby	18	727	23,131	2	2	3,045
Wingecarribee	4	290	7,516	1	16	480
Wollondilly	15	146	3,574	0	0	-
Wollongong	8	117	972	0	0	-
Woollahra	3	295	5,531	0	0	-
Wyong	9	479	4,358	0	0	-
Total	845	27,735	714,390	236	6,919	110,660

Source: SLNSW (data produced by request)

Public Library Meeting Room Uses & Users

Adult education	Justices of the peace
Adult literacy lessons	Language conversation groups
Art & craft groups	Laptop usage
Arts and cultural groups	Legal conferencing
Australian Breastfeeding Assoc	Legal Outreach Centre
Australian Hearing	Legal Service/ Legal aid
Author talks	Lifestyle community groups – meditation, yoga, chess etc.
Baby Health Clinic	Mediation Group
Book Clubs	Migrant Resource Centre
Book reading groups	Non-profit community groups and organisations
Businesses (including small & home businesses)	Out of town businesses
Chess clubs	Pilates classes
Children's Centre - long day care	Playgroups
Church & religious groups	Preschool Storytime and children's holiday events
Cinema/Theatre	Probus Club
Commonwealth Rehabilitation Services	Programs for children and youth
Community groups	Public Speaking
Community meetings	Quilting Group
Dance groups	Red Cross Committee
Distance education students (study and exams).	Relaxation classes
Domestic violence groups	Seminars & workshops
Educational institutions	Strata Management Groups
Embroiderer's guild	Students
English classes	Study groups & tutorials
Exercise groups	Support groups (e.g. AA and cancer support)
Family History Societies	Tax information
Festival of Garden and Tourism meetings	Teacher meetings
First aid providers	Tenancy Tribunal
Foreshore Committee Group	Toy Library
Friends of the Library	Training organisations
Garden Club	Travel talks
Government departments & agencies – local, state and federal	University of the Third Age
Health groups & services	Videoconference users: e.g. Centrelink.
Health Lifestyle Programs	View Club
Heritage displays and events for family historians	Vision Australia
Historical Societies	Weight watchers
Hobbies & social groups	Women's health
HSC students	Writer's groups
Immunization clinic	Yoga
In- house activities – Children's shows, play readings	
Indigenous groups	
Individuals	
Ironfest	

COMMENT RE ECONOMIC VALUE OF PUBLIC LIBRARIES:

When discussing the subject of economic value with stakeholders, frequent comment was made as to the “slippery” nature of the subject. Such comments were, in effect, a reflection of stakeholders’ astute judgment.

In considering the subject, readers are advised to set aside their pre-conceived notions of value as the term is often used loosely and generally in relation to economic and financial matters. One must also recognise that value is highly variable at the micro level. In other words, individuals will assign differing values to the same product or service to reflect the personal utility or benefit derived from the product or service. Such values are subject to a complex set of influencers, which are by no means constant. For example, the value of a specific text to an HSC student may vary substantially in relation to project or examination timetables. Similarly, the value of the ambulance service is directly influenced by one’s circumstances. Endless examples could be quoted. However, what is important is to recognise that in considering the economic value of public libraries, that value is a composite of the individual values of library users and non-users.

It is said that the predominantly free nature of library services makes it more difficult to determine their value. This is correct, but one must be careful not to regard price as equivalent to value. The price of a product or service represents a point at which a buyer will exchange cash (or equivalent) to obtain the product or service from a willing seller. A rational buyer will enter into transactions up to the point where their perceived value equals the price asked. At this point price and value are the same, but for many transactions, if not most, value will exceed price thereby creating a consumer surplus.

The concept of consumer surplus is important in that one would expect public libraries to generate substantial (nominal) consumer surplus. Of course, the nominal consumer surplus (measured against a perceived free public good) is somewhat illusory as library services are not free – they are more correctly pre-paid through rates and taxes rather than on a transactional basis. Value must, therefore, be assessed in relation to the funding received.

Readers should note that this comment is not intended to define key terms, but merely to trigger readers’ awareness that the subject of economic value has its own language and to properly understand the subject it is necessary to adopt that language.

OBSERVATIONS RE INTERNATIONAL STUDIES

This research is preceded by a number of international studies which have estimated the economic value of library services in the UK, the US and New Zealand. Although awareness of these studies was found to vary between library services, they have informed stakeholders' thinking on the subject as indicated by citations in papers by industry professionals. It is, therefore, appropriate to comment briefly on the major studies in terms of their relevance to this particular research project and to assist stakeholders familiar with such studies to appreciate and accommodate points of difference.

Prior to commenting, it is acknowledged that the said studies have been a valuable source of information in undertaking this research and that any points of difference should be interpreted as differences in research approach and application of concepts rather than any attempt to devalue the work undertaken. Indeed, the nature of the work is generally recognised as being subject to interpretation and the following observations are intended to facilitate readers' understanding and further advance the process of estimating the economic value of public libraries.

The British Library:

As a reference library, the British Library study reported in *Measuring Our Value* is not directly relevant to the economic valuation of public libraries. The reverse point was actually acknowledged by the British Library's conclusion that no precedents for a National Library study existed when undertaking their research. Furthermore, only summary information is available regarding the study, thereby making it difficult to objectively assess the key finding that: "*For every £1 of public funding the British Library receives annually, £4.40 is generated for the UK economy.*"

It was also observed that:

1. The above estimate is a composite of four separate value measures, with no explanation provided of the relative weighting of measures used to derive the reported value.
2. Two of the measures (willingness to pay and cost of alternatives) have been adopted within this research project.
3. Of the other measures, willingness to accept was seen as less straightforward than willingness to pay, which is generally regarded as the more accurate CVM (contingent valuation methodology) measure. Investment in access was partially adopted in relation to travelling costs to visit public libraries. However, the British Library study also assigned an imputed value to the time spent travelling to and at the British Library, an approach rejected for this study on the grounds that such time cannot be accurately valued, particularly when it represents private time.

From the information available, the British Library study impresses as being well planned and the estimated value of £4.40 for each £1 of public funding is certainly credible. However, the British Library bears little functional similarity to NSW public libraries, which, together with the lack of detailed information regarding the study, suggests that it has little relevance to this research project.

The National Library of New Zealand:

The narrow focus of this study to determine the economic benefit from the National Bibliographic Database and the National Union Catalogue limits its relevance to NSW public libraries. It is interesting to note the British Library study declined to recognise the New Zealand study as a precedent, presumably due to its narrow focus. Similarly, this research project has concluded that the New Zealand study offers no meaningful insights into or comparisons to NSW public libraries.

St. Louis Public Libraries:

The St. Louis study undertaken in 1997-1998 was the earliest study undertaken to determine the economic value of public libraries and is to be commended for generating interest in this research stream among industry professionals. It is, however, difficult to draw firm conclusions from the study given that the economic benefit per tax dollar across the five library systems studied ranged from a low of \$1.30 to \$2.70 for the Birmingham Public Library to a high of \$5 to \$10 for the King County Library System. Furthermore, the study literature is not sufficiently detailed to assess the validity of the study findings.

South Carolina Public Libraries:

The purpose of this study undertaken in March 2004 was to determine the economic benefit of public libraries for South Carolinians and the extent public libraries were perceived to contribute to economic wellbeing. The task was approached from a qualitative and quantitative perspective and whilst the qualitative component was a valuable reference in developing the methodology for this research project, the quantitative components presented cause for concern in that:

- a) It did not solicit any financial estimates from general library users (85% of the total sample).
- b) By applying an economic multiplier to total operating expenditure to derive the indirect economic impact and by also including total operating expenditure within the direct economic impact, it would appear that total operating expenditure was double counted.
- c) By including real economic (cash equivalent) costs such as total operating expenditure and the multiplier effect with imputed (non-cash equivalent) costs such as the value of books and other services to library users, it would appear that economic concepts have been inappropriately blended and the economic benefit further overstated.

It should be understood that the above observations are based on an interpretation of information available and notwithstanding the concerns

expressed; the concepts inherent in items (a) to (c) are independently valid. Although it differs to most studies of this type, it is a reasonable approach not to solicit financial estimates from users through the use of contingent valuation methodology or other approaches. Similarly, applying an economic multiplier to determine the overall economic effect of library operations on the local economy cannot, in itself, be challenged. Finally, estimating the imputed value of library services to users is a valid approach, particularly as a complement to other approaches.

The South Carolina study serves as an excellent example of the complexity involved in determining the economic value of public libraries and should demonstrate the importance of stakeholders having a sound understanding of the underlying concepts.

Florida Public Libraries:

The Florida study was undertaken in 2003-2004 to assess taxpayer return on investment in Florida's public libraries. A number of impressive claims are made including the key finding that Florida's public libraries return \$6.54 per \$1.00 invested. This would appear to have been based predominantly on estimates of how much library users would spend on alternative sources if public libraries ceased to exist. Included in this amount is a valuation of the users' time to access the alternative sources – a somewhat biased approach given that such valuations are not typically applied to the consumption of everyday goods and services. Such inclusions and the lack of supporting calculations thus inhibit the usefulness and relevance of the study in promoting public libraries' economic value to NSW stakeholders.

Conclusion:

One must conclude that the preceding studies are of minimal relevance to NSW public libraries, either as a result of the subject libraries bearing little resemblance to public libraries (as per the British Library and New Zealand studies) or, in the case of the other studies considered, as a result of methodological reservations and/or insufficient information by which to assess their validity and relevance.

It must, however, be remembered that studies of this nature in relation to public libraries are development exercises and, as more studies are undertaken, the most applicable concepts and methodologies will evolve. Valuing public sector goods or services to which market conditions do not apply is, by definition, a complex and often subjective exercise – as is evident from the preceding studies. Such complexity was recognised during the planning stages of this research project, hence the decision to adopt a practical orientation with a view to providing stakeholders with not only a measure of economic value, but a sound understanding of how it was calculated. Only in this way will stakeholders be able to incorporate the research within their management processes and utilise the findings to advocate improvements within their library services.

Library User Survey - Statistical Summary

Q1: Completed & accepted surveys.

Library Service	Total	Percent of Total
Bathurst	221	11.1%
Camden	148	7.4%
Canterbury	204	10.3%
Central West	181	9.1%
Great Lakes	211	10.6%
Lane Cove	228	11.5%
Liverpool	179	9.0%
Newcastle	162	8.1%
Waverley	231	11.6%
Western Riverina	224	11.3%
Total	1,989	100%

Total	Percent of Total
Country	42.1%
Metro-inner	33.3%
Metro-outer	24.6%
Total	100%
Standalone	71.5%
Regional	28.5%
Total	100%

Locational Classification:

The classification of case study library services as country, metropolitan-inner or metropolitan-outer was made in accordance with the July 2001 maps issued by the State Library of New South Wales. On this basis, services were allocated thus:

Country: Bathurst, Central West, Great Lakes and Western Riverina.

Metropolitan-inner: Canterbury, Lane Cove and Waverley.

Metropolitan-outer: Camden, Liverpool and Newcastle.

Library Model Classification:

Central West, Newcastle and Western Riverina were classified as regional library services and all others as standalone library services. It is acknowledged that Lane Cove is a member of the Shorelink Cooperative, but given that all member services are standalone library services, it is the standalone status that is relevant for classification purposes.

Q2: How participants travelled to the library.

Library Service	Walked	Cycled	Drove	Public Transport	Unknown	Total
Country	158	13	646	18	2	837
Metro-inner	241	4	337	78	3	663
Metro-outer	89	13	327	58	2	489
Total	488	30	1,310	154	7	1,989
Standalone	374	16	891	135	6	1,422
Regional	114	14	419	19	1	567
Total	488	30	1,310	154	7	1,989
Country	18.9%	1.6%	77.2%	2.2%	0.2%	100%
Metro-inner	36.3%	0.6%	50.8%	11.8%	0.5%	100%
Metro-outer	18.2%	2.7%	66.9%	11.9%	0.4%	100%
Total	24.5%	1.5%	65.9%	7.7%	0.4%	100%
Standalone	26.3%	1.1%	62.7%	9.5%	0.4%	100%
Regional	20.1%	2.5%	73.9%	3.4%	0.2%	100%
Total	24.5%	1.5%	65.9%	7.7%	0.4%	100%

Library User Survey - Statistical Summary

Q3: Location prior to visiting library.

Library Service	Home	Shops	Work	Education Facility	Other Places	Unknown	Total
Country	449	133	103	37	110	5	837
Metro-inner	369	81	61	47	98	7	663
Metro-outer	299	60	41	29	58	2	489
Total	1,117	274	205	113	266	14	1,989
Standalone	799	185	121	99	205	13	1,422
Regional	318	89	84	14	61	1	567
Total	1,117	274	205	113	266	14	1,989
Country	53.6%	15.9%	12.3%	4.4%	13.1%	0.6%	100%
Metro-inner	55.7%	12.2%	9.2%	7.1%	14.8%	1.1%	100%
Metro-outer	61.1%	12.3%	8.4%	5.9%	11.9%	0.4%	100%
Total	56.2%	13.8%	10.3%	5.7%	13.4%	0.7%	100%
Standalone	56.2%	13.0%	8.5%	7.0%	14.4%	0.9%	100%
Regional	56.1%	15.7%	14.8%	2.5%	10.8%	0.2%	100%
Total	56.2%	13.8%	10.3%	5.7%	13.4%	0.7%	100%

Q4: Travelling time to library (minutes).

Library Service	<5	5 to 10	11 to 20	21 to 30	31 to 60	>60	Unknown	Total
Country	95	474	154	69	33	5	7	837
Metro-inner	50	378	147	52	26	6	4	663
Metro-outer	40	253	130	43	17	2	4	489
Total	185	1,105	431	164	76	13	15	1,989
Standalone	113	780	328	120	59	11	11	1,422
Regional	72	325	103	44	17	2	4	567
Total	185	1,105	431	164	76	13	15	1,989
Country	11.4%	56.6%	18.4%	8.2%	3.9%	0.6%	0.8%	100%
Metro-inner	7.5%	57.0%	22.2%	7.8%	3.9%	0.9%	0.6%	100%
Metro-outer	8.2%	51.7%	26.6%	8.8%	3.5%	0.4%	0.8%	100%
Total	9.3%	55.6%	21.7%	8.2%	3.8%	0.7%	0.8%	100%
Standalone	7.9%	54.9%	23.1%	8.4%	4.1%	0.8%	0.8%	100%
Regional	12.7%	57.3%	18.2%	7.8%	3.0%	0.4%	0.7%	100%
Total	9.3%	55.6%	21.7%	8.2%	3.8%	0.7%	0.8%	100%

Q5: Intended post visit destination:

Library Service	Home	Shops	Work	Education Facility	Other Places	Unknown	Total
Country	396	202	66	24	145	4	837
Metro-inner	367	146	35	8	102	5	663
Metro-outer	274	92	25	11	85	2	489
Total	1,037	440	126	43	332	11	1,989
Standalone	751	335	66	32	230	8	1,422
Regional	286	105	60	11	102	3	567
Total	1,037	440	126	43	332	11	1,989
Country	47.3%	24.1%	7.9%	2.9%	17.3%	0.5%	100%
Metro-inner	55.4%	22.0%	5.3%	1.2%	15.4%	0.8%	100%
Metro-outer	56.0%	18.8%	5.1%	2.2%	17.4%	0.4%	100%
Total	52.1%	22.1%	6.3%	2.2%	16.7%	0.6%	100%
Standalone	52.8%	23.6%	4.6%	2.3%	16.2%	0.6%	100%
Regional	50.4%	18.5%	10.6%	1.9%	18.0%	0.5%	100%
Total	52.1%	22.1%	6.3%	2.2%	16.7%	0.6%	100%

Library User Survey - Statistical Summary

Q6: How participants travelled from the library.

Library Service	Walked	Cycled	Drove	Public Transport	Unknown	Total
Country	146	12	659	16	4	837
Metro-inner	236	6	342	73	6	663
Metro-outer	89	12	335	50	3	489
Total	471	30	1,336	139	13	1,989
Standalone	363	16	915	116	12	1,422
Regional	108	14	421	23	1	567
Total	471	30	1,336	139	13	1,989
Country	17.4%	1.4%	78.7%	1.9%	0.5%	100%
Metro-inner	35.6%	0.9%	51.6%	11.0%	0.9%	100%
Metro-outer	18.2%	2.5%	68.5%	10.2%	0.6%	100%
Total	23.7%	1.5%	67.2%	7.0%	0.7%	100%
Standalone	25.5%	1.1%	64.3%	8.2%	0.8%	100%
Regional	19.0%	2.5%	74.3%	4.1%	0.2%	100%
Total	23.7%	1.5%	67.2%	7.0%	0.7%	100%

Q7: Travelling time from library (minutes).

Library Service	<5	5 to 10	11 to 20	21 to 30	31 to 60	>60	Unknown	Total
Country	101	442	145	77	48	6	18	837
Metro-inner	45	371	162	48	17	6	14	663
Metro-outer	45	241	129	45	21	3	5	489
Total	191	1,054	436	170	86	15	37	1,989
Standalone	122	747	334	126	55	13	25	1,422
Regional	69	307	102	44	31	2	12	567
Total	191	1,054	436	170	86	15	37	1,989
Country	12.1%	52.8%	17.3%	9.2%	5.7%	0.7%	2.2%	100%
Metro-inner	6.8%	56.0%	24.4%	7.2%	2.6%	0.9%	2.1%	100%
Metro-outer	9.2%	49.3%	26.4%	9.2%	4.3%	0.6%	1.0%	100%
Total	9.6%	53.0%	21.9%	8.5%	4.3%	0.8%	1.9%	100%
Standalone	8.6%	52.5%	23.5%	8.9%	3.9%	0.9%	1.8%	100%
Regional	12.2%	54.1%	18.0%	7.8%	5.5%	0.4%	2.1%	100%
Total	9.6%	53.0%	21.9%	8.5%	4.3%	0.8%	1.9%	100%

Q8: Out of pocket costs to visit library.

Library Service	Walked	Cycled	Drove	Public Transport	Overall Average
Country	\$ 0.20	\$ 0.08	\$ 1.30	\$ 2.21	\$ 1.09
Metro-inner	\$ 0.34	\$ -	\$ 0.98	\$ 2.38	\$ 0.91
Metro-outer	\$ 0.34	\$ 0.22	\$ 1.05	\$ 3.98	\$ 1.24
Overall average	\$ 0.30	\$ 0.10	\$ 1.16	\$ 2.99	\$ 1.07
Standalone	\$ 0.29	\$ -	\$ 1.11	\$ 2.90	\$ 1.05
Regional	\$ 0.31	\$ 0.26	\$ 1.26	\$ 3.11	\$ 1.10
Overall average	\$ 0.30	\$ 0.12	\$ 1.16	\$ 2.99	\$ 1.07

Averages are based on data as reported, inclusive of obvious anomalies such as transport costs reported for walking. A different approach was taken (refer to Appendix 20) to the calculation of out-of-pocket expenses in the final analysis.

Library User Survey - Statistical Summary

Q9: Duration of library visit (minutes).

Library Service	<5	5 to 15	16 to 30	31 to 60	>60	unknown	Total	Average Time
Country	27	208	284	160	151	7	837	33
Metro-inner	16	173	197	123	144	10	663	35
Metro-outer	8	104	138	106	130	3	489	39
Total	51	485	619	389	425	20	1,989	35
Standalone	35	334	446	278	313	16	1,422	35
Regional	16	151	173	111	112	4	567	34
Total	51	485	619	389	425	20	1,989	35
Country	3.2%	24.9%	33.9%	19.1%	18.0%	0.8%	100%	
Metro-inner	2.4%	26.1%	29.7%	18.6%	21.7%	1.5%	100%	
Metro-outer	1.6%	21.3%	28.2%	21.7%	26.6%	0.6%	100%	
Total	2.6%	24.4%	31.1%	19.6%	21.4%	1.0%	100%	
Standalone	2.5%	23.5%	31.4%	19.5%	22.0%	1.1%	100%	
Regional	2.8%	26.6%	30.5%	19.6%	19.8%	0.7%	100%	
Total	2.6%	24.4%	31.1%	19.6%	21.4%	1.0%	100%	

Q10: Elapsed time since previous visit to library.

Library Service	Week	Month	3 months	6 months	12 months	> 12 mths.	First Visit	unknown	Total
Country	489	266	42	8	4	16	10	2	837
Metro-inner	403	178	28	15	10	12	13	4	663
Metro-outer	269	137	37	11	6	13	13	3	489
Total	1,161	581	107	34	20	41	36	9	1,989
Standalone	819	417	74	29	17	31	27	8	1,422
Regional	342	164	33	5	3	10	9	1	567
Total	1,161	581	107	34	20	41	36	9	1,989
Country	58.4%	31.8%	5.0%	1.0%	0.5%	1.9%	1.2%	0.2%	100%
Metro-inner	60.8%	26.8%	4.2%	2.3%	1.5%	1.8%	2.0%	0.6%	100%
Metro-outer	55.0%	28.0%	7.6%	2.2%	1.2%	2.7%	2.7%	0.6%	100%
Total	58.4%	29.2%	5.4%	1.7%	1.0%	2.1%	1.8%	0.5%	100%
Standalone	57.6%	29.3%	5.2%	2.0%	1.2%	2.2%	1.9%	0.6%	100%
Regional	60.3%	28.9%	5.8%	0.9%	0.5%	1.8%	1.6%	0.2%	100%
Total	58.4%	29.2%	5.4%	1.7%	1.0%	2.1%	1.8%	0.5%	100%

The above data is considered inaccurate and has been ignored for analytical purposes. Interviewees typically over-estimate their visiting frequency and although the question was worded to address this known problem, it would seem that the typical inaccuracy has been encountered in any case.

Q11: Elapsed time since last remote on-line access to library.

Library Service	Week	Month	3 months	6 months	12 months	> 12 mths.	Never	unknown	Total
Country	129	56	36	17	15	27	519	38	837
Metro-inner	136	76	43	15	11	24	345	13	663
Metro-outer	98	57	28	19	8	14	253	12	489
Total	363	189	107	51	34	65	1,117	63	1,989
Standalone	250	148	83	36	27	49	789	40	1,422
Regional	113	41	24	15	7	16	328	23	567
Total	363	189	107	51	34	65	1,117	63	1,989
Country	15.4%	6.7%	4.3%	2.0%	1.8%	3.2%	62.0%	4.5%	100%
Metro-inner	20.5%	11.5%	6.5%	2.3%	1.7%	3.6%	52.0%	2.0%	100%
Metro-outer	20.0%	11.7%	5.7%	3.9%	1.6%	2.9%	51.7%	2.5%	100%
Total	18.3%	9.5%	5.4%	2.6%	1.7%	3.3%	56.2%	3.2%	100%
Standalone	17.6%	10.4%	5.8%	2.5%	1.9%	3.4%	55.5%	2.8%	100%
Regional	19.9%	7.2%	4.2%	2.6%	1.2%	2.8%	57.8%	4.1%	100%
Total	18.3%	9.5%	5.4%	2.6%	1.7%	3.3%	56.2%	3.2%	100%

Library User Survey - Statistical Summary

Q12: Library services used during visit (% of participants)

Services used during visit	By Location				By Library Model		
	Country	Metro-inner	Metro-outer	Total	Standalone	Regional	Total
Borrowed books	66.1%	64.1%	61.1%	64.2%	65.2%	61.7%	64.2%
Borrowed AV	27.4%	29.6%	33.7%	29.7%	30.7%	27.0%	29.7%
Accessed Internet	19.6%	14.6%	19.0%	17.8%	17.6%	18.3%	17.8%
Other IT use	7.3%	10.6%	11.2%	9.4%	9.8%	8.1%	9.4%
Made reference enquiry	16.4%	13.3%	17.0%	15.5%	14.1%	19.0%	15.5%
Pre-school Storytime	3.3%	2.6%	5.1%	3.5%	3.6%	3.4%	3.5%
Attend other programs	3.2%	2.3%	5.9%	3.6%	3.8%	3.0%	3.6%
Civic & community meetings	1.4%	1.4%	1.6%	1.5%	1.5%	1.4%	1.5%
Meet friends	6.1%	6.2%	7.0%	6.3%	6.1%	6.9%	6.3%
Use materials in-house	20.7%	22.5%	18.2%	20.7%	20.9%	20.1%	20.7%
Other	12.1%	15.5%	14.1%	13.7%	13.9%	13.2%	13.7%

Q13a: Did using the library today save you time?

Library Service	Yes	No	Unsure	No answer	Total
Country	112	265	86	374	837
Metro-inner	127	243	74	219	663
Metro-outer	77	187	64	161	489
Total	316	695	224	754	1,989
Standalone	242	498	158	524	1,422
Regional	74	197	66	230	567
Total	316	695	224	754	1,989
Country	13.4%	31.7%	10.3%	44.7%	100%
Metro-inner	19.2%	36.7%	11.2%	33.0%	100%
Metro-outer	15.7%	38.2%	13.1%	32.9%	100%
Total	15.9%	34.9%	11.3%	37.9%	100%
Standalone	17.0%	35.0%	11.1%	36.8%	100%
Regional	13.1%	34.7%	11.6%	40.6%	100%
Total	15.9%	34.9%	11.3%	37.9%	100%

Q13a(i): Analysis of participants reporting time savings.

Library Service	Up to 30 minutes	31 to 60 minutes	61 to 120 minutes	121 to 180 minutes	>180 minutes	No estimate provided	Total	Average est time saved (minutes)
Country	20	25	12	4	3	48	112	79
Metro-inner	21	14	18	8	2	64	127	91
Metro-outer	8	18	8	6	5	32	77	121
Total	49	57	38	18	10	144	316	95
Standalone	35	44	28	17	6	112	242	87
Regional	14	13	10	1	4	32	74	118
Total	49	57	38	18	10	144	316	95
Country	17.9%	22.3%	10.7%	3.6%	2.7%	42.9%	100%	
Metro-inner	16.5%	11.0%	14.2%	6.3%	1.6%	50.4%	100%	
Metro-outer	10.4%	23.4%	10.4%	7.8%	6.5%	41.6%	100%	
Total	15.5%	18.0%	12.0%	5.7%	3.2%	45.6%	100%	
Standalone	14.5%	18.2%	11.6%	7.0%	2.5%	46.3%	100%	
Regional	18.9%	17.6%	13.5%	1.4%	5.4%	43.2%	100%	
Total	15.5%	18.0%	12.0%	5.7%	3.2%	45.6%	100%	

Note that estimated time savings are based on the 172 participants who provided estimates.

Library User Survey - Statistical Summary

Q13b: Did using the library today save you money?

Library Service	Yes	No	Unsure	No answer	Total
Country	320	175	55	287	837
Metro-inner	251	186	52	174	663
Metro-outer	184	135	43	127	489
Total	755	496	150	588	1,989
Standalone	522	373	106	421	1,422
Regional	233	123	44	167	567
Total	755	496	150	588	1,989
Country	38.2%	20.9%	6.6%	34.3%	100%
Metro-inner	37.9%	28.1%	7.8%	26.2%	100%
Metro-outer	37.6%	27.6%	8.8%	26.0%	100%
Total	38.0%	24.9%	7.5%	29.6%	100%
Standalone	36.7%	26.2%	7.5%	29.6%	100%
Regional	41.1%	21.7%	7.8%	29.5%	100%
Total	38.0%	24.9%	7.5%	29.6%	100%

Q13b(i): Analysis of participants reporting cost savings.

Library Service	<\$2.00	\$2.00 to \$4.99	\$5.00 to \$14.99	\$15.00 to \$29.99	\$30.00 to \$60.00	>\$60.00	No estimate provided	Total	Average est. cost saving
Country	1	15	39	32	33	28	172	320	\$ 47
Metro-inner	3	12	33	26	31	18	128	251	\$ 39
Metro-outer	2	6	25	21	32	15	83	184	\$ 39
Total	6	33	97	79	96	61	383	755	\$ 42
Standalone	6	22	72	50	71	44	257	522	\$ 40
Regional	0	11	25	29	25	17	126	233	\$ 46
Total	6	33	97	79	96	61	383	755	\$ 42
Country	0.3%	4.7%	12.2%	10.0%	10.3%	8.8%	53.8%	100%	
Metro-inner	1.2%	4.8%	13.1%	10.4%	12.4%	7.2%	51.0%	100%	
Metro-outer	1.1%	3.3%	13.6%	11.4%	17.4%	8.2%	45.1%	100%	
Total	0.8%	4.4%	12.8%	10.5%	12.7%	8.1%	50.7%	100%	
Standalone	1.1%	4.2%	13.8%	9.6%	13.6%	8.4%	49.2%	100%	
Regional	0.0%	4.7%	10.7%	12.4%	10.7%	7.3%	54.1%	100%	
Total	0.8%	4.4%	12.8%	10.5%	12.7%	8.1%	50.7%	100%	

Note that estimated cost savings are based on the 372 participants who provided estimates.

Q13a & 13b: Matrix of participants reporting time &/or money saving.

Library Service	Time & money	Time only	Money only	No reported saving	Total
Country	70	43	250	474	837
Metro-inner	90	37	161	375	663
Metro-outer	48	29	136	276	489
Total	208	109	547	1,125	1,989
Standalone	161	82	361	818	1,422
Regional	47	27	186	307	567
Total	208	109	547	1,125	1,989
Country	8.4%	5.1%	29.9%	56.6%	100%
Metro-inner	13.6%	5.6%	24.3%	56.6%	100%
Metro-outer	9.8%	5.9%	27.8%	56.4%	100%
Total	10.5%	5.5%	27.5%	56.6%	100%
Standalone	11.3%	5.8%	25.4%	57.5%	100%
Regional	8.3%	4.8%	32.8%	54.1%	100%
Total	10.5%	5.5%	27.5%	56.6%	100%

Library User Survey - Statistical Summary

Q13c: Used library due to its more extensive range of materials.

Library Service	Yes	No	Unsure	No answer	Total
Country	538	47	36	216	837
Metro-inner	434	55	46	128	663
Metro-outer	331	36	33	89	489
Total	1,303	138	115	433	1,989
Standalone	918	105	94	305	1,422
Regional	385	33	21	128	567
Total	1,303	138	115	433	1,989
Country	64.3%	5.6%	4.3%	25.8%	100%
Metro-inner	65.5%	8.3%	6.9%	19.3%	100%
Metro-outer	67.7%	7.4%	6.7%	18.2%	100%
Total	65.5%	6.9%	5.8%	21.8%	100%
Standalone	64.6%	7.4%	6.6%	21.4%	100%
Regional	67.9%	5.8%	3.7%	22.6%	100%
Total	65.5%	6.9%	5.8%	21.8%	100%

Q13d: Used library because professional staff support is available.

Library Service	Yes	No	Unsure	No answer	Total
Country	526	54	13	244	837
Metro-inner	387	63	45	168	663
Metro-outer	309	43	26	111	489
Total	1,222	160	84	523	1,989
Standalone	842	124	74	382	1,422
Regional	380	36	10	141	567
Total	1,222	160	84	523	1,989
Country	62.8%	6.5%	1.6%	29.2%	100%
Metro-inner	58.4%	9.5%	6.8%	25.3%	100%
Metro-outer	63.2%	8.8%	5.3%	22.7%	100%
Total	61.4%	8.0%	4.2%	26.3%	100%
Standalone	59.2%	8.7%	5.2%	26.9%	100%
Regional	67.0%	6.3%	1.8%	24.9%	100%
Total	61.4%	8.0%	4.2%	26.3%	100%

Q13e: Used library because the atmosphere is enjoyed.

Library Service	Yes	No	Unsure	No answer	Total
Country	596	16	15	210	837
Metro-inner	468	29	34	132	663
Metro-outer	354	27	16	92	489
Total	1,418	72	65	434	1,989
Standalone	994	58	55	315	1,422
Regional	424	14	10	119	567
Total	1,418	72	65	434	1,989
Country	71.2%	1.9%	1.8%	25.1%	100%
Metro-inner	70.6%	4.4%	5.1%	19.9%	100%
Metro-outer	72.4%	5.5%	3.3%	18.8%	100%
Total	71.3%	3.6%	3.3%	21.8%	100%
Standalone	69.9%	4.1%	3.9%	22.2%	100%
Regional	74.8%	2.5%	1.8%	21.0%	100%
Total	71.3%	3.6%	3.3%	21.8%	100%

Library User Survey - Statistical Summary

Q14: Participants' outcomes from library usage (RANKED)

Information or services provided through the library has:	Country		Metro-inner		Metro-outer		Standalone		Regional		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
(t) generally enhanced my quality of life.	567	67.7%	431	65.0%	285	58.3%	911	64.1%	372	65.6%	1,283	64.5%
(n) enhanced my enjoyment from hobbies.	430	51.4%	300	45.2%	216	44.2%	647	45.5%	299	52.7%	946	47.6%
(s) helped me obtain information not obtainable elsewhere.	416	49.7%	274	41.3%	216	44.2%	622	43.7%	284	50.1%	906	45.6%
(j) facilitated my pursuit of (informal) lifelong learning.	362	43.2%	286	43.1%	185	37.8%	579	40.7%	254	44.8%	833	41.9%
(i) supported my children's education.	243	29.0%	230	34.7%	163	33.3%	457	32.1%	179	31.6%	636	32.0%
(o) helped me accomplish tasks and/or achieve goals.	264	31.5%	195	29.4%	155	31.7%	409	28.8%	205	36.2%	614	30.9%
(r) fostered my sense of community or belonging.	214	25.6%	197	29.7%	111	22.7%	384	27.0%	138	24.3%	522	26.2%
(q) exposed me to a wider range of cultural activities.	197	23.5%	189	28.5%	100	20.4%	337	23.7%	149	26.3%	486	24.4%
(h) supported my children's early (0 to 5 years) development.	182	21.7%	185	27.9%	118	24.1%	355	25.0%	130	22.9%	485	24.4%
(g) supported my involvement in educational courses.	188	22.5%	166	25.0%	113	23.1%	335	23.6%	132	23.3%	467	23.5%
(c) supported my involvement in community activities.	191	22.8%	144	21.7%	97	19.8%	280	19.7%	152	26.8%	432	21.7%
(e) enabled me to gain or improve my computer skills.	137	16.4%	88	13.3%	97	19.8%	216	15.2%	106	18.7%	322	16.2%
(b) made me more productive in my job.	118	14.1%	92	13.9%	68	13.9%	178	12.5%	100	17.6%	278	14.0%
(m) clarified my understanding of critical health information.	111	13.3%	77	11.6%	69	14.1%	168	11.8%	89	15.7%	257	12.9%
(k) assisted me to develop English language skills.	51	6.1%	89	13.4%	37	7.6%	144	10.1%	33	5.8%	177	8.9%
(a) helped me obtain a new job or promotion.	65	7.8%	54	8.1%	42	8.6%	110	7.7%	51	9.0%	161	8.1%
(f) encouraged me to get my own Internet account.	69	8.2%	25	3.8%	42	8.6%	90	6.3%	46	8.1%	136	6.8%
(l) clarified my understanding of critical legal information.	47	5.6%	32	4.8%	26	5.3%	71	5.0%	34	6.0%	105	5.3%
(d) helped me improve or start a business.	37	4.4%	35	5.3%	29	5.9%	70	4.9%	31	5.5%	101	5.1%
(p) helped me develop improved financial management skills.	42	5.0%	26	3.9%	30	6.1%	65	4.6%	33	5.8%	98	4.9%

Library User Survey - Statistical Summary

Q14 Participants' outcomes from library usage - sensitivity to AGE

Information or services provided through the library has:	16 to 19 yrs.	20 to 24 yrs.	25 to 29 yrs.	30 to 34 yrs.	35 to 39 yrs.	40 to 44 yrs.	45 to 49 yrs.	50 to 54 yrs.	55 to 59 yrs.
(a) helped me obtain a new job or promotion.	8.1%	15.2%	18.0%	17.4%	15.4%	13.2%	5.4%	6.7%	8.4%
(b) made me more productive in my job.	9.9%	16.7%	18.0%	20.2%	17.0%	22.4%	24.0%	15.7%	17.4%
(c) supported my involvement in community activities.	8.1%	16.7%	18.0%	22.0%	22.5%	24.1%	25.6%	20.9%	30.3%
(d) helped me improve or start a business.	4.3%	1.5%	7.9%	11.9%	7.1%	8.6%	7.8%	4.5%	3.9%
(e) enabled me to gain or improve my computer skills.	14.3%	25.8%	20.2%	16.5%	16.5%	17.8%	19.4%	23.1%	20.0%
(f) encouraged me to get my own Internet account.	8.7%	15.2%	10.1%	8.3%	9.9%	12.1%	3.1%	5.2%	7.1%
(g) supported my involvement in educational courses.	53.4%	36.4%	21.3%	25.7%	23.6%	26.4%	24.0%	23.1%	20.6%
(h) supported my children's early (0 to 5 years) development.	1.9%	7.6%	14.6%	45.9%	56.6%	46.6%	41.9%	22.4%	16.1%
(i) supported my children's education.	3.1%	10.6%	13.5%	42.2%	61.0%	61.5%	62.8%	42.5%	28.4%
(j) facilitated my pursuit of (informal) lifelong learning.	17.4%	25.8%	31.5%	25.7%	34.1%	53.4%	49.6%	54.5%	53.5%
(k) assisted me to develop English language skills.	19.9%	9.1%	14.6%	17.4%	11.5%	12.1%	6.2%	5.2%	5.2%
(l) clarified my understanding of critical legal information.	3.7%	3.0%	6.7%	4.6%	5.5%	7.5%	3.9%	8.2%	8.4%
(m) clarified my understanding of critical health information.	5.6%	4.5%	11.2%	12.8%	14.3%	19.5%	12.4%	20.1%	16.1%
(n) enhanced my enjoyment from hobbies.	36.6%	42.4%	55.1%	45.9%	46.2%	55.2%	50.4%	56.7%	51.0%
(o) helped me accomplish tasks and/or achieve goals.	52.8%	34.8%	36.0%	41.3%	25.8%	35.1%	40.3%	34.3%	27.1%
(p) helped me develop improved financial management skills.	2.5%	3.0%	6.7%	5.5%	6.0%	6.9%	5.4%	6.7%	4.5%
(q) exposed me to a wider range of cultural activities.	12.4%	24.2%	22.5%	24.8%	23.1%	29.3%	24.8%	27.6%	27.7%
(r) fostered my sense of community or belonging.	15.5%	19.7%	20.2%	29.4%	23.1%	32.8%	29.5%	29.9%	26.5%
(s) helped me obtain information not obtainable elsewhere.	40.4%	50.0%	34.8%	35.8%	36.3%	47.1%	48.8%	56.7%	54.2%
(t) generally enhanced my quality of life.	36.6%	50.0%	58.4%	58.7%	53.8%	63.2%	59.7%	72.4%	73.5%
Information or services provided through the library has:	60 to 64 yrs.	65 to 69 yrs.	70 to 74 yrs.	75 yo 79 yrs.	80 to 84 yrs.	85 yrs. & over	Unknown	Total	
(a) helped me obtain a new job or promotion.	2.5%	0.7%	1.8%	1.0%	1.0%		7.9%	8.1%	
(b) made me more productive in my job.	6.3%	2.1%	4.5%	4.8%	3.1%		20.6%	14.0%	
(c) supported my involvement in community activities.	25.8%	23.9%	23.2%	21.9%	14.1%	5.3%	22.8%	21.7%	
(d) helped me improve or start a business.	3.1%	2.1%	1.8%	1.0%			6.3%	5.1%	
(e) enabled me to gain or improve my computer skills.	15.1%	10.6%	17.0%	10.5%	7.8%		12.7%	16.2%	
(f) encouraged me to get my own Internet account.	5.0%	2.1%	6.3%	2.9%	1.6%		5.8%	6.8%	
(g) supported my involvement in educational courses.	17.0%	12.0%	14.3%	11.4%	14.1%	5.3%	23.8%	23.5%	
(h) supported my children's early (0 to 5 years) development.	13.8%	12.0%	8.9%	12.4%	9.4%	5.3%	27.5%	24.4%	
(i) supported my children's education.	25.2%	14.1%	15.2%	18.1%	10.9%	15.8%	31.7%	32.0%	
(j) facilitated my pursuit of (informal) lifelong learning.	50.9%	45.1%	42.0%	43.8%	37.5%	47.4%	45.5%	41.9%	
(k) assisted me to develop English language skills.	3.1%	6.3%	4.5%	7.6%	4.7%		6.3%	8.9%	
(l) clarified my understanding of critical legal information.	3.8%	4.9%	4.5%	2.9%	9.4%	5.3%	3.2%	5.3%	
(m) clarified my understanding of critical health information.	16.4%	14.1%	10.7%	8.6%	10.9%		10.1%	12.9%	
(n) enhanced my enjoyment from hobbies.	51.6%	48.6%	42.9%	41.0%	28.1%	31.6%	49.7%	47.6%	
(o) helped me accomplish tasks and/or achieve goals.	25.8%	19.7%	17.9%	15.2%	12.5%	10.5%	34.9%	30.9%	
(p) helped me develop improved financial management skills.	6.9%	4.2%	2.7%	4.8%	1.6%		4.2%	4.9%	
(q) exposed me to a wider range of cultural activities.	25.2%	19.0%	24.1%	30.5%	20.3%	15.8%	29.6%	24.4%	
(r) fostered my sense of community or belonging.	31.4%	27.5%	24.1%	27.6%	20.3%	15.8%	29.1%	26.2%	
(s) helped me obtain information not obtainable elsewhere.	52.2%	47.9%	47.3%	46.7%	39.1%	36.8%	43.4%	45.6%	
(t) generally enhanced my quality of life.	75.5%	71.8%	75.0%	74.3%	79.7%	68.4%	69.3%	64.5%	

Library User Survey - Statistical Summary

Q14 Participants' outcomes from library usage - sensitivity to LANGUAGE SPOKEN AT HOME

Information or services provided through the library has:	English	Other	Unknown	Total
(a) helped me obtain a new job or promotion.	7.6%	12.8%	6.8%	8.1%
(b) made me more productive in my job.	13.1%	15.2%	20.0%	14.0%
(c) supported my involvement in community activities.	21.3%	23.2%	23.7%	21.7%
(d) helped me improve or start a business.	4.2%	10.9%	6.3%	5.1%
(e) enabled me to gain or improve my computer skills.	16.1%	19.9%	12.6%	16.2%
(f) encouraged me to get my own Internet account.	6.3%	10.9%	6.8%	6.8%
(g) supported my involvement in educational courses.	22.4%	32.2%	23.2%	23.5%
(h) supported my children's early (0 to 5 years) development.	24.7%	18.5%	27.9%	24.4%
(i) supported my children's education.	32.2%	29.4%	32.6%	32.0%
(j) facilitated my pursuit of (informal) lifelong learning.	42.9%	31.3%	45.3%	41.9%
(k) assisted me to develop English language skills.	5.5%	36.0%	6.8%	8.9%
(l) clarified my understanding of critical legal information.	5.0%	8.1%	4.2%	5.3%
(m) clarified my understanding of critical health information.	13.0%	14.2%	10.5%	12.9%
(n) enhanced my enjoyment from hobbies.	48.8%	37.0%	48.9%	47.6%
(o) helped me accomplish tasks and/or achieve goals.	30.8%	28.4%	34.2%	30.9%
(p) helped me develop improved financial management skills.	4.6%	8.1%	4.2%	4.9%
(q) exposed me to a wider range of cultural activities.	23.3%	28.4%	29.5%	24.4%
(r) fostered my sense of community or belonging.	26.8%	20.4%	28.4%	26.2%
(s) helped me obtain information not obtainable elsewhere.	45.9%	43.6%	44.7%	45.6%
(t) generally enhanced my quality of life.	65.4%	52.6%	70.0%	64.5%

Q14 Participants' outcomes from library usage - sensitivity to FAMILY COMPOSITION

Information or services provided through the library has:	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
(a) helped me obtain a new job or promotion.	9.9%	12.2%	7.1%	13.9%	16.7%	1.6%	7.0%	8.1%
(b) made me more productive in my job.	13.4%	15.9%	15.0%	19.7%	16.7%	4.5%	19.9%	14.0%
(c) supported my involvement in community activities.	20.1%	21.1%	19.8%	27.0%	27.1%	24.9%	22.4%	21.7%
(d) helped me improve or start a business.	5.7%	6.9%	4.8%	4.9%	10.4%	1.6%	6.5%	5.1%
(e) enabled me to gain or improve my computer skills.	22.1%	24.8%	12.3%	16.4%	18.8%	12.3%	11.9%	16.2%
(f) encouraged me to get my own Internet account.	10.9%	8.9%	5.0%	8.2%	10.4%	3.2%	6.0%	6.8%
(g) supported my involvement in educational courses.	27.8%	20.7%	24.4%	36.1%	22.9%	13.9%	22.4%	23.5%
(h) supported my children's early (0 to 5 years) development.	1.2%	6.9%	48.5%	33.6%	14.6%	14.6%	24.9%	24.4%
(i) supported my children's education.	5.7%	14.6%	58.5%	47.5%	33.3%	18.1%	30.3%	32.0%
(j) facilitated my pursuit of (informal) lifelong learning.	40.7%	45.9%	38.8%	40.2%	56.3%	44.7%	42.8%	41.9%
(k) assisted me to develop English language skills.	10.9%	11.8%	9.7%	4.9%	4.2%	5.8%	7.0%	8.9%
(l) clarified my understanding of critical legal information.	6.9%	5.3%	4.8%	4.1%	10.4%	5.2%	3.0%	5.3%
(m) clarified my understanding of critical health information.	11.2%	15.4%	13.8%	14.8%	18.8%	12.3%	9.0%	12.9%
(n) enhanced my enjoyment from hobbies.	45.9%	53.3%	48.5%	44.3%	39.6%	46.0%	47.3%	47.6%
(o) helped me accomplish tasks and/or achieve goals.	33.7%	35.4%	30.0%	33.6%	37.5%	21.4%	33.8%	30.9%
(p) helped me develop improved financial management skills.	4.2%	6.5%	4.2%	5.7%	12.5%	4.5%	5.0%	4.9%
(q) exposed me to a wider range of cultural activities.	22.1%	26.4%	22.4%	26.2%	27.1%	25.9%	29.4%	24.4%
(r) fostered my sense of community or belonging.	24.8%	22.8%	26.8%	24.6%	33.3%	28.5%	27.4%	26.2%
(s) helped me obtain information not obtainable elsewhere.	46.7%	50.0%	43.8%	43.4%	60.4%	44.0%	43.8%	45.6%
(t) generally enhanced my quality of life.	63.8%	72.0%	58.6%	54.1%	60.4%	74.4%	68.2%	64.5%

Library User Survey - Statistical Summary

Q14 Participants' outcomes from library usage - sensitivity to EMPLOYMENT STATUS

Information or services provided through the library has:	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
(a) helped me obtain a new job or promotion.	14.6%	10.3%	16.3%	1.9%	6.8%	6.7%	8.1%
(b) made me more productive in my job.	28.0%	19.0%	7.0%	3.7%	12.9%	19.6%	14.0%
(c) supported my involvement in community activities.	23.5%	25.1%	18.0%	22.3%	8.2%	23.2%	21.7%
(d) helped me improve or start a business.	8.6%	5.5%	7.0%	2.3%	2.7%	7.2%	5.1%
(e) enabled me to gain or improve my computer skills.	19.4%	17.2%	27.3%	12.4%	14.3%	12.9%	16.2%
(f) encouraged me to get my own Internet account.	8.8%	7.1%	12.8%	4.1%	7.5%	6.2%	6.8%
(g) supported my involvement in educational courses.	25.0%	28.0%	21.5%	13.7%	57.1%	23.2%	23.5%
(h) supported my children's early (0 to 5 years) development.	26.8%	38.0%	19.8%	20.8%	2.7%	26.3%	24.4%
(i) supported my children's education.	39.1%	46.7%	25.0%	26.7%	10.2%	30.4%	32.0%
(j) facilitated my pursuit of (informal) lifelong learning.	43.9%	44.6%	36.0%	44.5%	19.0%	45.4%	41.9%
(k) assisted me to develop English language skills.	8.1%	8.2%	22.7%	5.1%	16.3%	7.7%	8.9%
(l) clarified my understanding of critical legal information.	7.3%	4.0%	4.1%	5.4%	6.1%	3.6%	5.3%
(m) clarified my understanding of critical health information.	15.7%	11.9%	12.8%	14.1%	6.1%	10.3%	12.9%
(n) enhanced my enjoyment from hobbies.	50.8%	51.5%	44.2%	45.8%	38.1%	50.0%	47.6%
(o) helped me accomplish tasks and/or achieve goals.	35.9%	37.5%	32.0%	20.5%	45.6%	33.0%	30.9%
(p) helped me develop improved financial management skills.	7.6%	5.0%	4.1%	4.0%	3.4%	4.6%	4.9%
(q) exposed me to a wider range of cultural activities.	26.5%	27.2%	26.7%	22.4%	12.9%	28.9%	24.4%
(r) fostered my sense of community or belonging.	24.7%	30.3%	23.3%	27.0%	17.7%	27.8%	26.2%
(s) helped me obtain information not obtainable elsewhere.	44.4%	48.0%	47.7%	45.9%	40.8%	43.3%	45.6%
(t) generally enhanced my quality of life.	60.6%	65.4%	61.0%	71.0%	38.8%	69.6%	64.5%

Q14 Participants' outcomes from library usage - sensitivity to EDUCATIONAL LEVEL

Information or services provided through the library has:	Did not finish high school	High school	TAFE	University	Unknown	Total
(a) helped me obtain a new job or promotion.	4.2%	5.9%	11.0%	9.5%	6.9%	8.1%
(b) made me more productive in my job.	4.2%	8.0%	16.1%	18.3%	20.1%	14.0%
(c) supported my involvement in community activities.	14.2%	15.1%	25.3%	27.0%	22.2%	21.7%
(d) helped me improve or start a business.	2.5%	3.5%	6.2%	5.8%	6.9%	5.1%
(e) enabled me to gain or improve my computer skills.	11.7%	17.3%	20.2%	15.2%	11.1%	16.2%
(f) encouraged me to get my own Internet account.	3.3%	7.7%	8.9%	5.8%	5.8%	6.8%
(g) supported my involvement in educational courses.	12.5%	20.8%	20.4%	29.8%	22.2%	23.5%
(h) supported my children's early (0 to 5 years) development.	15.8%	14.3%	31.5%	30.8%	25.9%	24.4%
(i) supported my children's education.	16.7%	24.5%	40.6%	37.3%	30.2%	32.0%
(j) facilitated my pursuit of (informal) lifelong learning.	30.0%	30.8%	42.7%	53.1%	43.9%	41.9%
(k) assisted me to develop English language skills.	15.0%	9.5%	7.8%	8.8%	5.8%	8.9%
(l) clarified my understanding of critical legal information.	5.0%	4.3%	7.5%	5.6%	3.2%	5.3%
(m) clarified my understanding of critical health information.	8.3%	11.7%	17.5%	13.3%	9.5%	12.9%
(n) enhanced my enjoyment from hobbies.	31.7%	43.1%	53.8%	50.7%	48.7%	47.6%
(o) helped me accomplish tasks and/or achieve goals.	16.7%	28.8%	29.8%	35.2%	32.8%	30.9%
(p) helped me develop improved financial management skills.	1.7%	4.3%	6.2%	5.6%	4.2%	4.9%
(q) exposed me to a wider range of cultural activities.	17.5%	21.3%	23.9%	27.8%	28.0%	24.4%
(r) fostered my sense of community or belonging.	20.0%	21.8%	27.4%	30.3%	28.0%	26.2%
(s) helped me obtain information not obtainable elsewhere.	40.0%	47.0%	48.1%	44.7%	42.3%	45.6%
(t) generally enhanced my quality of life.	57.5%	57.4%	65.1%	70.8%	68.8%	64.5%

Library User Survey - Statistical Summary

Q14 Participants' outcomes from library usage - sensitivity to HOUSEHOLD INCOME

Information or services provided through the library has:	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799
(a) helped me obtain a new job or promotion.	6.7%	7.2%	6.9%	5.6%	8.8%	10.3%	11.4%	5.5%
(b) made me more productive in my job.	7.8%	13.3%	6.9%	6.7%	14.2%	19.6%	9.1%	17.8%
(c) supported my involvement in community activities.	13.3%	19.3%	25.5%	11.2%	26.5%	29.0%	17.0%	30.1%
(d) helped me improve or start a business.	5.6%	4.8%	4.1%	0.0%	4.4%	4.7%	8.0%	8.2%
(e) enabled me to gain or improve my computer skills.	17.8%	24.1%	15.9%	15.7%	18.6%	17.8%	22.7%	19.2%
(f) encouraged me to get my own Internet account.	10.0%	14.5%	6.9%	9.0%	7.1%	12.1%	4.5%	9.6%
(g) supported my involvement in educational courses.	38.9%	37.3%	17.9%	11.2%	21.2%	20.6%	20.5%	30.1%
(h) supported my children's early (0 to 5 years) development.	8.9%	10.8%	9.0%	13.5%	18.6%	21.5%	26.1%	37.0%
(i) supported my children's education.	18.9%	18.1%	23.4%	20.2%	23.0%	30.8%	29.5%	47.9%
(j) facilitated my pursuit of (informal) lifelong learning.	24.4%	33.7%	40.7%	34.8%	51.3%	44.9%	42.0%	52.1%
(k) assisted me to develop English language skills.	21.1%	25.3%	9.0%	5.6%	7.1%	8.4%	10.2%	5.5%
(l) clarified my understanding of critical legal information.	4.4%	12.0%	4.8%	1.1%	6.2%	5.6%	5.7%	5.5%
(m) clarified my understanding of critical health information.	8.9%	20.5%	13.1%	4.5%	16.8%	18.7%	11.4%	13.7%
(n) enhanced my enjoyment from hobbies.	40.0%	44.6%	48.3%	43.8%	52.2%	47.7%	48.9%	57.5%
(o) helped me accomplish tasks and/or achieve goals.	37.8%	37.3%	23.4%	19.1%	29.2%	30.8%	36.4%	31.5%
(p) helped me develop improved financial management skills.	6.7%	4.8%	3.4%	1.1%	5.3%	9.3%	4.5%	6.8%
(q) exposed me to a wider range of cultural activities.	16.7%	25.3%	24.8%	25.8%	28.3%	27.1%	26.1%	28.8%
(r) fostered my sense of community or belonging.	21.1%	27.7%	30.3%	23.6%	31.9%	25.2%	27.3%	31.5%
(s) helped me obtain information not obtainable elsewhere.	41.1%	48.2%	48.3%	43.8%	56.6%	44.9%	45.5%	46.6%
(t) generally enhanced my quality of life.	53.3%	62.7%	69.7%	62.9%	77.0%	61.7%	61.4%	64.4%
Information or services provided through the library has:	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
(a) helped me obtain a new job or promotion.	13.5%	8.2%	8.7%	11.7%	7.0%	6.9%	8.5%	8.1%
(b) made me more productive in my job.	17.3%	10.9%	21.7%	19.1%	18.3%	12.1%	23.7%	14.0%
(c) supported my involvement in community activities.	26.9%	23.6%	22.8%	25.5%	17.4%	20.1%	22.0%	21.7%
(d) helped me improve or start a business.	5.8%	3.6%	6.5%	4.3%	7.8%	4.0%	9.3%	5.1%
(e) enabled me to gain or improve my computer skills.	20.2%	15.5%	19.6%	9.6%	11.3%	14.3%	13.6%	16.2%
(f) encouraged me to get my own Internet account.	5.8%	3.6%	4.3%	2.1%	1.7%	7.0%	5.9%	6.8%
(g) supported my involvement in educational courses.	23.1%	18.2%	26.1%	25.5%	24.3%	22.5%	26.3%	23.5%
(h) supported my children's early (0 to 5 years) development.	27.9%	39.1%	33.7%	43.6%	40.9%	22.0%	28.0%	24.4%
(i) supported my children's education.	29.8%	45.5%	47.8%	53.2%	46.1%	28.9%	33.9%	32.0%
(j) facilitated my pursuit of (informal) lifelong learning.	55.8%	46.4%	45.7%	47.9%	46.1%	36.6%	46.6%	41.9%
(k) assisted me to develop English language skills.	5.8%	8.2%	7.6%	9.6%	3.5%	7.7%	8.5%	8.9%
(l) clarified my understanding of critical legal information.	5.8%	3.6%	2.2%	6.4%	3.5%	6.2%	3.4%	5.3%
(m) clarified my understanding of critical health information.	16.3%	10.0%	10.9%	14.9%	12.2%	12.9%	9.3%	12.9%
(n) enhanced my enjoyment from hobbies.	54.8%	52.7%	38.0%	52.1%	50.4%	44.4%	50.8%	47.6%
(o) helped me accomplish tasks and/or achieve goals.	41.3%	36.4%	30.4%	28.7%	39.1%	26.6%	36.4%	30.9%
(p) helped me develop improved financial management skills.	3.8%	5.5%	2.2%	4.3%	8.7%	4.2%	5.9%	4.9%
(q) exposed me to a wider range of cultural activities.	29.8%	24.5%	23.9%	29.8%	17.4%	21.7%	29.7%	24.4%
(r) fostered my sense of community or belonging.	21.2%	28.2%	25.0%	34.0%	27.8%	23.9%	24.6%	26.2%
(s) helped me obtain information not obtainable elsewhere.	48.1%	39.1%	39.1%	45.7%	37.4%	47.0%	44.1%	45.6%
(t) generally enhanced my quality of life.	69.2%	69.1%	65.2%	66.0%	58.3%	61.4%	72.9%	64.5%

Library User Survey - Statistical Summary

Q15: Public libraries contribution to cultural development - importance of: (a) maintaining relevant print collections.						
Library Service	Very important	Important	Not important	Not applicable	No opinion	Total
Country	477	236	24	23	77	837
Metro-inner	379	179	28	12	65	663
Metro-outer	235	170	23	14	47	489
Total	1,091	585	75	49	189	1,989
Standalone	784	415	56	33	134	1,422
Regional	307	170	19	16	55	567
Total	1,091	585	75	49	189	1,989
Country	57.0%	28.2%	2.9%	2.7%	9.2%	100%
Metro-inner	57.2%	27.0%	4.2%	1.8%	9.8%	100%
Metro-outer	48.1%	34.8%	4.7%	2.9%	9.6%	100%
Total	54.9%	29.4%	3.8%	2.5%	9.5%	100%
Standalone	55.1%	29.2%	3.9%	2.3%	9.4%	100%
Regional	54.1%	30.0%	3.4%	2.8%	9.7%	100%
Total	54.9%	29.4%	3.8%	2.5%	9.5%	100%

Q15: Public libraries contribution to cultural development - importance of: (b) maintaining relevant music collections.						
Library Service	Very important	Important	Not important	Not applicable	No opinion	Total
Country	202	335	131	32	137	837
Metro-inner	185	242	123	26	87	663
Metro-outer	118	225	76	18	52	489
Total	505	802	330	76	276	1,989
Standalone	364	559	238	57	204	1,422
Regional	141	243	92	19	72	567
Total	505	802	330	76	276	1,989
Country	24.1%	40.0%	15.7%	3.8%	16.4%	100%
Metro-inner	27.9%	36.5%	18.6%	3.9%	13.1%	100%
Metro-outer	24.1%	46.0%	15.5%	3.7%	10.6%	100%
Total	25.4%	40.3%	16.6%	3.8%	13.9%	100%
Standalone	25.6%	39.3%	16.7%	4.0%	14.3%	100%
Regional	24.9%	42.9%	16.2%	3.4%	12.7%	100%
Total	25.4%	40.3%	16.6%	3.8%	13.9%	100%

Q15: Public libraries contribution to cultural development - importance of: (c) maintaining relevant video/DVD collections.						
Library Service	Very important	Important	Not important	Not applicable	No opinion	Total
Country	246	385	74	28	104	837
Metro-inner	211	270	80	22	80	663
Metro-outer	138	240	56	15	40	489
Total	595	895	210	65	224	1,989
Standalone	434	626	152	50	160	1,422
Regional	161	269	58	15	64	567
Total	595	895	210	65	224	1,989
Country	29.4%	46.0%	8.8%	3.3%	12.4%	100%
Metro-inner	31.8%	40.7%	12.1%	3.3%	12.1%	100%
Metro-outer	28.2%	49.1%	11.5%	3.1%	8.2%	100%
Total	29.9%	45.0%	10.6%	3.3%	11.3%	100%
Standalone	30.5%	44.0%	10.7%	3.5%	11.3%	100%
Regional	28.4%	47.4%	10.2%	2.6%	11.3%	100%
Total	29.9%	45.0%	10.6%	3.3%	11.3%	100%

Library User Survey - Statistical Summary

Q15: Public libraries contribution to cultural development - importance of:						
(d) maintaining local history collections.						
Library Service	Very important	Important	Not important	Not applicable	No opinion	Total
Country	459	235	37	22	84	837
Metro-inner	303	198	69	13	80	663
Metro-outer	253	151	29	11	45	489
Total	1,015	584	135	46	209	1,989
Standalone	684	428	109	35	166	1,422
Regional	331	156	26	11	43	567
Total	1,015	584	135	46	209	1,989
Country	54.8%	28.1%	4.4%	2.6%	10.0%	100%
Metro-inner	45.7%	29.9%	10.4%	2.0%	12.1%	100%
Metro-outer	51.7%	30.9%	5.9%	2.2%	9.2%	100%
Total	51.0%	29.4%	6.8%	2.3%	10.5%	100%
Standalone	48.1%	30.1%	7.7%	2.5%	11.7%	100%
Regional	58.4%	27.5%	4.6%	1.9%	7.6%	100%
Total	51.0%	29.4%	6.8%	2.3%	10.5%	100%

Q15: Public libraries contribution to cultural development - importance of:						
(e) exhibiting local artworks.						
Library Service	Very important	Important	Not important	Not applicable	No opinion	Total
Country	238	294	121	42	142	837
Metro-inner	159	256	114	22	112	663
Metro-outer	132	202	72	21	62	489
Total	529	752	307	85	316	1,989
Standalone	374	542	225	54	227	1,422
Regional	155	210	82	31	89	567
Total	529	752	307	85	316	1,989
Country	28.4%	35.1%	14.5%	5.0%	17.0%	100%
Metro-inner	24.0%	38.6%	17.2%	3.3%	16.9%	100%
Metro-outer	27.0%	41.3%	14.7%	4.3%	12.7%	100%
Total	26.6%	37.8%	15.4%	4.3%	15.9%	100%
Standalone	26.3%	38.1%	15.8%	3.8%	16.0%	100%
Regional	27.3%	37.0%	14.5%	5.5%	15.7%	100%
Total	26.6%	37.8%	15.4%	4.3%	15.9%	100%

Q15: Public libraries contribution to cultural development - importance of:						
(f) hosting travelling exhibitions.						
Library Service	Very important	Important	Not important	Not applicable	No opinion	Total
Country	206	313	121	35	162	837
Metro-inner	119	230	144	26	144	663
Metro-outer	96	194	80	27	92	489
Total	421	737	345	88	398	1,989
Standalone	286	507	272	62	295	1,422
Regional	135	230	73	26	103	567
Total	421	737	345	88	398	1,989
Country	24.6%	37.4%	14.5%	4.2%	19.4%	100%
Metro-inner	17.9%	34.7%	21.7%	3.9%	21.7%	100%
Metro-outer	19.6%	39.7%	16.4%	5.5%	18.8%	100%
Total	21.2%	37.1%	17.3%	4.4%	20.0%	100%
Standalone	20.1%	35.7%	19.1%	4.4%	20.7%	100%
Regional	23.8%	40.6%	12.9%	4.6%	18.2%	100%
Total	21.2%	37.1%	17.3%	4.4%	20.0%	100%

Library User Survey - Statistical Summary

Q15: Public libraries contribution to cultural development - importance of: (g) arranging talks by visiting authors.						
Library Service	Very important	Important	Not important	Not applicable	No opinion	Total
Country	231	299	111	39	157	837
Metro-inner	151	233	120	33	126	663
Metro-outer	105	195	79	24	86	489
Total	487	727	310	96	369	1,989
Standalone	337	511	236	65	273	1,422
Regional	150	216	74	31	96	567
Total	487	727	310	96	369	1,989
Country	27.6%	35.7%	13.3%	4.7%	18.8%	100%
Metro-inner	22.8%	35.1%	18.1%	5.0%	19.0%	100%
Metro-outer	21.5%	39.9%	16.2%	4.9%	17.6%	100%
Total	24.5%	36.6%	15.6%	4.8%	18.6%	100%
Standalone	23.7%	35.9%	16.6%	4.6%	19.2%	100%
Regional	26.5%	38.1%	13.1%	5.5%	16.9%	100%
Total	24.5%	36.6%	15.6%	4.8%	18.6%	100%

Q15: Public libraries contribution to cultural development - importance of: (h) arranging live performances by local musicians, dancers and actors.						
Library Service	Very important	Important	Not important	Not applicable	No opinion	Total
Country	163	234	178	66	196	837
Metro-inner	109	196	169	48	141	663
Metro-outer	85	163	122	28	91	489
Total	357	593	469	142	428	1,989
Standalone	263	426	336	94	303	1,422
Regional	94	167	133	48	125	567
Total	357	593	469	142	428	1,989
Country	19.5%	28.0%	21.3%	7.9%	23.4%	100%
Metro-inner	16.4%	29.6%	25.5%	7.2%	21.3%	100%
Metro-outer	17.4%	33.3%	24.9%	5.7%	18.6%	100%
Total	17.9%	29.8%	23.6%	7.1%	21.5%	100%
Standalone	18.5%	30.0%	23.6%	6.6%	21.3%	100%
Regional	16.6%	29.5%	23.5%	8.5%	22.0%	100%
Total	17.9%	29.8%	23.6%	7.1%	21.5%	100%

Q15: Public libraries contribution to cultural development - importance of: (i) arranging multicultural exchange activities.						
Library Service	Very important	Important	Not important	Not applicable	No opinion	Total
Country	171	249	136	55	226	837
Metro-inner	142	210	126	36	149	663
Metro-outer	94	196	80	23	96	489
Total	407	655	342	114	471	1,989
Standalone	297	461	250	75	339	1,422
Regional	110	194	92	39	132	567
Total	407	655	342	114	471	1,989
Country	20.4%	29.7%	16.2%	6.6%	27.0%	100%
Metro-inner	21.4%	31.7%	19.0%	5.4%	22.5%	100%
Metro-outer	19.2%	40.1%	16.4%	4.7%	19.6%	100%
Total	20.5%	32.9%	17.2%	5.7%	23.7%	100%
Standalone	20.9%	32.4%	17.6%	5.3%	23.8%	100%
Regional	19.4%	34.2%	16.2%	6.9%	23.3%	100%
Total	20.5%	32.9%	17.2%	5.7%	23.7%	100%

Library User Survey - Statistical Summary

Q16: Summary of how public libraries contribute to the community. (RANKED)

The public library makes a positive contribution to the community by:	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
(a) being a safe and pleasant place to visit.	81.7%	16.6%	1.4%	0.2%	0.1%	100%
(c) supporting educational facilities.	74.3%	21.0%	4.5%	0.2%	0.0%	100%
(d) facilitating lifelong learning.	70.0%	23.4%	6.4%	0.2%	0.0%	100%
(b) encouraging responsible social behaviour.	58.3%	30.4%	10.6%	0.5%	0.2%	100%
(u) improving the overall quality of life.	57.1%	28.1%	14.2%	0.4%	0.3%	100%
(r) ensuring access to the Internet for all.	55.6%	30.3%	13.3%	0.6%	0.2%	100%
(o) promoting & encouraging (language & computer) literacy.	52.9%	33.0%	13.5%	0.5%	0.1%	100%
(n) operating in a non-discriminatory manner.	52.6%	30.4%	16.1%	0.7%	0.3%	100%
(e) providing information about community events.	47.3%	37.9%	14.4%	0.2%	0.2%	100%
(i) supporting local culture and the arts.	38.1%	39.9%	21.1%	0.8%	0.2%	100%
(q) supporting the development of English as a second language.	37.6%	34.0%	26.9%	1.0%	0.6%	100%
(f) providing important infrastructure to develop Australia as a knowledge economy.	36.9%	37.1%	24.9%	0.9%	0.3%	100%
(p) recognising the demand for non-English language materials.	33.9%	34.2%	29.7%	1.8%	0.4%	100%
(k) providing public meeting spaces.	33.5%	38.6%	25.7%	2.1%	0.2%	100%
(l) providing access to Statewide legal and health information programs.	29.0%	36.9%	32.4%	1.5%	0.2%	100%
(g) acting as a source of government information.	28.2%	36.5%	33.2%	1.8%	0.4%	100%
(j) providing &/or supporting outreach programs.	27.0%	35.2%	36.3%	1.2%	0.3%	100%
(m) facilitating job or career planning.	26.7%	34.2%	36.9%	1.9%	0.3%	100%
(h) acting as a provider of other government services (e.g. RTA & ATO).	18.9%	29.9%	45.1%	5.0%	1.1%	100%
(t) attracting new businesses to the community.	17.9%	21.1%	54.3%	5.5%	1.2%	100%
(s) increasing local property values.	17.7%	21.1%	53.0%	5.7%	2.4%	100%

Library User Survey - Statistical Summary

Q16: Public libraries make a positive contribution to the community by: (a) being a safe and pleasant place to visit.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	718	110	7	1	1	837
Metro-inner	513	132	16	1	1	663
Metro-outer	394	89	5	1		489
Total	1,625	331	28	3	2	1,989
Standalone	1,139	255	24	3	1	1,422
Regional	486	76	4		1	567
Total	1,625	331	28	3	2	1,989
Country	85.8%	13.1%	0.8%	0.1%	0.1%	100%
Metro-inner	77.4%	19.9%	2.4%	0.2%	0.2%	100%
Metro-outer	80.6%	18.2%	1.0%	0.2%	0.0%	100%
Total	81.7%	16.6%	1.4%	0.2%	0.1%	100%
Standalone	80.1%	17.9%	1.7%	0.2%	0.1%	100%
Regional	85.7%	13.4%	0.7%	0.0%	0.2%	100%
Total	81.7%	16.6%	1.4%	0.2%	0.1%	100%

Q16: Public libraries make a positive contribution to the community by: (b) encouraging responsible social behaviour.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	507	239	87	2	2	837
Metro-inner	361	212	84	5	1	663
Metro-outer	292	154	39	3	1	489
Total	1,160	605	210	10	4	1,989
Standalone	814	441	156	8	3	1,422
Regional	346	164	54	2	1	567
Total	1,160	605	210	10	4	1,989
Country	60.6%	28.6%	10.4%	0.2%	0.2%	100%
Metro-inner	54.4%	32.0%	12.7%	0.8%	0.2%	100%
Metro-outer	59.7%	31.5%	8.0%	0.6%	0.2%	100%
Total	58.3%	30.4%	10.6%	0.5%	0.2%	100%
Standalone	57.2%	31.0%	11.0%	0.6%	0.2%	100%
Regional	61.0%	28.9%	9.5%	0.4%	0.2%	100%
Total	58.3%	30.4%	10.6%	0.5%	0.2%	100%

Q16: Public libraries make a positive contribution to the community by: (c) supporting educational facilities.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	642	162	31	2		837
Metro-inner	474	149	40			663
Metro-outer	362	107	19	1		489
Total	1,478	418	90	3		1,989
Standalone	1,043	307	69	3		1,422
Regional	435	111	21			567
Total	1,478	418	90	3		1,989
Country	76.7%	19.4%	3.7%	0.2%		100%
Metro-inner	71.5%	22.5%	6.0%			100%
Metro-outer	74.0%	21.9%	3.9%	0.2%		100%
Total	74.3%	21.0%	4.5%	0.2%		100%
Standalone	73.3%	21.6%	4.9%	0.2%		100%
Regional	76.7%	19.6%	3.7%			100%
Total	74.3%	21.0%	4.5%	0.2%		100%

Library User Survey - Statistical Summary

Q16: Public libraries make a positive contribution to the community by:						
(d) facilitating lifelong learning.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	602	177	56	2		837
Metro-inner	450	168	44	1		663
Metro-outer	340	120	28	1		489
Total	1,392	465	128	4		1,989
Standalone	985	339	94	4		1,422
Regional	407	126	34			567
Total	1,392	465	128	4		1,989
Country	71.9%	21.1%	6.7%	0.2%		100%
Metro-inner	67.9%	25.3%	6.6%	0.2%		100%
Metro-outer	69.5%	24.5%	5.7%	0.2%		100%
Total	70.0%	23.4%	6.4%	0.2%		100%
Standalone	69.3%	23.8%	6.6%	0.3%		100%
Regional	71.8%	22.2%	6.0%	0.0%		100%
Total	70.0%	23.4%	6.4%	0.2%		100%

Q16: Public libraries make a positive contribution to the community by:						
(e) providing information about community events.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	384	312	137	2	2	837
Metro-inner	320	243	97	2	1	663
Metro-outer	237	199	53			489
Total	941	754	287	4	3	1,989
Standalone	673	536	207	4	2	1,422
Regional	268	218	80		1	567
Total	941	754	287	4	3	1,989
Country	45.9%	37.3%	16.4%	0.2%	0.2%	100%
Metro-inner	48.3%	36.7%	14.6%	0.3%	0.2%	100%
Metro-outer	48.5%	40.7%	10.8%			100%
Total	47.3%	37.9%	14.4%	0.2%	0.2%	100%
Standalone	47.3%	37.7%	14.6%	0.3%	0.1%	100%
Regional	47.3%	38.4%	14.1%		0.2%	100%
Total	47.3%	37.9%	14.4%	0.2%	0.2%	100%

Q16: Public libraries make a positive contribution to the community by:						
(f) providing important infrastructure to develop Australia as a knowledge economy.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	308	295	225	7	2	837
Metro-inner	251	243	159	6	4	663
Metro-outer	175	199	111	4		489
Total	734	737	495	17	6	1,989
Standalone	519	538	350	11	4	1,422
Regional	215	199	145	6	2	567
Total	734	737	495	17	6	1,989
Country	36.8%	35.2%	26.9%	0.8%	0.2%	100%
Metro-inner	37.9%	36.7%	24.0%	0.9%	0.6%	100%
Metro-outer	35.8%	40.7%	22.7%	0.8%		100%
Total	36.9%	37.1%	24.9%	0.9%	0.3%	100%
Standalone	36.5%	37.8%	24.6%	0.8%	0.3%	100%
Regional	37.9%	35.1%	25.6%	1.1%	0.4%	100%
Total	36.9%	37.1%	24.9%	0.9%	0.3%	100%

Library User Survey - Statistical Summary

Q16: Public libraries make a positive contribution to the community by:						
(g) acting as a source of government information.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	225	302	294	11	5	837
Metro-inner	184	228	235	14	2	663
Metro-outer	151	196	131	10	1	489
Total	560	726	660	35	8	1,989
Standalone	399	513	478	29	3	1,422
Regional	161	213	182	6	5	567
Total	560	726	660	35	8	1,989
Country	26.9%	36.1%	35.1%	1.3%	0.6%	100%
Metro-inner	27.8%	34.4%	35.4%	2.1%	0.3%	100%
Metro-outer	30.9%	40.1%	26.8%	2.0%	0.2%	100%
Total	28.2%	36.5%	33.2%	1.8%	0.4%	100%
Standalone	28.1%	36.1%	33.6%	2.0%	0.2%	100%
Regional	28.4%	37.6%	32.1%	1.1%	0.9%	100%
Total	28.2%	36.5%	33.2%	1.8%	0.4%	100%

Q16: Public libraries make a positive contribution to the community by:						
(h) acting as a provider of other government services (e.g. RTA & ATO).						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	153	229	395	47	13	837
Metro-inner	128	205	295	31	4	663
Metro-outer	94	161	207	22	5	489
Total	375	595	897	100	22	1,989
Standalone	269	430	646	64	13	1,422
Regional	106	165	251	36	9	567
Total	375	595	897	100	22	1,989
Country	18.3%	27.4%	47.2%	5.6%	1.6%	100%
Metro-inner	19.3%	30.9%	44.5%	4.7%	0.6%	100%
Metro-outer	19.2%	32.9%	42.3%	4.5%	1.0%	100%
Total	18.9%	29.9%	45.1%	5.0%	1.1%	100%
Standalone	18.9%	30.2%	45.4%	4.5%	0.9%	100%
Regional	18.7%	29.1%	44.3%	6.3%	1.6%	100%
Total	18.9%	29.9%	45.1%	5.0%	1.1%	100%

Q16: Public libraries make a positive contribution to the community by:						
(i) supporting local culture and the arts.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	337	318	175	6	1	837
Metro-inner	240	266	150	5	2	663
Metro-outer	181	209	94	5		489
Total	758	793	419	16	3	1,989
Standalone	538	559	309	13	3	1,422
Regional	220	234	110	3		567
Total	758	793	419	16	3	1,989
Country	40.3%	38.0%	20.9%	0.7%	0.1%	100%
Metro-inner	36.2%	40.1%	22.6%	0.8%	0.3%	100%
Metro-outer	37.0%	42.7%	19.2%	1.0%		100%
Total	38.1%	39.9%	21.1%	0.8%	0.2%	100%
Standalone	37.8%	39.3%	21.7%	0.9%	0.2%	100%
Regional	38.8%	41.3%	19.4%	0.5%		100%
Total	38.1%	39.9%	21.1%	0.8%	0.2%	100%

Library User Survey - Statistical Summary

Q16: Public libraries make a positive contribution to the community by:						
(j) providing and/or supporting outreach programs.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	234	285	305	11	2	837
Metro-inner	172	216	264	9	2	663
Metro-outer	131	200	153	4	1	489
Total	537	701	722	24	5	1,989
Standalone	390	493	520	16	3	1,422
Regional	147	208	202	8	2	567
Total	537	701	722	24	5	1,989
Country	28.0%	34.1%	36.4%	1.3%	0.2%	100%
Metro-inner	25.9%	32.6%	39.8%	1.4%	0.3%	100%
Metro-outer	26.8%	40.9%	31.3%	0.8%	0.2%	100%
Total	27.0%	35.2%	36.3%	1.2%	0.3%	100%
Standalone	27.4%	34.7%	36.6%	1.1%	0.2%	100%
Regional	25.9%	36.7%	35.6%	1.4%	0.4%	100%
Total	27.0%	35.2%	36.3%	1.2%	0.3%	100%

Q16: Public libraries make a positive contribution to the community by:						
(k) providing public meeting spaces.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	306	288	217	24	2	837
Metro-inner	180	273	196	13	1	663
Metro-outer	181	206	98	4		489
Total	667	767	511	41	3	1,989
Standalone	452	568	376	24	2	1,422
Regional	215	199	135	17	1	567
Total	667	767	511	41	3	1,989
Country	36.6%	34.4%	25.9%	2.9%	0.2%	100%
Metro-inner	27.1%	41.2%	29.6%	2.0%	0.2%	100%
Metro-outer	37.0%	42.1%	20.0%	0.8%		100%
Total	33.5%	38.6%	25.7%	2.1%	0.2%	100%
Standalone	31.8%	39.9%	26.4%	1.7%	0.1%	100%
Regional	37.9%	35.1%	23.8%	3.0%	0.2%	100%
Total	33.5%	38.6%	25.7%	2.1%	0.2%	100%

Q16: Public libraries make a positive contribution to the community by:						
(l) providing access to Statewide legal and health information programs.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	252	289	277	16	3	837
Metro-inner	177	245	231	9	1	663
Metro-outer	147	200	137	5		489
Total	576	734	645	30	4	1,989
Standalone	403	525	475	17	2	1,422
Regional	173	209	170	13	2	567
Total	576	734	645	30	4	1,989
Country	30.1%	34.5%	33.1%	1.9%	0.4%	100%
Metro-inner	26.7%	37.0%	34.8%	1.4%	0.2%	100%
Metro-outer	30.1%	40.9%	28.0%	1.0%		100%
Total	29.0%	36.9%	32.4%	1.5%	0.2%	100%
Standalone	28.3%	36.9%	33.4%	1.2%	0.1%	100%
Regional	30.5%	36.9%	30.0%	2.3%	0.4%	100%
Total	29.0%	36.9%	32.4%	1.5%	0.2%	100%

Library User Survey - Statistical Summary

Q16: Public libraries make a positive contribution to the community by: (m) facilitating job or career planning.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	220	282	317	14	4	837
Metro-inner	159	220	266	17	1	663
Metro-outer	152	178	151	7	1	489
Total	531	680	734	38	6	1,989
Standalone	380	480	532	27	3	1,422
Regional	151	200	202	11	3	567
Total	531	680	734	38	6	1,989
Country	26.3%	33.7%	37.9%	1.7%	0.5%	100%
Metro-inner	24.0%	33.2%	40.1%	2.6%	0.2%	100%
Metro-outer	31.1%	36.4%	30.9%	1.4%	0.2%	100%
Total	26.7%	34.2%	36.9%	1.9%	0.3%	100%
Standalone	26.7%	33.8%	37.4%	1.9%	0.2%	100%
Regional	26.6%	35.3%	35.6%	1.9%	0.5%	100%
Total	26.7%	34.2%	36.9%	1.9%	0.3%	100%

Q16: Public libraries make a positive contribution to the community by: (n) operating in a non-discriminatory manner.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	448	246	136	3	4	837
Metro-inner	332	210	114	6	1	663
Metro-outer	266	148	71	4		489
Total	1,046	604	321	13	5	1,989
Standalone	719	451	239	12	1	1,422
Regional	327	153	82	1	4	567
Total	1,046	604	321	13	5	1,989
Country	53.5%	29.4%	16.2%	0.4%	0.5%	100%
Metro-inner	50.1%	31.7%	17.2%	0.9%	0.2%	100%
Metro-outer	54.4%	30.3%	14.5%	0.8%		100%
Total	52.6%	30.4%	16.1%	0.7%	0.3%	100%
Standalone	50.6%	31.7%	16.8%	0.8%	0.1%	100%
Regional	57.7%	27.0%	14.5%	0.2%	0.7%	100%
Total	52.6%	30.4%	16.1%	0.7%	0.3%	100%

Q16: Public libraries make a positive contribution to the community by: (o) promoting and encouraging (language and computer) literacy.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	447	255	128	5	2	837
Metro-inner	343	227	89	4		663
Metro-outer	262	174	52	1		489
Total	1,052	656	269	10	2	1,989
Standalone	732	482	199	8	1	1,422
Regional	320	174	70	2	1	567
Total	1,052	656	269	10	2	1,989
Country	53.4%	30.5%	15.3%	0.6%	0.2%	100%
Metro-inner	51.7%	34.2%	13.4%	0.6%		100%
Metro-outer	53.6%	35.6%	10.6%	0.2%		100%
Total	52.9%	33.0%	13.5%	0.5%	0.1%	100%
Standalone	51.5%	33.9%	14.0%	0.6%	0.1%	100%
Regional	56.4%	30.7%	12.3%	0.4%	0.2%	100%
Total	52.9%	33.0%	13.5%	0.5%	0.1%	100%

Library User Survey - Statistical Summary

Q16: Public libraries make a positive contribution to the community by:						
(p) recognising the demand for non-English language materials.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	251	259	309	13	5	837
Metro-inner	258	228	163	14		663
Metro-outer	165	194	119	8	3	489
Total	674	681	591	35	8	1,989
Standalone	494	484	410	28	6	1,422
Regional	180	197	181	7	2	567
Total	674	681	591	35	8	1,989
Country	30.0%	30.9%	36.9%	1.6%	0.6%	100%
Metro-inner	38.9%	34.4%	24.6%	2.1%		100%
Metro-outer	33.7%	39.7%	24.3%	1.6%	0.6%	100%
Total	33.9%	34.2%	29.7%	1.8%	0.4%	100%
Standalone	34.7%	34.0%	28.8%	2.0%	0.4%	100%
Regional	31.7%	34.7%	31.9%	1.2%	0.4%	100%
Total	33.9%	34.2%	29.7%	1.8%	0.4%	100%

Q16: Public libraries make a positive contribution to the community by:						
(q) supporting the development of English as a second language.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	285	273	265	7	7	837
Metro-inner	277	226	150	8	2	663
Metro-outer	185	177	121	4	2	489
Total	747	676	536	19	11	1,989
Standalone	554	469	374	15	10	1,422
Regional	193	207	162	4	1	567
Total	747	676	536	19	11	1,989
Country	34.1%	32.6%	31.7%	0.8%	0.8%	100%
Metro-inner	41.8%	34.1%	22.6%	1.2%	0.3%	100%
Metro-outer	37.8%	36.2%	24.7%	0.8%	0.4%	100%
Total	37.6%	34.0%	26.9%	1.0%	0.6%	100%
Standalone	39.0%	33.0%	26.3%	1.1%	0.7%	100%
Regional	34.0%	36.5%	28.6%	0.7%	0.2%	100%
Total	37.6%	34.0%	26.9%	1.0%	0.6%	100%

Q16: Public libraries make a positive contribution to the community by:						
(r) ensuring access to the Internet for all.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	494	227	109	4	3	837
Metro-inner	337	211	108	6	1	663
Metro-outer	274	165	48	2		489
Total	1,105	603	265	12	4	1,989
Standalone	770	436	203	11	2	1,422
Regional	335	167	62	1	2	567
Total	1,105	603	265	12	4	1,989
Country	59.0%	27.1%	13.0%	0.5%	0.4%	100%
Metro-inner	50.8%	31.8%	16.3%	0.9%	0.2%	100%
Metro-outer	56.0%	33.7%	9.8%	0.4%		100%
Total	55.6%	30.3%	13.3%	0.6%	0.2%	100%
Standalone	54.1%	30.7%	14.3%	0.8%	0.1%	100%
Regional	59.1%	29.5%	10.9%	0.2%	0.4%	100%
Total	55.6%	30.3%	13.3%	0.6%	0.2%	100%

Library User Survey - Statistical Summary

Q16: Public libraries make a positive contribution to the community by: (s) increasing local property values.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	145	147	475	47	23	837
Metro-inner	106	136	359	45	17	663
Metro-outer	102	136	221	22	8	489
Total	353	419	1,055	114	48	1,989
Standalone	256	314	734	87	31	1,422
Regional	97	105	321	27	17	567
Total	353	419	1,055	114	48	1,989
Country	17.3%	17.6%	56.8%	5.6%	2.7%	100%
Metro-inner	16.0%	20.5%	54.1%	6.8%	2.6%	100%
Metro-outer	20.9%	27.8%	45.2%	4.5%	1.6%	100%
Total	17.7%	21.1%	53.0%	5.7%	2.4%	100%
Standalone	18.0%	22.1%	51.6%	6.1%	2.2%	100%
Regional	17.1%	18.5%	56.6%	4.8%	3.0%	100%
Total	17.7%	21.1%	53.0%	5.7%	2.4%	100%

Q16: Public libraries make a positive contribution to the community by: (t) attracting new businesses to the community.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	153	172	455	48	9	837
Metro-inner	98	120	393	44	8	663
Metro-outer	105	127	233	17	7	489
Total	356	419	1,081	109	24	1,989
Standalone	247	289	788	82	16	1,422
Regional	109	130	293	27	8	567
Total	356	419	1,081	109	24	1,989
Country	18.3%	20.5%	54.4%	5.7%	1.1%	100%
Metro-inner	14.8%	18.1%	59.3%	6.6%	1.2%	100%
Metro-outer	21.5%	26.0%	47.6%	3.5%	1.4%	100%
Total	17.9%	21.1%	54.3%	5.5%	1.2%	100%
Standalone	17.4%	20.3%	55.4%	5.8%	1.1%	100%
Regional	19.2%	22.9%	51.7%	4.8%	1.4%	100%
Total	17.9%	21.1%	54.3%	5.5%	1.2%	100%

Q16: Public libraries make a positive contribution to the community by: (u) improving the overall quality of life.						
Library Service	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Country	499	210	123	2	3	837
Metro-inner	376	197	85	4	1	663
Metro-outer	260	152	74	2	1	489
Total	1,135	559	282	8	5	1,989
Standalone	797	410	206	5	4	1,422
Regional	338	149	76	3	1	567
Total	1,135	559	282	8	5	1,989
Country	59.6%	25.1%	14.7%	0.2%	0.4%	100%
Metro-inner	56.7%	29.7%	12.8%	0.6%	0.2%	100%
Metro-outer	53.2%	31.1%	15.1%	0.4%	0.2%	100%
Total	57.1%	28.1%	14.2%	0.4%	0.3%	100%
Standalone	56.0%	28.8%	14.5%	0.4%	0.3%	100%
Regional	59.6%	26.3%	13.4%	0.5%	0.2%	100%
Total	57.1%	28.1%	14.2%	0.4%	0.3%	100%

Q16(a) Being a safe and pleasant place to visit - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	67.7%	74.2%	75.3%	85.3%	84.1%	84.5%	84.5%	85.1%	83.9%	80.5%	85.9%	84.8%	85.7%	75.0%	84.2%	82.0%	81.7%
Agree	29.8%	25.8%	21.3%	13.8%	14.8%	14.4%	15.5%	13.4%	15.5%	16.4%	13.4%	12.5%	12.4%	20.3%	15.8%	15.9%	16.6%
Neutral	2.5%	0.0%	3.4%	0.9%	1.1%	0.6%	0.0%	0.0%	0.6%	2.5%	0.7%	1.8%	1.9%	4.7%	0.0%	2.1%	1.4%
Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%	0.7%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%	0.1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	82.9%	72.5%	81.6%	81.7%
Agree	15.7%	24.2%	16.3%	16.6%
Neutral	1.1%	3.3%	2.1%	1.4%
Disagree	0.2%	0.0%	0.0%	0.2%
Strongly Disagree	0.1%	0.0%	0.0%	0.1%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	78.2%	78.6%	82.6%	88.5%	77.1%	84.8%	81.1%	81.7%
Agree	19.6%	18.5%	15.8%	10.7%	20.8%	14.9%	16.4%	16.6%
Neutral	1.5%	2.0%	1.5%	0.0%	2.1%	0.3%	2.5%	1.4%
Disagree	0.2%	0.0%	0.2%	0.8%	0.0%	0.0%	0.0%	0.2%
Strongly Disagree	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	83.6%	83.9%	72.7%	84.0%	71.4%	80.9%	81.7%
Agree	15.7%	15.3%	25.0%	13.8%	26.5%	16.5%	16.6%
Neutral	0.8%	0.3%	2.3%	1.7%	2.0%	2.6%	1.4%
Disagree	0.0%	0.3%	0.0%	0.3%	0.0%	0.0%	0.2%
Strongly Disagree	0.0%	0.3%	0.0%	0.1%	0.0%	0.0%	0.1%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	83.3%	79.2%	82.8%	83.6%	79.9%	81.7%
Agree	15.0%	19.1%	15.9%	14.9%	17.5%	16.6%
Neutral	1.7%	1.8%	0.8%	1.0%	2.6%	1.4%
Disagree	0.0%	0.0%	0.3%	0.3%	0.0%	0.2%
Strongly Disagree	0.0%	0.0%	0.3%	0.1%	0.0%	0.1%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	77.8%	69.9%	84.8%	80.9%	78.8%	86.9%	83.0%	87.7%	81.7%	84.5%	83.7%	90.4%	82.6%	80.1%	78.8%	81.7%
Agree	18.9%	27.7%	14.5%	18.0%	19.5%	13.1%	13.6%	11.0%	16.3%	13.6%	16.3%	9.6%	16.5%	17.8%	18.6%	16.6%
Neutral	2.2%	2.4%	0.7%	0.0%	0.9%	0.0%	3.4%	0.0%	1.9%	1.8%	0.0%	0.0%	0.9%	1.9%	2.5%	1.4%
Disagree	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.2%
Strongly Disagree	0.0%	0.0%	0.0%	1.1%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(b) Encouraging responsible social behaviour - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	41.6%	54.5%	61.8%	59.6%	68.7%	65.5%	68.2%	67.9%	50.3%	56.6%	55.6%	53.6%	61.9%	51.6%	47.4%	55.6%	58.3%
Agree	42.2%	37.9%	29.2%	28.4%	23.6%	27.0%	24.8%	23.1%	36.8%	32.7%	34.5%	34.8%	23.8%	26.6%	21.1%	31.2%	30.4%
Neutral	15.5%	7.6%	9.0%	11.0%	7.7%	7.5%	7.0%	7.5%	11.6%	8.8%	8.5%	9.8%	13.3%	21.9%	31.6%	13.2%	10.6%
Disagree	0.6%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	0.7%	1.3%	1.3%	1.4%	0.9%	0.0%	0.0%	0.0%	0.0%	0.5%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.6%	0.0%	0.9%	1.0%	0.0%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	59.9%	49.8%	54.2%	58.3%
Agree	29.6%	35.1%	32.1%	30.4%
Neutral	9.6%	14.7%	13.7%	10.6%
Disagree	0.6%	0.5%	0.0%	0.5%
Strongly Disagree	0.3%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	52.6%	56.9%	63.5%	68.9%	58.3%	54.7%	53.2%	58.3%
Agree	33.5%	32.7%	27.0%	24.6%	29.2%	32.4%	33.3%	30.4%
Neutral	12.9%	8.9%	9.1%	6.6%	6.3%	12.3%	13.4%	10.6%
Disagree	0.5%	0.4%	0.3%	0.0%	6.3%	0.6%	0.0%	0.5%
Strongly Disagree	0.5%	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	0.2%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	60.4%	63.1%	60.5%	58.2%	43.5%	54.6%	58.3%
Agree	29.5%	28.5%	29.7%	29.5%	41.5%	31.4%	30.4%
Neutral	9.6%	8.2%	9.3%	11.0%	14.3%	13.9%	10.6%
Disagree	0.5%	0.0%	0.6%	0.9%	0.7%	0.0%	0.5%
Strongly Disagree	0.0%	0.3%	0.0%	0.4%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	60.8%	57.4%	62.6%	57.7%	53.4%	58.3%
Agree	27.5%	32.2%	28.8%	29.5%	32.8%	30.4%
Neutral	11.7%	10.1%	7.0%	11.8%	13.8%	10.6%
Disagree	0.0%	0.3%	0.8%	0.7%	0.0%	0.5%
Strongly Disagree	0.0%	0.0%	0.8%	0.1%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	54.4%	45.8%	61.4%	57.3%	57.5%	57.0%	67.0%	65.8%	54.8%	58.2%	57.6%	64.9%	63.5%	57.9%	53.4%	58.3%
Agree	34.4%	42.2%	27.6%	31.5%	31.0%	35.5%	21.6%	27.4%	27.9%	31.8%	34.8%	25.5%	26.1%	29.2%	36.4%	30.4%
Neutral	10.0%	12.0%	10.3%	10.1%	10.6%	7.5%	10.2%	5.5%	17.3%	10.0%	7.6%	8.5%	9.6%	11.8%	10.2%	10.6%
Disagree	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	1.4%	0.0%	0.0%	0.0%	1.1%	0.9%	0.9%	0.0%	0.5%
Strongly Disagree	0.0%	0.0%	0.7%	1.1%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(c) Supporting educational facilities - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	63.4%	74.2%	75.3%	75.2%	79.7%	78.2%	84.5%	80.6%	69.0%	79.2%	69.0%	68.8%	67.6%	64.1%	68.4%	77.8%	74.3%
Agree	26.7%	24.2%	18.0%	22.9%	15.4%	21.3%	14.7%	17.2%	24.5%	18.2%	26.8%	25.0%	22.9%	25.0%	21.1%	18.0%	21.0%
Neutral	9.3%	1.5%	5.6%	1.8%	4.9%	0.6%	0.8%	1.5%	6.5%	2.5%	4.2%	6.3%	9.5%	10.9%	10.5%	4.2%	4.5%
Disagree	0.6%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Total	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%	100.0%	100.0%	100.0%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	75.1%	65.9%	76.8%	74.3%
Agree	20.5%	26.5%	18.9%	21.0%
Neutral	4.2%	7.1%	4.2%	4.5%
Disagree	0.1%	0.5%	0.0%	0.2%
Total	100.0%	100.0%	100.0%	100.0%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	67.2%	73.0%	77.9%	84.4%	79.2%	71.2%	75.1%	74.3%
Agree	27.8%	21.4%	18.3%	11.5%	18.8%	22.0%	20.4%	21.0%
Neutral	4.7%	4.8%	3.5%	4.1%	2.1%	6.8%	4.5%	4.5%
Disagree	0.2%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.2%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	76.0%	79.9%	71.5%	72.9%	63.3%	75.8%	74.3%
Agree	22.0%	16.9%	22.1%	21.8%	27.2%	18.6%	21.0%
Neutral	1.5%	3.2%	6.4%	5.3%	8.8%	5.7%	4.5%
Disagree	0.5%	0.0%	0.0%	0.0%	0.7%	0.0%	0.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	68.3%	69.9%	74.2%	79.1%	75.7%	74.3%
Agree	23.3%	23.7%	22.3%	18.0%	19.0%	21.0%
Neutral	8.3%	6.3%	3.2%	2.8%	5.3%	4.5%
Disagree	0.0%	0.2%	0.3%	0.1%	0.0%	0.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	73.3%	61.4%	73.1%	71.9%	70.8%	73.8%	84.1%	78.1%	79.8%	77.3%	78.3%	76.6%	80.9%	71.7%	75.4%	74.3%
Agree	22.2%	31.3%	20.7%	21.3%	21.2%	23.4%	12.5%	19.2%	14.4%	20.0%	19.6%	20.2%	17.4%	22.9%	21.2%	21.0%
Neutral	4.4%	7.2%	6.2%	6.7%	8.0%	2.8%	3.4%	2.7%	4.8%	2.7%	1.1%	3.2%	1.7%	5.3%	3.4%	4.5%
Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	1.1%	0.0%	0.0%	0.2%	0.0%	0.2%
Total	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%	100.0%	100.0%

Q16(d) Facilitating lifelong learning - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	47.8%	72.7%	64.0%	71.6%	75.8%	79.3%	82.2%	77.6%	69.0%	74.2%	67.6%	66.1%	65.7%	51.6%	68.4%	72.0%	70.0%
Agree	34.8%	21.2%	24.7%	25.7%	19.8%	17.8%	16.3%	19.4%	23.9%	23.9%	27.5%	25.0%	23.8%	31.3%	10.5%	22.2%	23.4%
Neutral	16.8%	6.1%	10.1%	2.8%	4.4%	2.3%	1.6%	2.2%	7.1%	1.9%	4.9%	8.9%	10.5%	17.2%	21.1%	5.8%	6.4%
Disagree	0.6%	0.0%	1.1%	0.0%	0.0%	0.6%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Total	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%	100.0%	100.0%	100.0%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	71.7%	55.5%	72.1%	70.0%
Agree	22.1%	34.1%	22.1%	23.4%
Neutral	6.0%	10.0%	5.8%	6.4%
Disagree	0.2%	0.5%	0.0%	0.2%
Total	100.0%	100.0%	100.0%	100.0%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	64.8%	66.9%	74.7%	75.4%	62.5%	68.0%	69.7%	70.0%
Agree	27.8%	26.6%	19.7%	19.7%	33.3%	22.7%	23.4%	23.4%
Neutral	7.4%	5.6%	5.0%	4.9%	4.2%	9.4%	7.0%	6.4%
Disagree	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.2%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	73.0%	75.7%	65.7%	70.0%	49.7%	71.6%	70.0%
Agree	22.5%	20.6%	26.2%	22.4%	35.4%	22.7%	23.4%
Neutral	4.0%	3.7%	7.6%	7.4%	15.0%	5.7%	6.4%
Disagree	0.5%	0.0%	0.6%	0.1%	0.0%	0.0%	0.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	66.7%	62.5%	70.4%	77.0%	70.4%	70.0%
Agree	24.2%	27.6%	24.5%	18.7%	23.8%	23.4%
Neutral	9.2%	9.8%	4.8%	3.9%	5.8%	6.4%
Disagree	0.0%	0.2%	0.3%	0.3%	0.0%	0.2%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	61.1%	56.6%	66.9%	73.0%	68.1%	73.8%	76.1%	79.5%	80.8%	73.6%	79.3%	74.5%	81.7%	63.9%	69.5%	70.0%
Agree	25.6%	32.5%	25.5%	19.1%	23.0%	23.4%	17.0%	15.1%	14.4%	22.7%	17.4%	22.3%	16.5%	27.5%	27.1%	23.4%
Neutral	12.2%	9.6%	7.6%	7.9%	8.8%	2.8%	6.8%	5.5%	3.8%	3.6%	2.2%	3.2%	1.7%	8.6%	3.4%	6.4%
Disagree	1.1%	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.2%
Total	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%	100.0%	100.0%

Q16(e) Providing information about community events - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	31.1%	43.9%	39.3%	48.6%	51.1%	46.6%	58.1%	56.7%	45.8%	46.5%	50.0%	51.8%	46.7%	42.2%	36.8%	48.7%	47.3%
Agree	42.9%	37.9%	39.3%	41.3%	37.4%	42.0%	34.1%	32.8%	41.3%	40.9%	34.5%	36.6%	32.4%	37.5%	31.6%	36.0%	37.9%
Neutral	24.8%	18.2%	20.2%	10.1%	11.5%	10.9%	7.8%	9.0%	12.9%	12.6%	15.5%	11.6%	20.0%	20.3%	31.6%	15.3%	14.4%
Disagree	0.6%	0.0%	1.1%	0.0%	0.0%	0.6%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Strongly Disagree	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	48.9%	35.5%	47.4%	47.3%
Agree	37.1%	44.5%	37.4%	37.9%
Neutral	13.7%	19.0%	15.3%	14.4%
Disagree	0.1%	0.9%	0.0%	0.2%
Strongly Disagree	0.2%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	41.9%	41.1%	50.5%	63.1%	39.6%	46.9%	47.8%	47.3%
Agree	42.7%	42.7%	36.7%	24.6%	45.8%	35.6%	35.8%	37.9%
Neutral	15.4%	14.5%	12.3%	11.5%	14.6%	17.5%	16.4%	14.4%
Disagree	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.2%
Strongly Disagree	0.0%	0.8%	0.0%	0.8%	0.0%	0.0%	0.0%	0.2%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	45.7%	53.8%	44.2%	48.1%	32.0%	49.5%	47.3%
Agree	40.7%	34.3%	41.9%	36.8%	44.2%	35.1%	37.9%
Neutral	13.1%	11.6%	13.4%	14.8%	23.1%	15.5%	14.4%
Disagree	0.5%	0.0%	0.6%	0.0%	0.7%	0.0%	0.2%
Strongly Disagree	0.0%	0.3%	0.0%	0.3%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	53.3%	43.3%	50.5%	48.1%	47.6%	47.3%
Agree	30.0%	41.0%	34.9%	38.5%	36.5%	37.9%
Neutral	16.7%	15.2%	14.0%	13.2%	15.9%	14.4%
Disagree	0.0%	0.2%	0.3%	0.3%	0.0%	0.2%
Strongly Disagree	0.0%	0.3%	0.3%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	40.0%	41.0%	51.7%	46.1%	47.8%	54.2%	53.4%	50.7%	46.2%	47.3%	53.3%	47.9%	50.4%	44.4%	46.6%	47.3%
Agree	38.9%	42.2%	29.7%	34.8%	38.9%	36.4%	29.5%	41.1%	33.7%	41.8%	31.5%	41.5%	39.1%	41.0%	37.3%	37.9%
Neutral	20.0%	16.9%	17.9%	19.1%	12.4%	8.4%	17.0%	8.2%	19.2%	10.9%	14.1%	10.6%	10.4%	14.4%	16.1%	14.4%
Disagree	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	0.0%	1.1%	0.0%	0.0%	0.2%	0.0%	0.2%
Strongly Disagree	0.0%	0.0%	0.7%	0.0%	0.9%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(f) Providing important infrastructure to develop Australia as a knowledge economy - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	20.5%	33.3%	38.2%	45.9%	41.8%	36.2%	45.7%	46.3%	32.3%	37.7%	34.5%	33.0%	35.2%	31.3%	21.1%	41.3%	36.9%
Agree	44.7%	40.9%	39.3%	40.4%	35.7%	44.3%	32.6%	41.8%	39.4%	34.0%	40.1%	33.0%	24.8%	28.1%	21.1%	32.8%	37.1%
Neutral	30.4%	25.8%	20.2%	12.8%	21.4%	18.4%	20.9%	9.7%	28.4%	27.7%	23.9%	33.0%	39.0%	40.6%	57.9%	25.9%	24.9%
Disagree	3.7%	0.0%	2.2%	0.9%	1.1%	1.1%	0.0%	0.7%	0.0%	0.0%	1.4%	0.9%	0.0%	0.0%	0.0%	0.0%	0.9%
Strongly Disagree	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	1.5%	0.0%	0.6%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	37.7%	27.5%	41.1%	36.9%
Agree	36.1%	46.9%	33.7%	37.1%
Neutral	25.0%	23.7%	25.3%	24.9%
Disagree	0.9%	0.9%	0.0%	0.9%
Strongly Disagree	0.3%	0.9%	0.0%	0.3%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	35.0%	37.1%	36.7%	49.2%	31.3%	34.0%	39.3%	36.9%
Agree	40.9%	41.1%	37.6%	35.2%	27.1%	32.0%	33.3%	37.1%
Neutral	22.6%	19.8%	24.2%	14.8%	37.5%	34.0%	26.9%	24.9%
Disagree	1.0%	0.8%	1.2%	0.8%	4.2%	0.0%	0.0%	0.9%
Strongly Disagree	0.5%	0.4%	0.3%	0.0%	0.0%	0.0%	0.5%	0.3%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	38.6%	40.9%	37.2%	35.5%	23.1%	40.7%	36.9%
Agree	39.4%	38.5%	40.7%	33.7%	44.9%	32.5%	37.1%
Neutral	19.9%	19.8%	22.1%	30.1%	27.2%	26.8%	24.9%
Disagree	1.8%	0.3%	0.0%	0.4%	4.1%	0.0%	0.9%
Strongly Disagree	0.3%	0.5%	0.0%	0.3%	0.7%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	36.7%	31.3%	37.1%	41.1%	40.2%	36.9%
Agree	30.8%	38.9%	36.8%	37.3%	34.4%	37.1%
Neutral	32.5%	27.9%	24.5%	20.9%	25.4%	24.9%
Disagree	0.0%	1.4%	1.1%	0.6%	0.0%	0.9%
Strongly Disagree	0.0%	0.5%	0.5%	0.1%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	33.3%	32.5%	34.5%	32.6%	30.1%	35.5%	45.5%	50.7%	38.5%	35.5%	43.5%	38.3%	45.2%	34.0%	41.5%	36.9%
Agree	41.1%	42.2%	31.7%	36.0%	40.7%	39.3%	35.2%	31.5%	34.6%	40.0%	35.9%	36.2%	40.9%	36.8%	35.6%	37.1%
Neutral	25.6%	24.1%	32.4%	31.5%	27.4%	23.4%	18.2%	16.4%	25.0%	22.7%	19.6%	24.5%	13.0%	28.0%	22.9%	24.9%
Disagree	0.0%	1.2%	1.4%	0.0%	0.0%	0.9%	1.1%	1.4%	1.0%	1.8%	1.1%	1.1%	0.9%	0.9%	0.0%	0.9%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	1.8%	0.9%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(g) Acting as a source of government information - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	18.6%	34.8%	34.8%	30.3%	30.2%	28.2%	33.3%	35.1%	27.7%	23.9%	30.3%	28.6%	17.1%	21.9%	10.5%	31.2%	28.2%
Agree	33.5%	36.4%	38.2%	39.4%	40.1%	42.0%	41.9%	36.6%	37.4%	38.4%	35.9%	25.9%	28.6%	29.7%	26.3%	36.5%	36.5%
Neutral	42.9%	27.3%	24.7%	27.5%	28.0%	28.2%	22.5%	24.6%	34.2%	37.1%	30.3%	43.8%	51.4%	46.9%	63.2%	31.2%	33.2%
Disagree	3.7%	1.5%	2.2%	2.8%	1.6%	1.7%	1.6%	2.2%	0.6%	0.6%	3.5%	1.8%	1.0%	1.6%	0.0%	0.5%	1.8%
Strongly Disagree	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	1.5%	0.0%	0.0%	0.0%	0.0%	1.9%	0.0%	0.0%	0.5%	0.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	28.3%	24.6%	31.1%	28.2%
Agree	35.8%	39.8%	38.4%	36.5%
Neutral	33.6%	33.2%	30.0%	33.2%
Disagree	1.9%	1.9%	0.5%	1.8%
Strongly Disagree	0.4%	0.5%	0.0%	0.4%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	27.8%	26.6%	28.0%	36.9%	29.2%	25.2%	29.9%	28.2%
Agree	37.7%	33.5%	39.5%	33.6%	25.0%	32.7%	37.8%	36.5%
Neutral	33.5%	36.3%	29.4%	27.0%	41.7%	40.1%	31.8%	33.2%
Disagree	0.7%	2.0%	2.6%	1.6%	4.2%	1.6%	0.5%	1.8%
Strongly Disagree	0.2%	0.8%	0.5%	0.8%	0.0%	0.3%	0.0%	0.4%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	28.5%	29.6%	29.1%	28.0%	18.4%	32.0%	28.2%
Agree	41.2%	39.6%	35.5%	32.5%	36.7%	36.1%	36.5%
Neutral	28.0%	29.0%	33.1%	37.5%	40.1%	30.9%	33.2%
Disagree	2.0%	1.6%	2.3%	1.4%	3.4%	1.0%	1.8%
Strongly Disagree	0.3%	0.3%	0.0%	0.6%	1.4%	0.0%	0.4%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	27.5%	26.1%	26.9%	30.0%	31.2%	28.2%
Agree	35.8%	35.9%	39.2%	35.5%	37.0%	36.5%
Neutral	35.0%	35.3%	31.2%	32.6%	31.2%	33.2%
Disagree	1.7%	1.9%	1.9%	1.9%	0.5%	1.8%
Strongly Disagree	0.0%	0.8%	0.8%	0.0%	0.0%	0.4%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	24.4%	26.5%	26.9%	22.5%	23.9%	29.0%	36.4%	32.9%	34.6%	19.1%	25.0%	26.6%	33.9%	28.5%	31.4%	28.2%
Agree	35.6%	36.1%	31.7%	31.5%	39.8%	35.5%	31.8%	38.4%	31.7%	50.0%	46.7%	40.4%	40.9%	33.6%	37.3%	36.5%
Neutral	37.8%	36.1%	40.7%	44.9%	33.6%	32.7%	29.5%	27.4%	30.8%	30.9%	26.1%	30.9%	24.3%	34.3%	30.5%	33.2%
Disagree	2.2%	1.2%	0.0%	1.1%	0.9%	2.8%	2.3%	1.4%	1.9%	0.0%	2.2%	2.1%	0.9%	2.8%	0.8%	1.8%
Strongly Disagree	0.0%	0.0%	0.7%	0.0%	1.8%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	0.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(h) Acting as a provider of other government services (e.g. RTA & ATO) - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	15.5%	27.3%	25.8%	18.3%	22.0%	16.1%	24.0%	23.1%	14.2%	14.5%	19.7%	14.3%	14.3%	12.5%	10.5%	23.8%	18.9%
Agree	34.8%	36.4%	28.1%	34.9%	29.1%	31.0%	24.0%	30.6%	33.5%	32.1%	27.5%	28.6%	23.8%	23.4%	15.8%	29.6%	29.9%
Neutral	44.1%	30.3%	38.2%	38.5%	42.9%	44.8%	46.5%	34.3%	45.8%	49.1%	46.5%	50.9%	58.1%	62.5%	73.7%	42.9%	45.1%
Disagree	4.3%	6.1%	5.6%	8.3%	4.4%	8.0%	4.7%	9.0%	5.8%	3.1%	4.2%	5.4%	2.9%	1.6%	0.0%	2.6%	5.0%
Strongly Disagree	1.2%	0.0%	2.2%	0.0%	1.6%	0.0%	0.8%	3.0%	0.6%	1.3%	2.1%	0.9%	1.0%	0.0%	0.0%	1.1%	1.1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	18.2%	20.4%	22.6%	18.9%
Agree	28.8%	36.0%	32.1%	29.9%
Neutral	46.3%	38.9%	42.1%	45.1%
Disagree	5.4%	4.7%	2.6%	5.0%
Strongly Disagree	1.3%	0.0%	0.5%	1.1%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	21.6%	16.1%	18.5%	23.8%	20.8%	13.9%	21.9%	18.9%
Agree	34.5%	29.4%	27.0%	29.5%	29.2%	29.4%	31.8%	29.9%
Neutral	39.2%	44.8%	46.7%	41.8%	43.8%	52.1%	43.3%	45.1%
Disagree	4.0%	5.6%	7.0%	3.3%	6.3%	3.9%	2.5%	5.0%
Strongly Disagree	0.7%	3.2%	0.9%	1.6%	0.0%	0.6%	0.5%	1.1%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	17.4%	19.3%	24.4%	17.8%	14.3%	23.2%	18.9%
Agree	32.3%	31.4%	32.6%	26.8%	32.0%	29.4%	29.9%
Neutral	42.2%	41.7%	39.5%	49.8%	47.6%	43.8%	45.1%
Disagree	6.8%	6.6%	2.9%	4.4%	4.8%	2.6%	5.0%
Strongly Disagree	1.3%	1.1%	0.6%	1.1%	1.4%	1.0%	1.1%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	27.5%	19.4%	19.4%	15.5%	22.8%	18.9%
Agree	30.0%	32.2%	30.1%	27.6%	30.2%	29.9%
Neutral	40.0%	43.1%	43.5%	49.1%	43.4%	45.1%
Disagree	2.5%	4.0%	5.1%	6.9%	3.2%	5.0%
Strongly Disagree	0.0%	1.3%	1.9%	0.9%	0.5%	1.1%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	16.7%	24.1%	21.4%	20.2%	19.5%	23.4%	26.1%	21.9%	17.3%	10.9%	14.1%	8.5%	21.7%	17.6%	24.6%	18.9%
Agree	30.0%	33.7%	33.8%	31.5%	30.1%	29.0%	22.7%	31.5%	27.9%	38.2%	41.3%	24.5%	26.1%	27.6%	30.5%	29.9%
Neutral	45.6%	41.0%	41.4%	47.2%	46.0%	43.0%	42.0%	41.1%	48.1%	40.0%	33.7%	56.4%	48.7%	47.7%	42.4%	45.1%
Disagree	6.7%	1.2%	1.4%	1.1%	2.7%	3.7%	6.8%	2.7%	5.8%	10.9%	9.8%	7.4%	3.5%	6.0%	2.5%	5.0%
Strongly Disagree	1.1%	0.0%	2.1%	0.0%	1.8%	0.9%	2.3%	2.7%	1.0%	0.0%	1.1%	3.2%	0.0%	1.1%	0.0%	1.1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(i) Supporting local culture and the arts - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	32.9%	39.4%	34.8%	36.7%	38.5%	32.8%	38.8%	41.0%	29.7%	39.6%	41.5%	39.3%	41.0%	37.5%	31.6%	48.1%	38.1%
Agree	39.8%	42.4%	47.2%	44.0%	42.3%	48.9%	38.8%	42.5%	47.7%	34.0%	35.9%	39.3%	30.5%	31.3%	26.3%	32.8%	39.9%
Neutral	26.1%	16.7%	16.9%	18.3%	17.6%	17.8%	21.7%	15.7%	21.9%	25.2%	21.1%	18.8%	28.6%	31.3%	42.1%	19.0%	21.1%
Disagree	1.2%	1.5%	1.1%	0.9%	1.1%	0.6%	0.0%	0.7%	0.6%	0.6%	1.4%	2.7%	0.0%	0.0%	0.0%	0.0%	0.8%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	0.8%	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	38.1%	31.3%	45.8%	38.1%
Agree	39.5%	46.4%	35.8%	39.9%
Neutral	21.3%	21.3%	18.4%	21.1%
Disagree	0.9%	0.9%	0.0%	0.8%
Strongly Disagree	0.2%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	37.7%	29.0%	36.5%	47.5%	43.8%	38.5%	47.3%	38.1%
Agree	40.9%	44.4%	42.0%	36.1%	33.3%	37.2%	32.8%	39.9%
Neutral	20.8%	25.0%	20.2%	14.8%	20.8%	23.3%	19.9%	21.1%
Disagree	0.5%	0.8%	1.1%	1.6%	2.1%	0.6%	0.0%	0.8%
Strongly Disagree	0.0%	0.0%	0.3%	0.0%	0.0%	0.3%	0.0%	0.2%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	33.3%	41.4%	40.1%	38.1%	29.9%	45.9%	38.1%
Agree	41.7%	43.8%	37.8%	38.2%	42.9%	34.0%	39.9%
Neutral	23.7%	14.0%	20.9%	22.5%	26.5%	20.1%	21.1%
Disagree	1.0%	0.8%	1.2%	0.9%	0.7%	0.0%	0.8%
Strongly Disagree	0.3%	0.0%	0.0%	0.3%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	41.7%	37.2%	37.9%	36.3%	46.0%	38.1%
Agree	35.0%	39.6%	38.7%	43.1%	34.4%	39.9%
Neutral	23.3%	22.6%	22.0%	19.2%	19.6%	21.1%
Disagree	0.0%	0.5%	1.1%	1.3%	0.0%	0.8%
Strongly Disagree	0.0%	0.2%	0.3%	0.1%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	34.4%	36.1%	44.1%	38.2%	36.3%	47.7%	45.5%	39.7%	41.3%	30.9%	28.3%	33.0%	38.3%	35.7%	48.3%	38.1%
Agree	40.0%	41.0%	32.4%	39.3%	38.1%	36.4%	33.0%	34.2%	33.7%	47.3%	53.3%	42.6%	44.3%	41.5%	35.6%	39.9%
Neutral	24.4%	21.7%	23.4%	22.5%	24.8%	15.0%	20.5%	26.0%	22.1%	20.9%	16.3%	22.3%	15.7%	22.0%	16.1%	21.1%
Disagree	1.1%	1.2%	0.0%	0.0%	0.9%	0.9%	0.0%	0.0%	1.9%	0.9%	2.2%	2.1%	0.9%	0.7%	0.0%	0.8%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%	1.0%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(j) Providing and/or supporting outreach programs - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	25.5%	25.8%	29.2%	32.1%	30.2%	29.9%	29.5%	32.1%	21.9%	24.5%	26.1%	22.3%	18.1%	18.8%	10.5%	32.8%	27.0%
Agree	39.1%	50.0%	33.7%	44.0%	35.7%	44.3%	32.6%	34.3%	36.8%	36.5%	31.0%	26.8%	28.6%	25.0%	21.1%	30.7%	35.2%
Neutral	31.7%	24.2%	36.0%	21.1%	32.4%	24.1%	36.4%	32.1%	41.3%	36.5%	41.5%	50.0%	53.3%	56.3%	68.4%	35.4%	36.3%
Disagree	3.7%	0.0%	1.1%	2.8%	1.1%	1.7%	0.8%	0.7%	0.0%	1.9%	1.4%	0.9%	0.0%	0.0%	0.0%	0.5%	1.2%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	0.8%	0.7%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	26.8%	24.6%	31.6%	27.0%
Agree	34.9%	39.8%	32.6%	35.2%
Neutral	36.7%	34.1%	35.3%	36.3%
Disagree	1.3%	1.4%	0.5%	1.2%
Strongly Disagree	0.3%	0.0%	0.0%	0.3%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	28.3%	20.2%	28.5%	37.7%	31.3%	19.7%	31.3%	27.0%
Agree	34.2%	37.9%	38.2%	28.7%	33.3%	33.7%	30.8%	35.2%
Neutral	36.7%	39.5%	31.4%	31.1%	35.4%	45.0%	37.3%	36.3%
Disagree	0.7%	1.2%	1.7%	1.6%	0.0%	1.3%	0.5%	1.2%
Strongly Disagree	0.0%	0.4%	0.3%	0.8%	0.0%	0.3%	0.0%	0.3%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	28.5%	29.8%	31.4%	24.0%	19.7%	30.9%	27.0%
Agree	35.9%	39.8%	36.6%	32.4%	39.5%	30.9%	35.2%
Neutral	33.8%	29.8%	30.2%	42.2%	36.7%	37.6%	36.3%
Disagree	1.5%	0.5%	1.7%	0.9%	4.1%	0.5%	1.2%
Strongly Disagree	0.3%	0.0%	0.0%	0.6%	0.0%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	27.5%	25.8%	30.1%	25.0%	31.7%	27.0%
Agree	35.0%	36.4%	34.1%	36.3%	30.2%	35.2%
Neutral	36.7%	35.9%	34.1%	37.4%	37.6%	36.3%
Disagree	0.8%	1.4%	1.3%	1.2%	0.5%	1.2%
Strongly Disagree	0.0%	0.5%	0.3%	0.1%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	25.6%	31.3%	31.7%	27.0%	23.9%	29.9%	30.7%	24.7%	26.0%	21.8%	26.1%	27.7%	34.8%	23.6%	33.1%	27.0%
Agree	36.7%	36.1%	33.1%	41.6%	37.2%	35.5%	39.8%	39.7%	30.8%	52.7%	41.3%	35.1%	29.6%	31.0%	32.2%	35.2%
Neutral	34.4%	31.3%	34.5%	30.3%	38.1%	33.6%	26.1%	34.2%	41.3%	24.5%	31.5%	36.2%	33.9%	43.7%	34.7%	36.3%
Disagree	3.3%	1.2%	0.7%	1.1%	0.0%	0.9%	2.3%	1.4%	1.0%	0.9%	1.1%	1.1%	0.9%	1.6%	0.0%	1.2%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%	1.1%	0.0%	1.0%	0.0%	0.0%	0.0%	0.9%	0.2%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(k) Providing public meeting spaces - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	35.4%	34.8%	30.3%	40.4%	33.0%	28.7%	33.3%	36.6%	29.7%	31.4%	38.0%	30.4%	38.1%	29.7%	26.3%	34.9%	33.5%
Agree	42.2%	45.5%	40.4%	40.4%	46.2%	42.0%	34.1%	34.3%	40.6%	35.2%	30.3%	40.2%	34.3%	26.6%	36.8%	39.7%	38.6%
Neutral	19.3%	18.2%	25.8%	18.3%	19.2%	26.4%	32.6%	22.4%	29.0%	29.6%	30.3%	28.6%	26.7%	43.8%	36.8%	22.2%	25.7%
Disagree	3.1%	1.5%	3.4%	0.9%	1.6%	2.9%	0.0%	6.0%	0.6%	2.5%	1.4%	0.9%	1.0%	0.0%	0.0%	3.2%	2.1%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	0.0%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	34.4%	26.1%	34.2%	33.5%
Agree	37.7%	42.7%	41.6%	38.6%
Neutral	25.8%	28.4%	21.6%	25.7%
Disagree	1.9%	2.8%	2.6%	2.1%
Strongly Disagree	0.2%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	36.2%	25.8%	33.2%	42.6%	33.3%	33.3%	33.3%	33.5%
Agree	38.0%	41.9%	38.6%	36.1%	37.5%	35.3%	41.8%	38.6%
Neutral	24.8%	29.4%	25.3%	18.0%	27.1%	29.4%	22.4%	25.7%
Disagree	1.0%	1.6%	2.9%	3.3%	2.1%	1.3%	2.5%	2.1%
Strongly Disagree	0.0%	0.4%	0.0%	0.0%	0.0%	0.6%	0.0%	0.2%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	31.6%	37.2%	27.3%	34.4%	31.3%	34.5%	33.5%
Agree	40.9%	35.9%	47.1%	35.0%	44.9%	39.7%	38.6%
Neutral	24.7%	25.3%	22.1%	28.8%	21.8%	23.2%	25.7%
Disagree	2.8%	1.6%	3.5%	1.4%	2.0%	2.6%	2.1%
Strongly Disagree	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	33.3%	35.6%	34.7%	31.1%	33.3%	33.5%
Agree	35.8%	38.5%	36.8%	39.5%	40.7%	38.6%
Neutral	29.2%	24.5%	26.1%	26.6%	23.3%	25.7%
Disagree	1.7%	1.3%	2.4%	2.5%	2.6%	2.1%
Strongly Disagree	0.0%	0.2%	0.0%	0.3%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	25.6%	34.9%	44.1%	32.6%	33.6%	43.0%	39.8%	35.6%	38.5%	27.3%	29.3%	29.8%	33.9%	30.5%	33.9%	33.5%
Agree	42.2%	42.2%	33.8%	40.4%	34.5%	29.9%	28.4%	49.3%	31.7%	45.5%	50.0%	40.4%	41.7%	36.8%	44.9%	38.6%
Neutral	26.7%	20.5%	21.4%	25.8%	31.0%	26.2%	30.7%	12.3%	27.9%	24.5%	20.7%	27.7%	20.0%	29.8%	20.3%	25.7%
Disagree	5.6%	2.4%	0.7%	1.1%	0.0%	0.9%	1.1%	2.7%	1.9%	2.7%	0.0%	2.1%	3.5%	2.8%	0.8%	2.1%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.2%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(l) Providing access to statewide legal and health information programs - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	24.2%	31.8%	32.6%	33.9%	27.5%	30.5%	30.2%	35.8%	28.4%	26.4%	27.5%	30.4%	24.8%	23.4%	21.1%	29.6%	29.0%
Agree	37.9%	43.9%	34.8%	41.3%	40.1%	42.0%	32.6%	35.1%	41.3%	39.0%	35.9%	34.8%	21.9%	26.6%	26.3%	38.1%	36.9%
Neutral	37.3%	22.7%	30.3%	22.9%	30.8%	25.3%	35.7%	23.9%	29.7%	34.6%	33.8%	33.0%	52.4%	48.4%	52.6%	30.7%	32.4%
Disagree	0.6%	1.5%	2.2%	1.8%	1.6%	2.3%	0.8%	4.5%	0.6%	0.0%	2.1%	1.8%	0.0%	1.6%	0.0%	1.6%	1.5%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	0.7%	0.0%	0.0%	0.7%	0.0%	1.0%	0.0%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	29.2%	26.1%	30.0%	29.0%
Agree	36.2%	40.3%	38.9%	36.9%
Neutral	33.1%	29.9%	30.0%	32.4%
Disagree	1.3%	3.8%	1.1%	1.5%
Strongly Disagree	0.3%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	30.5%	27.0%	27.7%	38.5%	29.2%	27.5%	28.4%	29.0%
Agree	38.0%	37.9%	37.1%	34.4%	37.5%	33.3%	39.3%	36.9%
Neutral	31.0%	31.9%	32.9%	26.2%	29.2%	37.2%	31.3%	32.4%
Disagree	0.5%	1.6%	2.1%	0.8%	4.2%	1.6%	1.0%	1.5%
Strongly Disagree	0.0%	0.8%	0.2%	0.0%	0.0%	0.3%	0.0%	0.2%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	28.8%	28.2%	32.6%	29.5%	23.8%	29.4%	29.0%
Agree	39.6%	40.9%	42.4%	32.4%	34.0%	37.1%	36.9%
Neutral	29.5%	29.3%	22.7%	36.5%	40.1%	32.5%	32.4%
Disagree	1.8%	1.3%	2.3%	1.3%	2.0%	1.0%	1.5%
Strongly Disagree	0.3%	0.3%	0.0%	0.3%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	38.3%	29.8%	32.0%	25.3%	27.5%	29.0%
Agree	25.0%	36.2%	35.2%	39.6%	40.2%	36.9%
Neutral	35.8%	32.9%	29.8%	33.2%	31.2%	32.4%
Disagree	0.8%	1.0%	2.2%	1.9%	1.1%	1.5%
Strongly Disagree	0.0%	0.2%	0.8%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	21.1%	30.1%	32.4%	28.1%	29.2%	30.8%	37.5%	30.1%	36.5%	20.9%	23.9%	29.8%	28.7%	28.0%	30.5%	29.0%
Agree	44.4%	44.6%	32.4%	43.8%	39.8%	36.4%	34.1%	38.4%	29.8%	47.3%	40.2%	37.2%	39.1%	31.7%	41.5%	36.9%
Neutral	32.2%	24.1%	32.4%	27.0%	29.2%	30.8%	28.4%	28.8%	31.7%	29.1%	32.6%	31.9%	30.4%	39.1%	26.3%	32.4%
Disagree	2.2%	1.2%	2.1%	1.1%	0.9%	1.9%	0.0%	1.4%	1.0%	2.7%	3.3%	1.1%	1.7%	1.2%	1.7%	1.5%
Strongly Disagree	0.0%	0.0%	0.7%	0.0%	0.9%	0.0%	0.0%	1.4%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(m) Facilitating job or career planning - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	27.3%	36.4%	37.1%	35.8%	32.4%	31.0%	27.1%	30.6%	17.4%	23.3%	21.8%	20.5%	13.3%	17.2%	15.8%	29.6%	26.7%
Agree	36.0%	39.4%	28.1%	37.6%	36.3%	36.2%	36.4%	38.1%	38.7%	38.4%	31.0%	30.4%	21.9%	21.9%	26.3%	32.8%	34.2%
Neutral	34.8%	19.7%	29.2%	23.9%	29.2%	29.3%	34.9%	29.1%	42.6%	37.1%	43.0%	47.3%	62.9%	60.9%	57.9%	36.5%	36.9%
Disagree	1.9%	4.5%	5.6%	0.9%	1.1%	3.4%	1.6%	1.5%	1.3%	1.3%	3.5%	1.8%	1.0%	0.0%	0.0%	1.1%	1.9%
Strongly Disagree	0.0%	0.0%	0.0%	1.8%	0.5%	0.0%	0.0%	0.7%	0.0%	0.0%	0.7%	0.0%	1.0%	0.0%	0.0%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	26.4%	25.6%	30.0%	26.7%
Agree	33.6%	38.9%	34.2%	34.2%
Neutral	38.0%	30.8%	34.7%	36.9%
Disagree	1.6%	4.7%	1.1%	1.9%
Strongly Disagree	0.4%	0.0%	0.0%	0.3%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	30.0%	23.0%	26.8%	36.9%	20.8%	21.4%	27.4%	26.7%
Agree	32.0%	39.5%	35.9%	32.0%	39.6%	28.5%	34.8%	34.2%
Neutral	36.0%	32.3%	34.8%	29.5%	37.5%	48.9%	36.8%	36.9%
Disagree	1.5%	3.6%	2.3%	1.6%	2.1%	1.0%	1.0%	1.9%
Strongly Disagree	0.5%	0.8%	0.2%	0.0%	0.0%	0.3%	0.0%	0.3%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	26.8%	29.6%	32.6%	23.8%	23.8%	28.4%	26.7%
Agree	38.4%	35.9%	32.6%	31.7%	33.3%	33.5%	34.2%
Neutral	32.3%	31.9%	32.0%	42.5%	40.8%	37.1%	36.9%
Disagree	2.5%	2.4%	2.9%	1.4%	1.4%	1.0%	1.9%
Strongly Disagree	0.0%	0.3%	0.0%	0.6%	0.7%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	29.2%	28.5%	27.2%	24.1%	27.5%	26.7%
Agree	28.3%	34.3%	37.1%	33.3%	34.9%	34.2%
Neutral	42.5%	35.3%	32.5%	39.9%	36.5%	36.9%
Disagree	0.0%	1.3%	2.7%	2.6%	1.1%	1.9%
Strongly Disagree	0.0%	0.6%	0.5%	0.0%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	26.7%	26.5%	28.3%	29.2%	29.2%	27.1%	33.0%	28.8%	33.7%	24.5%	25.0%	27.7%	27.0%	23.1%	28.0%	26.7%
Agree	38.9%	36.1%	29.0%	27.0%	30.1%	32.7%	36.4%	28.8%	31.7%	45.5%	42.4%	28.7%	36.5%	33.8%	37.3%	34.2%
Neutral	32.2%	33.7%	41.4%	42.7%	38.1%	39.3%	28.4%	41.1%	32.7%	28.2%	27.2%	41.5%	33.9%	40.7%	33.9%	36.9%
Disagree	2.2%	3.6%	0.7%	1.1%	1.8%	0.9%	1.1%	0.0%	1.9%	1.8%	5.4%	2.1%	2.6%	2.1%	0.8%	1.9%
Strongly Disagree	0.0%	0.0%	0.7%	0.0%	0.9%	0.0%	1.1%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(n) Operating in a non-discriminatory manner - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	52.8%	60.6%	58.4%	62.4%	53.3%	58.6%	59.7%	56.7%	51.6%	47.8%	52.1%	45.5%	34.3%	40.6%	36.8%	52.4%	52.6%
Agree	26.7%	25.8%	27.0%	23.9%	34.1%	29.9%	33.3%	29.9%	31.6%	34.6%	29.6%	29.5%	35.2%	34.4%	26.3%	28.6%	30.4%
Neutral	18.6%	13.6%	14.6%	12.8%	11.5%	10.9%	6.2%	11.9%	14.8%	17.6%	18.3%	23.2%	30.5%	25.0%	36.8%	17.5%	16.1%
Disagree	1.9%	0.0%	0.0%	0.9%	0.5%	0.0%	0.0%	0.7%	1.9%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	1.6%	0.7%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.5%	0.6%	0.8%	0.7%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	53.6%	45.5%	52.1%	52.6%
Agree	30.0%	33.2%	30.0%	30.4%
Neutral	15.6%	20.4%	16.3%	16.1%
Disagree	0.5%	0.9%	1.6%	0.7%
Strongly Disagree	0.3%	0.0%	0.0%	0.3%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	52.9%	50.8%	54.8%	62.3%	54.2%	45.6%	50.7%	52.6%
Agree	29.3%	32.7%	29.8%	26.2%	27.1%	33.3%	29.9%	30.4%
Neutral	16.9%	14.5%	14.4%	11.5%	18.8%	20.4%	17.9%	16.1%
Disagree	0.7%	1.2%	0.5%	0.0%	0.0%	0.3%	1.5%	0.7%
Strongly Disagree	0.2%	0.0%	0.5%	0.0%	0.0%	0.3%	0.0%	0.3%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	58.8%	58.6%	43.6%	48.5%	53.7%	50.0%	52.6%
Agree	27.8%	32.2%	32.0%	31.2%	26.5%	30.4%	30.4%
Neutral	12.1%	8.2%	23.8%	19.8%	18.4%	18.0%	16.1%
Disagree	0.8%	0.8%	0.6%	0.3%	0.7%	1.5%	0.7%
Strongly Disagree	0.5%	0.3%	0.0%	0.1%	0.7%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	46.7%	51.0%	53.2%	55.3%	50.8%	52.6%
Agree	29.2%	30.4%	30.6%	30.6%	29.6%	30.4%
Neutral	24.2%	18.3%	18.3%	13.0%	18.0%	16.1%
Disagree	0.0%	0.3%	0.5%	0.9%	1.6%	0.7%
Strongly Disagree	0.0%	0.0%	0.8%	0.3%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	43.3%	45.8%	54.5%	47.2%	49.6%	56.1%	56.8%	57.5%	58.7%	52.7%	57.6%	62.8%	60.9%	48.8%	52.5%	52.6%
Agree	35.6%	32.5%	29.7%	32.6%	32.7%	29.0%	26.1%	28.8%	28.8%	34.5%	31.5%	24.5%	30.4%	29.6%	32.2%	30.4%
Neutral	21.1%	20.5%	15.2%	20.2%	15.9%	15.0%	15.9%	13.7%	10.6%	11.8%	9.8%	11.7%	7.8%	20.8%	13.6%	16.1%
Disagree	0.0%	1.2%	0.0%	0.0%	0.9%	0.0%	1.1%	0.0%	1.0%	0.9%	1.1%	1.1%	0.9%	0.5%	1.7%	0.7%
Strongly Disagree	0.0%	0.0%	0.7%	0.0%	0.9%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(o) Promoting and encouraging (language and computer) literacy - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	41.6%	60.6%	62.9%	65.1%	57.7%	61.5%	56.6%	55.2%	51.0%	56.6%	52.1%	43.8%	35.2%	32.8%	31.6%	54.5%	52.9%
Agree	34.8%	28.8%	27.0%	31.2%	34.6%	31.0%	36.4%	35.8%	38.7%	24.5%	33.8%	29.5%	36.2%	42.2%	15.8%	33.3%	33.0%
Neutral	21.1%	10.6%	10.1%	3.7%	7.7%	7.5%	6.2%	6.7%	9.7%	18.9%	14.1%	26.8%	28.6%	25.0%	52.6%	10.6%	13.5%
Disagree	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.5%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	0.1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	52.5%	54.5%	54.7%	52.9%
Agree	33.0%	31.8%	34.2%	33.0%
Neutral	14.0%	13.3%	10.0%	13.5%
Disagree	0.4%	0.5%	1.1%	0.5%
Strongly Disagree	0.1%	0.0%	0.0%	0.1%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	51.9%	55.2%	55.6%	62.3%	52.1%	43.7%	51.2%	52.9%
Agree	34.5%	33.1%	31.8%	27.9%	37.5%	33.0%	35.3%	33.0%
Neutral	12.7%	10.9%	12.1%	8.2%	10.4%	23.0%	12.4%	13.5%
Disagree	0.7%	0.0%	0.5%	1.6%	0.0%	0.0%	1.0%	0.5%
Strongly Disagree	0.2%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.1%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	60.4%	57.5%	47.7%	48.4%	47.6%	53.6%	52.9%
Agree	30.8%	34.0%	36.6%	33.1%	29.9%	34.0%	33.0%
Neutral	8.1%	7.9%	15.1%	18.3%	21.1%	11.3%	13.5%
Disagree	0.8%	0.3%	0.6%	0.1%	1.4%	1.0%	0.5%
Strongly Disagree	0.0%	0.3%	0.0%	0.1%	0.0%	0.0%	0.1%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	46.7%	47.9%	53.8%	58.2%	52.4%	52.9%
Agree	33.3%	34.8%	33.6%	30.3%	35.4%	33.0%
Neutral	20.0%	16.7%	11.8%	11.1%	11.1%	13.5%
Disagree	0.0%	0.6%	0.8%	0.1%	1.1%	0.5%
Strongly Disagree	0.0%	0.0%	0.0%	0.3%	0.0%	0.1%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	41.1%	45.8%	47.6%	44.9%	44.2%	63.6%	63.6%	52.1%	61.5%	53.6%	60.9%	60.6%	59.1%	50.5%	55.1%	52.9%
Agree	36.7%	39.8%	34.5%	41.6%	38.1%	22.4%	23.9%	31.5%	25.0%	35.5%	33.7%	30.9%	32.2%	32.9%	36.4%	33.0%
Neutral	20.0%	14.5%	17.2%	13.5%	17.7%	13.1%	11.4%	15.1%	12.5%	10.0%	4.3%	8.5%	8.7%	16.2%	7.6%	13.5%
Disagree	2.2%	0.0%	0.0%	0.0%	0.0%	0.9%	1.1%	1.4%	1.0%	0.9%	0.0%	0.0%	0.0%	0.4%	0.8%	0.5%
Strongly Disagree	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.1%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(p) Recognising the demand for non-English language materials - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	32.3%	39.4%	41.6%	41.3%	36.8%	38.5%	41.1%	36.6%	27.7%	27.7%	34.5%	29.5%	18.1%	21.9%	21.1%	38.1%	33.9%
Agree	33.5%	36.4%	31.5%	43.1%	36.8%	32.8%	33.3%	37.3%	41.3%	34.6%	23.2%	33.0%	33.3%	32.8%	26.3%	32.3%	34.2%
Neutral	30.4%	24.2%	23.6%	14.7%	24.7%	27.0%	23.3%	22.4%	29.7%	36.5%	37.3%	34.8%	46.7%	45.3%	52.6%	28.0%	29.7%
Disagree	3.7%	0.0%	2.2%	0.9%	1.6%	1.7%	1.6%	2.2%	1.3%	1.3%	4.2%	1.8%	1.0%	0.0%	0.0%	1.1%	1.8%
Strongly Disagree	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%	0.8%	1.5%	0.0%	0.0%	0.7%	0.9%	1.0%	0.0%	0.0%	0.5%	0.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	31.8%	46.4%	37.4%	33.9%
Agree	33.9%	36.5%	34.2%	34.2%
Neutral	31.9%	15.2%	27.4%	29.7%
Disagree	1.8%	1.9%	1.1%	1.8%
Strongly Disagree	0.5%	0.0%	0.0%	0.4%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	36.7%	30.6%	35.3%	44.3%	31.3%	23.9%	36.8%	33.9%
Agree	34.0%	37.1%	34.7%	29.5%	37.5%	33.0%	33.3%	34.2%
Neutral	27.5%	29.4%	27.7%	23.0%	29.2%	40.5%	28.4%	29.7%
Disagree	1.7%	1.2%	1.8%	1.6%	2.1%	2.3%	1.5%	1.8%
Strongly Disagree	0.0%	0.8%	0.5%	1.6%	0.0%	0.3%	0.0%	0.4%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	37.6%	38.5%	34.9%	28.1%	33.3%	37.6%	33.9%
Agree	36.6%	37.2%	35.5%	32.5%	29.3%	32.5%	34.2%
Neutral	24.0%	22.4%	28.5%	36.7%	33.3%	28.9%	29.7%
Disagree	1.5%	1.1%	1.2%	2.1%	4.1%	1.0%	1.8%
Strongly Disagree	0.3%	0.8%	0.0%	0.6%	0.0%	0.0%	0.4%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	37.5%	31.6%	33.9%	34.8%	36.0%	33.9%
Agree	26.7%	33.7%	35.8%	35.5%	33.3%	34.2%
Neutral	35.0%	32.5%	28.2%	27.0%	29.6%	29.7%
Disagree	0.8%	1.8%	1.3%	2.3%	1.1%	1.8%
Strongly Disagree	0.0%	0.5%	0.8%	0.3%	0.0%	0.4%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	26.7%	33.7%	34.5%	29.2%	25.7%	31.8%	42.0%	31.5%	43.3%	30.0%	37.0%	44.7%	38.3%	31.0%	41.5%	33.9%
Agree	43.3%	39.8%	31.7%	36.0%	34.5%	35.5%	27.3%	34.2%	26.9%	45.5%	38.0%	31.9%	33.9%	32.0%	34.7%	34.2%
Neutral	27.8%	25.3%	31.0%	33.7%	37.2%	31.8%	30.7%	32.9%	25.0%	20.9%	23.9%	23.4%	23.5%	34.3%	23.7%	29.7%
Disagree	2.2%	1.2%	1.4%	1.1%	1.8%	0.9%	0.0%	1.4%	4.8%	3.6%	1.1%	0.0%	3.5%	1.9%	0.0%	1.8%
Strongly Disagree	0.0%	0.0%	1.4%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	0.7%	0.0%	0.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(q) Supporting the development of English as a second language - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	33.5%	45.5%	41.6%	42.2%	45.6%	39.7%	41.9%	39.6%	31.0%	31.4%	37.3%	31.3%	31.4%	34.4%	21.1%	40.2%	37.6%
Agree	34.2%	24.2%	37.1%	43.1%	30.2%	33.9%	34.1%	36.6%	40.6%	37.7%	25.4%	33.9%	31.4%	31.3%	15.8%	34.4%	34.0%
Neutral	31.1%	28.8%	20.2%	13.8%	22.5%	25.9%	23.3%	20.9%	26.5%	30.2%	31.7%	33.0%	36.2%	34.4%	63.2%	24.9%	26.9%
Disagree	0.6%	1.5%	0.0%	0.0%	1.1%	0.6%	0.0%	2.2%	1.3%	0.6%	4.2%	0.9%	0.0%	0.0%	0.0%	0.5%	1.0%
Strongly Disagree	0.6%	0.0%	1.1%	0.9%	0.5%	0.0%	0.8%	0.7%	0.6%	0.0%	1.4%	0.9%	1.0%	0.0%	0.0%	0.0%	0.6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	35.9%	47.9%	40.0%	37.6%
Agree	33.4%	37.4%	34.7%	34.0%
Neutral	29.0%	13.7%	24.7%	26.9%
Disagree	1.0%	0.9%	0.5%	1.0%
Strongly Disagree	0.7%	0.0%	0.0%	0.6%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	39.2%	38.7%	38.5%	41.8%	35.4%	29.8%	39.3%	37.6%
Agree	33.3%	33.5%	34.2%	30.3%	31.3%	36.6%	33.8%	34.0%
Neutral	25.8%	25.4%	25.9%	26.2%	31.3%	31.7%	26.4%	26.9%
Disagree	1.7%	0.4%	0.6%	0.8%	2.1%	1.3%	0.5%	1.0%
Strongly Disagree	0.0%	1.2%	0.8%	0.8%	0.0%	0.6%	0.0%	0.6%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	41.2%	40.6%	42.4%	32.4%	35.4%	40.2%	37.6%
Agree	35.1%	35.1%	31.4%	34.2%	30.6%	33.5%	34.0%
Neutral	22.0%	22.7%	24.4%	31.8%	32.7%	25.8%	26.9%
Disagree	1.0%	0.5%	1.7%	1.1%	0.7%	0.5%	1.0%
Strongly Disagree	0.8%	1.1%	0.0%	0.4%	0.7%	0.0%	0.6%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	38.3%	35.6%	36.6%	39.3%	39.2%	37.6%
Agree	29.2%	33.2%	35.8%	34.4%	34.9%	34.0%
Neutral	31.7%	29.8%	25.5%	24.7%	25.4%	26.9%
Disagree	0.8%	1.0%	0.8%	1.2%	0.5%	1.0%
Strongly Disagree	0.0%	0.5%	1.3%	0.4%	0.0%	0.6%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	31.1%	36.1%	37.2%	34.8%	33.6%	41.1%	46.6%	32.9%	45.2%	37.3%	43.5%	42.6%	40.0%	33.8%	43.2%	37.6%
Agree	37.8%	38.6%	33.1%	37.1%	34.5%	28.0%	26.1%	38.4%	29.8%	41.8%	33.7%	35.1%	38.3%	31.9%	36.4%	34.0%
Neutral	31.1%	22.9%	26.2%	28.1%	31.0%	29.9%	26.1%	27.4%	23.1%	20.9%	19.6%	20.2%	19.1%	32.9%	19.5%	26.9%
Disagree	0.0%	2.4%	1.4%	0.0%	0.9%	0.9%	1.1%	1.4%	1.9%	0.0%	2.2%	0.0%	1.7%	0.7%	0.8%	1.0%
Strongly Disagree	0.0%	0.0%	2.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	2.1%	0.9%	0.7%	0.0%	0.6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(r) Ensuring access to the Internet for all - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	52.8%	65.2%	67.4%	65.1%	62.1%	59.8%	57.4%	57.5%	54.2%	57.9%	47.9%	46.4%	41.0%	37.5%	26.3%	58.2%	55.6%
Agree	30.4%	28.8%	22.5%	25.7%	27.5%	31.6%	32.6%	31.3%	34.8%	28.3%	36.6%	33.9%	26.7%	34.4%	21.1%	29.1%	30.3%
Neutral	15.5%	6.1%	10.1%	7.3%	9.9%	7.5%	9.3%	9.7%	10.3%	13.8%	14.1%	18.8%	32.4%	28.1%	52.6%	11.6%	13.3%
Disagree	1.2%	0.0%	0.0%	1.8%	0.5%	1.1%	0.0%	1.5%	0.6%	0.0%	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.6%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	1.1%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	55.6%	52.6%	58.4%	55.6%
Agree	30.5%	28.9%	30.0%	30.3%
Neutral	13.2%	16.6%	11.1%	13.3%
Disagree	0.5%	1.9%	0.0%	0.6%
Strongly Disagree	0.2%	0.0%	0.5%	0.2%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	57.6%	57.7%	56.2%	63.1%	58.3%	45.0%	57.2%	55.6%
Agree	28.3%	29.4%	31.2%	28.7%	29.2%	32.7%	29.9%	30.3%
Neutral	12.7%	11.3%	11.7%	7.4%	12.5%	22.3%	12.4%	13.3%
Disagree	1.0%	0.8%	0.8%	0.8%	0.0%	0.0%	0.0%	0.6%
Strongly Disagree	0.5%	0.0%	0.2%	0.0%	0.0%	0.0%	0.5%	0.2%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	57.3%	62.8%	52.9%	50.9%	54.4%	57.7%	55.6%
Agree	33.1%	29.6%	27.3%	30.2%	29.3%	29.9%	30.3%
Neutral	9.1%	7.1%	18.0%	17.8%	15.6%	11.9%	13.3%
Disagree	0.3%	0.5%	1.7%	0.7%	0.7%	0.0%	0.6%
Strongly Disagree	0.3%	0.0%	0.0%	0.3%	0.0%	0.5%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	51.7%	52.6%	58.9%	56.9%	56.6%	55.6%
Agree	25.0%	30.3%	29.6%	31.4%	31.2%	30.3%
Neutral	23.3%	16.7%	10.8%	10.4%	11.6%	13.3%
Disagree	0.0%	0.5%	0.5%	1.0%	0.0%	0.6%
Strongly Disagree	0.0%	0.0%	0.3%	0.3%	0.5%	0.2%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	52.2%	47.0%	52.4%	53.9%	52.2%	58.9%	68.2%	54.8%	59.6%	50.9%	67.4%	61.7%	54.8%	52.8%	61.0%	55.6%
Agree	30.0%	33.7%	27.6%	33.7%	31.9%	28.0%	19.3%	30.1%	25.0%	37.3%	27.2%	28.7%	39.1%	30.6%	29.7%	30.3%
Neutral	16.7%	18.1%	18.6%	12.4%	15.0%	13.1%	11.4%	13.7%	12.5%	10.9%	4.3%	9.6%	6.1%	16.0%	8.5%	13.3%
Disagree	1.1%	1.2%	0.7%	0.0%	0.9%	0.0%	1.1%	1.4%	1.0%	0.9%	1.1%	0.0%	0.0%	0.5%	0.0%	0.6%
Strongly Disagree	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	1.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.8%	0.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(s) Increasing local property values - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	18.6%	21.2%	25.8%	22.0%	20.9%	23.6%	16.3%	19.4%	10.3%	14.5%	16.2%	12.5%	10.5%	14.1%	10.5%	20.1%	17.7%
Agree	21.7%	22.7%	19.1%	22.0%	23.1%	20.7%	21.7%	19.4%	24.5%	20.8%	21.8%	21.4%	16.2%	20.3%	15.8%	19.6%	21.1%
Neutral	52.2%	45.5%	49.4%	48.6%	46.7%	45.4%	56.6%	49.3%	56.1%	57.9%	54.2%	57.1%	65.7%	62.5%	73.7%	51.9%	53.0%
Disagree	5.6%	7.6%	4.5%	5.5%	8.2%	7.5%	3.9%	6.0%	5.2%	5.7%	5.6%	6.3%	4.8%	3.1%	0.0%	5.3%	5.7%
Strongly Disagree	1.9%	3.0%	1.1%	1.8%	1.1%	2.9%	1.6%	6.0%	3.9%	1.3%	2.1%	2.7%	2.9%	0.0%	0.0%	3.2%	2.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	17.1%	21.3%	18.9%	17.7%
Agree	19.8%	30.8%	20.5%	21.1%
Neutral	54.5%	43.1%	52.1%	53.0%
Disagree	5.9%	4.7%	5.8%	5.7%
Strongly Disagree	2.7%	0.0%	2.6%	2.4%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	19.6%	15.3%	19.4%	19.7%	20.8%	12.0%	18.4%	17.7%
Agree	21.1%	21.4%	20.9%	23.8%	22.9%	20.1%	20.4%	21.1%
Neutral	52.6%	49.2%	51.7%	51.6%	45.8%	60.8%	53.2%	53.0%
Disagree	4.2%	9.3%	6.1%	2.5%	8.3%	5.2%	5.5%	5.7%
Strongly Disagree	2.5%	4.0%	2.0%	2.5%	2.1%	1.9%	2.5%	2.4%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	16.2%	18.7%	20.9%	17.3%	16.3%	19.1%	17.7%
Agree	21.7%	22.2%	22.7%	19.7%	23.1%	19.6%	21.1%
Neutral	51.3%	50.9%	48.8%	55.9%	53.7%	53.6%	53.0%
Disagree	7.6%	5.0%	7.0%	5.0%	5.4%	5.2%	5.7%
Strongly Disagree	3.3%	3.2%	0.6%	2.1%	1.4%	2.6%	2.4%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	20.8%	19.6%	22.0%	13.0%	18.5%	17.7%
Agree	24.2%	24.5%	21.5%	17.5%	19.6%	21.1%
Neutral	52.5%	51.0%	46.0%	58.6%	54.0%	53.0%
Disagree	1.7%	3.7%	8.1%	7.2%	5.3%	5.7%
Strongly Disagree	0.8%	1.3%	2.4%	3.7%	2.6%	2.4%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	20.0%	21.7%	21.4%	19.1%	13.3%	21.5%	23.9%	20.5%	17.3%	15.5%	18.5%	9.6%	14.8%	16.5%	19.5%	17.7%
Agree	22.2%	30.1%	26.2%	19.1%	22.1%	22.4%	12.5%	23.3%	17.3%	29.1%	21.7%	19.1%	16.5%	19.0%	22.9%	21.1%
Neutral	54.4%	42.2%	46.9%	56.2%	58.4%	52.3%	55.7%	50.7%	53.8%	46.4%	52.2%	59.6%	53.9%	54.8%	51.7%	53.0%
Disagree	2.2%	4.8%	4.1%	1.1%	2.7%	3.7%	4.5%	4.1%	8.7%	7.3%	6.5%	9.6%	12.2%	6.2%	5.1%	5.7%
Strongly Disagree	1.1%	1.2%	1.4%	4.5%	3.5%	0.0%	3.4%	1.4%	2.9%	1.8%	1.1%	2.1%	2.6%	3.5%	0.8%	2.4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(t) Attracting new businesses to the community - Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	18.0%	22.7%	24.7%	23.9%	22.0%	22.4%	19.4%	15.7%	11.6%	18.2%	14.1%	10.7%	11.4%	9.4%	10.5%	21.2%	17.9%
Agree	25.5%	22.7%	24.7%	21.1%	22.5%	21.8%	20.2%	25.4%	26.5%	19.5%	16.9%	17.9%	11.4%	23.4%	10.5%	18.0%	21.1%
Neutral	50.3%	48.5%	40.4%	47.7%	50.0%	48.9%	56.6%	51.5%	54.2%	54.1%	62.0%	62.5%	71.4%	64.1%	78.9%	54.5%	54.3%
Disagree	3.7%	6.1%	10.1%	6.4%	4.9%	6.3%	3.1%	6.0%	6.5%	6.9%	5.6%	6.3%	3.8%	3.1%	0.0%	4.8%	5.5%
Strongly Disagree	2.5%	0.0%	0.0%	0.9%	0.5%	0.6%	0.8%	1.5%	1.3%	1.3%	1.4%	2.7%	1.9%	0.0%	0.0%	1.6%	1.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	17.6%	18.0%	20.5%	17.9%
Agree	20.7%	24.6%	20.5%	21.1%
Neutral	54.8%	52.6%	52.6%	54.3%
Disagree	5.6%	4.7%	5.3%	5.5%
Strongly Disagree	1.4%	0.0%	1.1%	1.2%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	20.1%	14.5%	18.9%	23.8%	12.5%	12.6%	19.9%	17.9%
Agree	23.1%	23.0%	23.0%	18.0%	29.2%	13.6%	19.4%	21.1%
Neutral	51.9%	50.0%	51.8%	53.3%	45.8%	67.3%	55.2%	54.3%
Disagree	3.7%	9.7%	5.3%	4.1%	12.5%	4.9%	4.5%	5.5%
Strongly Disagree	1.2%	2.0%	0.9%	0.8%	0.0%	1.6%	1.0%	1.2%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	18.4%	20.1%	23.3%	15.8%	12.2%	19.6%	17.9%
Agree	24.0%	22.7%	20.3%	18.0%	26.5%	19.6%	21.1%
Neutral	49.2%	51.2%	51.2%	59.2%	55.8%	55.2%	54.3%
Disagree	7.8%	4.7%	4.7%	5.3%	4.1%	4.6%	5.5%
Strongly Disagree	0.5%	1.3%	0.6%	1.7%	1.4%	1.0%	1.2%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	20.8%	21.6%	20.2%	12.3%	19.6%	17.9%
Agree	22.5%	24.2%	19.9%	19.0%	19.6%	21.1%
Neutral	53.3%	49.5%	52.2%	59.9%	55.0%	54.3%
Disagree	3.3%	3.5%	6.7%	7.2%	4.8%	5.5%
Strongly Disagree	0.0%	1.1%	1.1%	1.6%	1.1%	1.2%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	20.0%	20.5%	20.7%	22.5%	13.3%	22.4%	25.0%	20.5%	16.3%	16.4%	15.2%	14.9%	12.2%	16.9%	18.6%	17.9%
Agree	26.7%	22.9%	26.9%	14.6%	17.7%	20.6%	11.4%	11.0%	17.3%	30.0%	26.1%	24.5%	24.3%	19.5%	22.9%	21.1%
Neutral	51.1%	49.4%	48.3%	59.6%	63.7%	54.2%	55.7%	64.4%	55.8%	47.3%	48.9%	53.2%	53.0%	55.6%	53.4%	54.3%
Disagree	1.1%	4.8%	2.8%	1.1%	4.4%	2.8%	5.7%	2.7%	9.6%	6.4%	8.7%	7.4%	8.7%	6.3%	5.1%	5.5%
Strongly Disagree	1.1%	2.4%	1.4%	2.2%	0.9%	0.0%	2.3%	1.4%	1.0%	0.0%	1.1%	0.0%	1.7%	1.6%	0.0%	1.2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Q16(u) Improving the overall quality of life Sensitivity Analysis

AGE	16 to 19	20 to 24	25 to 29	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 to 64	65 to 69	70 to 74	75 yo 79	80 to 84	85 & over	Unknown	Total
Strongly Agree	44.7%	50.0%	51.7%	56.9%	57.1%	59.2%	59.7%	63.4%	54.8%	62.3%	60.6%	56.3%	61.9%	51.6%	31.6%	61.4%	57.1%
Agree	27.3%	30.3%	32.6%	25.7%	28.0%	30.5%	27.9%	26.1%	31.6%	25.8%	28.9%	33.0%	21.9%	28.1%	31.6%	25.4%	28.1%
Neutral	28.0%	19.7%	14.6%	16.5%	14.3%	9.2%	11.6%	9.0%	12.3%	11.9%	9.9%	10.7%	16.2%	20.3%	36.8%	12.2%	14.2%
Disagree	0.0%	0.0%	0.0%	0.0%	0.5%	1.1%	0.0%	0.7%	1.3%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.5%	0.4%
Strongly Disagree	0.0%	0.0%	1.1%	0.9%	0.0%	0.0%	0.8%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.5%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

LANGUAGE	English	Other	Unknown	Total
Strongly Agree	58.2%	46.0%	59.5%	57.1%
Agree	27.9%	29.9%	27.9%	28.1%
Neutral	13.3%	23.2%	11.6%	14.2%
Disagree	0.3%	0.9%	0.5%	0.4%
Strongly Disagree	0.3%	0.0%	0.5%	0.3%
Total	100%	100%	100%	100%

FAMILY TYPE	Single - no kids	Couple - no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	Unknown	Total
Strongly Agree	55.1%	54.8%	57.7%	57.4%	52.1%	58.3%	60.2%	57.1%
Agree	29.0%	30.2%	27.7%	26.2%	27.1%	28.5%	25.4%	28.1%
Neutral	15.6%	13.3%	13.9%	15.6%	16.7%	12.9%	13.4%	14.2%
Disagree	0.2%	0.0%	0.5%	0.0%	4.2%	0.3%	0.5%	0.4%
Strongly Disagree	0.0%	0.8%	0.2%	0.8%	0.0%	0.0%	0.5%	0.3%
Total	100%	99%	100%	100%	100%	100%	100%	100%

EMPLOYMENT	Full-time	Part-time	Unemployed	Not in labour force	FT Student	Unknown	Total
Strongly Agree	57.3%	59.9%	50.0%	58.8%	45.6%	59.8%	57.1%
Agree	28.0%	29.3%	29.7%	27.7%	27.9%	26.3%	28.1%
Neutral	13.6%	10.6%	19.2%	13.0%	26.5%	12.9%	14.2%
Disagree	0.5%	0.0%	1.2%	0.4%	0.0%	0.5%	0.4%
Strongly Disagree	0.5%	0.3%	0.0%	0.1%	0.0%	0.5%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%

EDUCATION	Did not finish high school	High school	TAFE	University	Unknown	Total
Strongly Agree	53.3%	51.0%	54.8%	63.9%	59.3%	57.1%
Agree	26.7%	29.6%	30.6%	26.0%	26.5%	28.1%
Neutral	20.0%	18.9%	13.2%	9.6%	13.2%	14.2%
Disagree	0.0%	0.2%	1.1%	0.3%	0.5%	0.4%
Strongly Disagree	0.0%	0.3%	0.3%	0.1%	0.5%	0.3%
Total	100%	100%	100%	100%	100%	100%

INCOME	Negative or nil	\$1 - \$199	\$200 - \$299	\$300 - \$399	\$400 - \$499	\$500 - \$599	\$600 - \$699	\$700 - \$799	\$800 - \$999	\$1,000 - \$1,199	\$1,200 - \$1,499	\$1,500 - \$1,999	\$2,000 or more	Prefer not to answer	Unknown	Total
Strongly Agree	47.8%	47.0%	53.8%	62.9%	57.5%	64.5%	62.5%	58.9%	55.8%	63.6%	63.0%	54.3%	61.7%	54.4%	59.3%	57.1%
Agree	25.6%	33.7%	33.8%	23.6%	28.3%	20.6%	26.1%	24.7%	28.8%	23.6%	27.2%	35.1%	29.6%	28.5%	28.0%	28.1%
Neutral	25.6%	19.3%	12.4%	13.5%	12.4%	15.0%	11.4%	15.1%	13.5%	12.7%	8.7%	9.6%	7.0%	16.5%	12.7%	14.2%
Disagree	1.1%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	1.4%	1.0%	0.0%	1.1%	1.1%	0.9%	0.2%	0.0%	0.4%
Strongly Disagree	0.0%	0.0%	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%	0.9%	0.4%	0.0%	0.3%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Library User Survey - Statistical Summary

Q17: Contributions to Economic Wellbeing	Country	Metro-Inner	Metro-Outer	Standalone	Regional	Total
Able to access books, CDs and DVDs etc at nil or minimal cost.	18.8%	16.2%	12.5%	34.5%	13.0%	47.5%
Able to use PCs and access the Internet at nil or minimal cost.	5.4%	2.4%	2.8%	7.1%	3.5%	10.6%
Facilitated job search &/or ongoing career development.	1.6%	1.4%	1.4%	2.7%	1.7%	4.3%
Access to research & reference materials for educational or personal research.	1.9%	1.3%	0.8%	2.7%	1.3%	4.0%
Helped with children's education through access to materials and facilities.	1.1%	0.9%	1.0%	2.1%	0.8%	2.9%
Self education.	0.8%	0.7%	0.5%	1.3%	0.7%	1.9%
Saved money on home projects & hobbies.	0.6%	0.3%	0.2%	0.8%	0.3%	1.1%
Helped to develop better reading skills.	0.4%	0.3%	0.2%	0.6%	0.3%	0.8%
Photocopier access.	0.3%	0.0%	0.2%	0.1%	0.4%	0.5%
Access to government information & services.	0.3%	0.0%	0.1%	0.2%	0.2%	0.4%
Saves money on petrol by walking.	0.1%	0.2%	0.0%	0.3%	0.0%	0.3%
Ability to send & receive faxes.	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%
Q18: Contribution to Social & Cultural Wellbeing						
Meeting & interacting with others (including group study).	6.1%	4.7%	3.3%	10.4%	3.7%	14.1%
Improving one's general knowledge.	3.7%	2.6%	1.7%	5.9%	2.1%	8.0%
Gaining a better understanding of other countries, cultures and societies.	1.7%	1.9%	1.5%	4.1%	1.0%	5.1%
Satisfies a love of reading and reading as a primary leisure activity.	1.7%	1.9%	0.8%	3.0%	1.3%	4.3%
Broadened social & cultural horizons.	1.7%	1.6%	0.9%	2.7%	1.4%	4.1%
Source of information about community events & groups.	1.2%	1.9%	0.9%	2.9%	1.0%	3.9%
Enjoyment of library events and displays (live performances, artworks, exhibitions etc).	1.1%	1.4%	1.1%	2.7%	0.9%	3.6%
A good place to relax, unwind or hang out.	1.6%	1.2%	0.8%	2.3%	1.2%	3.5%
Helps to develop children's social skills through Storytime and contact with other children and adults.	1.0%	1.0%	0.8%	2.2%	0.6%	2.7%
Creates a feeling of being accepted, involved and respected.	0.9%	1.0%	0.8%	1.8%	0.8%	2.6%
Attending Storytime	1.0%	0.8%	0.6%	1.7%	0.7%	2.4%
Participation in programs (excl Storytime)	0.9%	0.8%	0.6%	1.7%	0.7%	2.3%
Improved quality of life	0.8%	0.3%	0.6%	1.3%	0.4%	1.7%
Access to foreign language materials	0.1%	0.9%	0.4%	1.3%	0.1%	1.4%
Membership of FOL/bookclub/genealogy/historical society etc.	0.4%	0.5%	0.5%	1.1%	0.3%	1.3%
Learning or developing English language skills	0.1%	0.4%	0.4%	0.8%	0.1%	0.9%
Talks by visiting authors	0.5%	0.2%	0.2%	0.5%	0.4%	0.8%
Lifelong learning	0.3%	0.3%	0.2%	0.5%	0.3%	0.8%
Access to meeting space	0.5%	0.1%	0.1%	0.4%	0.3%	0.7%
Staying in touch via e-mail & chat	0.6%	0.1%	0.0%	0.4%	0.3%	0.7%
U3A lectures	0.4%	0.0%	0.0%	0.1%	0.3%	0.4%
Able to serve as a volunteer	0.0%	0.1%	0.1%	0.2%	0.0%	0.2%
Q19: Contribution to Environmental Wellbeing						
Providing a safe, quiet & friendly environment.	3.7%	3.8%	1.9%	7.0%	2.4%	9.4%
Providing information to acquire a better understanding of environmental issues.	3.5%	2.2%	2.7%	6.0%	2.4%	8.3%
Multiple use of library materials is more resource friendly than individual ownership.	2.5%	2.1%	1.3%	3.7%	2.1%	5.8%
Creates a sense of community	0.5%	1.2%	0.3%	1.6%	0.3%	1.9%
Heating and air conditioning	1.1%	0.2%	0.6%	1.3%	0.6%	1.9%
Being able to walk to library	0.4%	0.9%	0.6%	1.4%	0.5%	1.9%
Library brings people together	0.1%	0.1%	0.1%	0.2%	0.0%	0.2%
Recycling bins for phones, ink etc.	0.1%	0.1%	0.0%	0.1%	0.1%	0.2%
Improved knowledge of ecosystems	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Just getting out of the house	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%

Library User Survey - Statistical Summary

Q20: Estimated alternate cost to library users of services used (\$ per annum).

Library Service	Separate estimate	\$0	\$1 to \$50	\$51 to \$100	\$101 to \$250	\$251 to \$500	\$501 to \$750	>\$750	No answer	Total	Total cost to users	Ave cost per user
Country	28	50	88	98	134	140	76	159	64	837	\$ 279,074	\$ 333
Metro-inner	24	61	83	82	117	107	54	110	25	663	\$ 206,930	\$ 312
Metro-outer	21	40	56	63	70	95	46	75	23	489	\$ 160,700	\$ 329
Total	73	151	227	243	321	342	176	344	112	1,989	\$ 646,704	\$ 325
Standalone	56	118	168	180	237	249	114	232	68	1,422	\$ 451,494	\$ 318
Regional	17	33	59	63	84	93	62	112	44	567	\$ 195,210	\$ 344
Total	73	151	227	243	321	342	176	344	112	1,989	\$ 646,704	\$ 325
Country	3.3%	6.0%	10.5%	11.7%	16.0%	16.7%	9.1%	19.0%	7.6%	100%		
Metro-inner	3.6%	9.2%	12.5%	12.4%	17.6%	16.1%	8.1%	16.6%	3.8%	100%		
Metro-outer	4.3%	8.2%	11.5%	12.9%	14.3%	19.4%	9.4%	15.3%	4.7%	100%		
Total	3.7%	7.6%	11.4%	12.2%	16.1%	17.2%	8.8%	17.3%	5.6%	100%		
Standalone	3.9%	8.3%	11.8%	12.7%	16.7%	17.5%	8.0%	16.3%	4.8%	100%		
Regional	3.0%	5.8%	10.4%	11.1%	14.8%	16.4%	10.9%	19.8%	7.8%	100%		
Total	3.7%	7.6%	11.4%	12.2%	16.1%	17.2%	8.8%	17.3%	5.6%	100%		

Library User Survey - Statistical Summary

Q20 Estimated alternate cost of services used

Sensitivity Analysis

AGE (years)	Separate estimate	\$0	\$1 to \$50	\$51 to \$100	\$101 to \$250	\$251 to \$500	\$501 to \$750	>\$750	No answer	Total	Total cost to users	Ave cost per user
16 to 19		36	41	22	23	15	9	9	6	161	\$ 25,600	\$ 159
20 to 24	2	9	7	13	16	8	2	6	3	66	\$ 14,054	\$ 213
25 to 29	1	8	19	9	15	14	8	12	3	89	\$ 24,250	\$ 272
30 to 34	3	3	24	18	11	19	12	17	2	109	\$ 34,500	\$ 317
35 to 39	3	8	20	27	36	36	17	27	8	182	\$ 59,640	\$ 328
40 to 44	9	9	16	20	29	32	13	45	1	174	\$ 68,380	\$ 393
45 to 49	5	5	14	18	19	24	13	29	2	129	\$ 53,950	\$ 418
50 to 54	5	6	10	17	20	22	12	36	6	134	\$ 53,155	\$ 397
55 to 59	8	8	8	19	27	33	18	26	8	155	\$ 54,615	\$ 352
60 to 64	8	7	12	23	23	31	19	29	7	159	\$ 56,520	\$ 355
65 to 69	7	16	15	13	16	26	10	24	15	142	\$ 45,725	\$ 322
70 to 74	6	11	10	11	17	16	10	23	8	112	\$ 37,670	\$ 336
75 yo 79	6	8	6	9	23	22	5	14	12	105	\$ 30,745	\$ 293
80 to 84	3	4	6	5	9	12	6	6	13	64	\$ 16,900	\$ 264
85 & over	1	5	3	2	3	1		3	1	19	\$ 4,175	\$ 220
Unknown	6	8	16	17	34	31	22	38	17	189	\$ 66,825	\$ 354
Total	73	151	227	243	321	342	176	344	112	1,989	\$ 646,704	\$ 325
16 to 19	0.0%	22.4%	25.5%	13.7%	14.3%	9.3%	5.6%	5.6%	3.7%	100%		
20 to 24	3.0%	13.6%	10.6%	19.7%	24.2%	12.1%	3.0%	9.1%	4.5%	100%		
25 to 29	1.1%	9.0%	21.3%	10.1%	16.9%	15.7%	9.0%	13.5%	3.4%	100%		
30 to 34	2.8%	2.8%	22.0%	16.5%	10.1%	17.4%	11.0%	15.6%	1.8%	100%		
35 to 39	1.6%	4.4%	11.0%	14.8%	19.8%	19.8%	9.3%	14.8%	4.4%	100%		
40 to 44	5.2%	5.2%	9.2%	11.5%	16.7%	18.4%	7.5%	25.9%	0.6%	100%		
45 to 49	3.9%	3.9%	10.9%	14.0%	14.7%	18.6%	10.1%	22.5%	1.6%	100%		
50 to 54	3.7%	4.5%	7.5%	12.7%	14.9%	16.4%	9.0%	26.9%	4.5%	100%		
55 to 59	5.2%	5.2%	5.2%	12.3%	17.4%	21.3%	11.6%	16.8%	5.2%	100%		
60 to 64	5.0%	4.4%	7.5%	14.5%	14.5%	19.5%	11.9%	18.2%	4.4%	100%		
65 to 69	4.9%	11.3%	10.6%	9.2%	11.3%	18.3%	7.0%	16.9%	10.6%	100%		
70 to 74	5.4%	9.8%	8.9%	9.8%	15.2%	14.3%	8.9%	20.5%	7.1%	100%		
75 yo 79	5.7%	7.6%	5.7%	8.6%	21.9%	21.0%	4.8%	13.3%	11.4%	100%		
80 to 84	4.7%	6.3%	9.4%	7.8%	14.1%	18.8%	9.4%	9.4%	20.3%	100%		
85 & over	5.3%	26.3%	15.8%	10.5%	15.8%	5.3%	0.0%	15.8%	5.3%	100%		
Unknown	3.2%	4.2%	8.5%	9.0%	18.0%	16.4%	11.6%	20.1%	9.0%	100%		
Total	3.7%	7.6%	11.4%	12.2%	16.1%	17.2%	8.8%	17.3%	5.6%	100%		

Library User Survey - Statistical Summary

Q20 Estimated alternate cost of services used
Sensitivity Analysis

LANGUAGE	Separate estimate	\$0	\$1 to \$50	\$51 to \$100	\$101 to \$250	\$251 to \$500	\$501 to \$750	>\$750	No answer	Total	Total cost to users	Ave cost per user
English	57	121	168	186	253	276	144	292	91	1,588	\$ 508,350	\$ 320
Other	9	20	45	37	33	35	10	18	4	211	\$ 73,579	\$ 349
Unknown	7	10	14	20	35	31	22	34	17	190	\$ 64,775	\$ 341
Total	73	151	227	243	321	342	176	344	112	1,989	\$ 646,704	\$ 325
English	3.6%	7.6%	10.6%	11.7%	15.9%	17.4%	9.1%	18.4%	5.7%	100%		
Other	4.3%	9.5%	21.3%	17.5%	15.6%	16.6%	4.7%	8.5%	1.9%	100%		
Unknown	3.7%	5.3%	7.4%	10.5%	18.4%	16.3%	11.6%	17.9%	8.9%	100%		
Total	3.7%	7.6%	11.4%	12.2%	16.1%	17.2%	8.8%	17.3%	5.6%	100%		

FAMILY TYPE	Separate estimate	\$0	\$1 to \$50	\$51 to \$100	\$101 to \$250	\$251 to \$500	\$501 to \$750	>\$750	No answer	Total	Total cost to users	Ave cost per user
Single - no kids	9	40	58	50	66	55	32	65	28	403	\$ 118,420	\$ 294
Couple - no kids	10	10	19	36	41	46	29	45	10	246	\$ 87,279	\$ 355
Couple with kids	26	52	84	89	103	119	57	112	18	660	\$ 218,910	\$ 332
Single mother family	1	11	22	14	21	19	8	25	1	122	\$ 39,150	\$ 321
Single father family	1	4	7	5	9	8	3	8	3	48	\$ 14,050	\$ 293
Grand-parent family	20	23	22	31	47	60	23	53	30	309	\$ 100,970	\$ 327
Unknown	6	11	15	18	34	35	24	36	22	201	\$ 67,925	\$ 338
Total	73	151	227	243	321	342	176	344	112	1,989	\$ 646,704	\$ 325
Single - no kids	2.2%	9.9%	14.4%	12.4%	16.4%	13.6%	7.9%	16.1%	6.9%	100%		
Couple - no kids	4.1%	4.1%	7.7%	14.6%	16.7%	18.7%	11.8%	18.3%	4.1%	100%		
Couple with kids	3.9%	7.9%	12.7%	13.5%	15.6%	18.0%	8.6%	17.0%	2.7%	100%		
Single mother family	0.8%	9.0%	18.0%	11.5%	17.2%	15.6%	6.6%	20.5%	0.8%	100%		
Single father family	2.1%	8.3%	14.6%	10.4%	18.8%	16.7%	6.3%	16.7%	6.3%	100%		
Grand-parent family	6.5%	7.4%	7.1%	10.0%	15.2%	19.4%	7.4%	17.2%	9.7%	100%		
Unknown	3.0%	5.5%	7.5%	9.0%	16.9%	17.4%	11.9%	17.9%	10.9%	100%		
Total	3.7%	7.6%	11.4%	12.2%	16.1%	17.2%	8.8%	17.3%	5.6%	100%		

Library User Survey - Statistical Summary

**Q20 Estimated alternate cost of services used
Sensitivity Analysis**

EMPLOYMENT	Separate estimate	\$0	\$1 to \$50	\$51 to \$100	\$101 to \$250	\$251 to \$500	\$501 to \$750	>\$750	No answer	Total	Total cost to users	Ave cost per user
Full-time	21	16	43	59	59	73	40	77	8	396	\$ 142,789	\$ 361
Part-time	8	24	41	42	61	68	41	74	20	379	\$ 137,265	\$ 362
Unemployed	3	14	43	26	27	21	9	23	6	172	\$ 41,200	\$ 240
Not in labour force	33	58	55	80	118	120	60	124	53	701	\$ 231,200	\$ 330
FT Student		29	31	18	21	26	4	12	6	147	\$ 28,250	\$ 192
Unknown	8	10	14	18	35	34	22	34	19	194	\$ 66,000	\$ 340
Total	73	151	227	243	321	342	176	344	112	1,989	\$ 646,704	\$ 325
Full-time	5.3%	4.0%	10.9%	14.9%	14.9%	18.4%	10.1%	19.4%	2.0%	100%		
Part-time	2.1%	6.3%	10.8%	11.1%	16.1%	17.9%	10.8%	19.5%	5.3%	100%		
Unemployed	1.7%	8.1%	25.0%	15.1%	15.7%	12.2%	5.2%	13.4%	3.5%	100%		
Not in labour force	4.7%	8.3%	7.8%	11.4%	16.8%	17.1%	8.6%	17.7%	7.6%	100%		
FT Student		19.7%	21.1%	12.2%	14.3%	17.7%	2.7%	8.2%	4.1%	100%		
Unknown	4.1%	5.2%	7.2%	9.3%	18.0%	17.5%	11.3%	17.5%	9.8%	100%		
Total	3.7%	7.6%	11.4%	12.2%	16.1%	17.2%	8.8%	17.3%	5.6%	100%		

EDUCATION	Separate estimate	\$0	\$1 to \$50	\$51 to \$100	\$101 to \$250	\$251 to \$500	\$501 to \$750	>\$750	No answer	Total	Total cost to users	Ave cost per user
Did not finish high school	3	12	19	14	19	14	7	21	11	120	\$ 34,425	\$ 287
High school	16	75	88	80	96	100	46	86	37	624	\$ 171,270	\$ 274
TAFE	12	17	35	57	54	70	41	65	21	372	\$ 127,880	\$ 344
University	35	37	70	75	117	127	60	138	25	684	\$ 249,404	\$ 365
Unknown	7	10	15	17	35	31	22	34	18	189	\$ 63,725	\$ 337
Total	73	151	227	243	321	342	176	344	112	1,989	\$ 646,704	\$ 325
Did not finish high school	2.5%	10.0%	15.8%	11.7%	15.8%	11.7%	5.8%	17.5%	9.2%	100%		
High school	2.6%	12.0%	14.1%	12.8%	15.4%	16.0%	7.4%	13.8%	5.9%	100%		
TAFE	3.2%	4.6%	9.4%	15.3%	14.5%	18.8%	11.0%	17.5%	5.6%	100%		
University	5.1%	5.4%	10.2%	11.0%	17.1%	18.6%	8.8%	20.2%	3.7%	100%		
Unknown	3.7%	5.3%	7.9%	9.0%	18.5%	16.4%	11.6%	18.0%	9.5%	100%		
Total	3.7%	7.6%	11.4%	12.2%	16.1%	17.2%	8.8%	17.3%	5.6%	100%		

Library User Survey - Statistical Summary

Q20 Estimated alternate cost of services used
Sensitivity Analysis

INCOME (Weekly household before tax)	Separate estimate	\$0	\$1 to \$50	\$51 to \$100	\$101 to \$250	\$251 to \$500	\$501 to \$750	>\$750	No answer	Total	Total cost to users	Ave cost per user
Negative or nil	1	15	18	7	12	19	5	10	3	90	\$ 21,845	\$ 243
\$1 - \$199	2	12	20	11	13	8	4	11	2	83	\$ 19,630	\$ 237
\$200 - \$299	6	10	21	15	21	22	8	27	15	145	\$ 42,815	\$ 295
\$300 - \$399	2	10	8	11	17	13	10	12	6	89	\$ 26,150	\$ 294
\$400 - \$499	3	7	12	20	21	22	10	13	5	113	\$ 32,075	\$ 284
\$500 - \$599	5	5	10	13	18	24	11	15	6	107	\$ 35,110	\$ 328
\$600 - \$699	2	2	12	13	11	20	6	18	4	88	\$ 30,075	\$ 342
\$700 - \$799	5	1	5	7	15	11	12	11	6	73	\$ 28,100	\$ 385
\$800 - \$999	9	5	11	9	18	20	6	23	3	104	\$ 41,404	\$ 398
\$1,000 - \$1,199	5	4	14	20	19	14	11	22	1	110	\$ 41,225	\$ 375
\$1,200 - \$1,499	2	3	5	10	21	23	8	20		92	\$ 36,975	\$ 402
\$1,500 - \$1,999	4	3	7	15	18	23	10	11	3	94	\$ 31,825	\$ 339
\$2,000 or more	5	9	10	14	19	16	13	27	2	115	\$ 43,300	\$ 377
Prefer not to answer	16	60	66	66	74	89	48	102	47	568	\$ 175,150	\$ 308
Unknown	6	5	8	12	24	18	14	22	9	118	\$ 41,025	\$ 348
Total	73	151	227	243	321	342	176	344	112	1,989	\$ 646,704	\$ 325
Negative or nil	1.1%	16.7%	20.0%	7.8%	13.3%	21.1%	5.6%	11.1%	3.3%	100%		
\$1 - \$199	2.4%	14.5%	24.1%	13.3%	15.7%	9.6%	4.8%	13.3%	2.4%	100%		
\$200 - \$299	4.1%	6.9%	14.5%	10.3%	14.5%	15.2%	5.5%	18.6%	10.3%	100%		
\$300 - \$399	2.2%	11.2%	9.0%	12.4%	19.1%	14.6%	11.2%	13.5%	6.7%	100%		
\$400 - \$499	2.7%	6.2%	10.6%	17.7%	18.6%	19.5%	8.8%	11.5%	4.4%	100%		
\$500 - \$599	4.7%	4.7%	9.3%	12.1%	16.8%	22.4%	10.3%	14.0%	5.6%	100%		
\$600 - \$699	2.3%	2.3%	13.6%	14.8%	12.5%	22.7%	6.8%	20.5%	4.5%	100%		
\$700 - \$799	6.8%	1.4%	6.8%	9.6%	20.5%	15.1%	16.4%	15.1%	8.2%	100%		
\$800 - \$999	8.7%	4.8%	10.6%	8.7%	17.3%	19.2%	5.8%	22.1%	2.9%	100%		
\$1,000 - \$1,199	4.5%	3.6%	12.7%	18.2%	17.3%	12.7%	10.0%	20.0%	0.9%	100%		
\$1,200 - \$1,499	2.2%	3.3%	5.4%	10.9%	22.8%	25.0%	8.7%	21.7%	0.0%	100%		
\$1,500 - \$1,999	4.3%	3.2%	7.4%	16.0%	19.1%	24.5%	10.6%	11.7%	3.2%	100%		
\$2,000 or more	4.3%	7.8%	8.7%	12.2%	16.5%	13.9%	11.3%	23.5%	1.7%	100%		
Prefer not to answer	2.8%	10.6%	11.6%	11.6%	13.0%	15.7%	8.5%	18.0%	8.3%	100%		
Unknown	5.1%	4.2%	6.8%	10.2%	20.3%	15.3%	11.9%	18.6%	7.6%	100%		
Total	3.7%	7.6%	11.4%	12.2%	16.1%	17.2%	8.8%	17.3%	5.6%	100%		

Library User Survey - Statistical Summary

Q21: Willingness to pay (\$ per annum)

Library Service	Separate estimate	\$0	\$1 to \$25	\$26 to \$50	\$51 to \$100	\$101 to \$250	\$251 to \$500	>\$500	No answer	Total	Total WTP	Ave WTP per user
Country	34	151	238	174	114	39	20	17	50	837	\$ 45,507	\$ 54.37
Metro-inner	15	119	184	140	92	48	20	13	32	663	\$ 39,722	\$ 59.91
Metro-outer	13	107	135	86	61	30	14	13	30	489	\$ 30,504	\$ 62.38
Total	62	377	557	400	267	117	54	43	112	1,989	\$ 115,733	\$ 58.19
Standalone	48	265	405	290	185	92	39	30	68	1,422	\$ 83,222	\$ 58.52
Regional	14	112	152	110	82	25	15	13	44	567	\$ 32,511	\$ 57.34
Total	62	377	557	400	267	117	54	43	112	1,989	\$ 115,733	\$ 58.19
Country	4.1%	18.0%	28.4%	20.8%	13.6%	4.7%	2.4%	2.0%	6.0%	100%		
Metro-inner	2.3%	17.9%	27.8%	21.1%	13.9%	7.2%	3.0%	2.0%	4.8%	100%		
Metro-outer	2.7%	21.9%	27.6%	17.6%	12.5%	6.1%	2.9%	2.7%	6.1%	100%		
Total	3.1%	19.0%	28.0%	20.1%	13.4%	5.9%	2.7%	2.2%	5.6%	100%		
Standalone	3.4%	18.6%	28.5%	20.4%	13.0%	6.5%	2.7%	2.1%	4.8%	100%		
Regional	2.5%	19.8%	26.8%	19.4%	14.5%	4.4%	2.6%	2.3%	7.8%	100%		
Total	3.1%	19.0%	28.0%	20.1%	13.4%	5.9%	2.7%	2.2%	5.6%	100%		

It should be noted that the total WTP of \$115,733 and the average WTP per user of \$58.19 is slightly below the corresponding values of \$115,768 and \$58.20 shown in the following sensitivity analyses. The minor differences are a function of rounding at this higher level of consolidation and for the purposes of reporting and calculation of economic value, an average WTP of \$58.20 has been used throughout the report.

Library User Survey - Statistical Summary

**Q21: Estimated Willingness to Pay
Sensitivity Analysis**

AGE (years)	Separate estimate	\$0	\$1 to \$25	\$26 to \$50	\$51 to \$100	\$101 to \$250	\$251 to \$500	>\$500	No answer	Total	Total WTP	Ave WTP per user
16 to 19	3	46	58	27	12	5		4	6	161	\$ 6,174	\$ 38.35
20 to 24		12	18	16	7	8	2	1	2	66	\$ 4,167	\$ 63.14
25 to 29	2	16	33	21	8	4		2	3	89	\$ 3,847	\$ 43.22
30 to 34	2	21	35	24	13	3	4	3	4	109	\$ 6,387	\$ 58.60
35 to 39	1	28	60	39	27	10	4	1	12	182	\$ 8,192	\$ 45.01
40 to 44	7	34	48	27	33	9	5	5	6	174	\$ 11,165	\$ 64.17
45 to 49		26	35	24	24	10	2	3	5	129	\$ 7,617	\$ 59.05
50 to 54	4	26	30	27	15	12	6	7	7	134	\$ 11,576	\$ 86.39
55 to 59	6	31	43	24	24	7	7	2	11	155	\$ 8,741	\$ 56.39
60 to 64	9	28	39	37	25	9	4	2	6	159	\$ 10,183	\$ 64.04
65 to 69	5	33	37	23	19	9	3	5	8	142	\$ 9,230	\$ 65.00
70 to 74	5	23	30	26	11	5	3	2	7	112	\$ 5,708	\$ 50.96
75 yo 79	7	14	19	26	17	10	3		9	105	\$ 5,848	\$ 55.70
80 to 84	5	6	16	14	7	4	5	1	6	64	\$ 4,730	\$ 73.91
85 & over	1	2	6	4	1	3	1		1	19	\$ 1,255	\$ 66.05
Unknown	5	31	50	41	24	9	5	5	19	189	\$ 10,948	\$ 57.93
Total	62	377	557	400	267	117	54	43	112	1,989	\$ 115,768	\$ 58.20
16 to 19	1.9%	28.6%	36.0%	16.8%	7.5%	3.1%	0.0%	2.5%	3.7%	100%		
20 to 24	0.0%	18.2%	27.3%	24.2%	10.6%	12.1%	3.0%	1.5%	3.0%	100%		
25 to 29	2.2%	18.0%	37.1%	23.6%	9.0%	4.5%	0.0%	2.2%	3.4%	100%		
30 to 34	1.8%	19.3%	32.1%	22.0%	11.9%	2.8%	3.7%	2.8%	3.7%	100%		
35 to 39	0.5%	15.4%	33.0%	21.4%	14.8%	5.5%	2.2%	0.5%	6.6%	100%		
40 to 44	4.0%	19.5%	27.6%	15.5%	19.0%	5.2%	2.9%	2.9%	3.4%	100%		
45 to 49	0.0%	20.2%	27.1%	18.6%	18.6%	7.8%	1.6%	2.3%	3.9%	100%		
50 to 54	3.0%	19.4%	22.4%	20.1%	11.2%	9.0%	4.5%	5.2%	5.2%	100%		
55 to 59	3.9%	20.0%	27.7%	15.5%	15.5%	4.5%	4.5%	1.3%	7.1%	100%		
60 to 64	5.7%	17.6%	24.5%	23.3%	15.7%	5.7%	2.5%	1.3%	3.8%	100%		
65 to 69	3.5%	23.2%	26.1%	16.2%	13.4%	6.3%	2.1%	3.5%	5.6%	100%		
70 to 74	4.5%	20.5%	26.8%	23.2%	9.8%	4.5%	2.7%	1.8%	6.3%	100%		
75 yo 79	6.7%	13.3%	18.1%	24.8%	16.2%	9.5%	2.9%	0.0%	8.6%	100%		
80 to 84	7.8%	9.4%	25.0%	21.9%	10.9%	6.3%	7.8%	1.6%	9.4%	100%		
85 & over	5.3%	10.5%	31.6%	21.1%	5.3%	15.8%	5.3%	0.0%	5.3%	100%		
Unknown	2.6%	16.4%	26.5%	21.7%	12.7%	4.8%	2.6%	2.6%	10.1%	100%		
Total	3.1%	19.0%	28.0%	20.1%	13.4%	5.9%	2.7%	2.2%	5.6%	100%		

Library User Survey - Statistical Summary

Q21: Estimated Willingness to Pay
Sensitivity Analysis

LANGUAGE	Separate estimate	\$0	\$1 to \$25	\$26 to \$50	\$51 to \$100	\$101 to \$250	\$251 to \$500	>\$500	No answer	Total	Total WTP	Ave WTP per user
English	54	305	436	315	220	98	42	31	87	1,588	\$ 91,505	\$ 57.62
Other	3	39	72	41	25	11	7	7	6	211	\$ 13,539	\$ 64.17
Unknown	5	33	49	44	22	8	5	5	19	190	\$ 10,724	\$ 56.44
Total	62	377	557	400	267	117	54	43	112	1,989	\$ 115,768	\$ 58.20
English	3.4%	19.2%	27.5%	19.8%	13.9%	6.2%	2.6%	2.0%	5.5%	100%		
Other	1.4%	18.5%	34.1%	19.4%	11.8%	5.2%	3.3%	3.3%	2.8%	100%		
Unknown	2.6%	17.4%	25.8%	23.2%	11.6%	4.2%	2.6%	2.6%	10.0%	100%		
Total	3.1%	19.0%	28.0%	20.1%	13.4%	5.9%	2.7%	2.2%	5.6%	100%		

FAMILY TYPE	Separate estimate	\$0	\$1 to \$25	\$26 to \$50	\$51 to \$100	\$101 to \$250	\$251 to \$500	>\$500	No answer	Total	Total WTP	Ave WTP per user
Single - no kids	11	87	95	88	50	24	6	15	27	403	\$ 24,868	\$ 61.71
Couple - no kids	5	51	66	48	31	19	7	6	13	246	\$ 16,017	\$ 65.11
Couple with kids	16	124	214	118	98	42	13	8	27	660	\$ 33,451	\$ 50.68
Single mother family	2	26	41	25	18	1	6	1	2	122	\$ 5,973	\$ 48.96
Single father family	1	11	13	9	7	2		2	3	48	\$ 2,761	\$ 57.52
Grand-parent family	21	44	81	66	40	19	16	5	17	309	\$ 20,422	\$ 66.09
Unknown	6	34	47	46	23	10	6	6	23	201	\$ 12,276	\$ 61.07
Total	62	377	557	400	267	117	54	43	112	1,989	\$ 115,768	\$ 58.20
Single - no kids	2.7%	21.6%	23.6%	21.8%	12.4%	6.0%	1.5%	3.7%	6.7%	100%		
Couple - no kids	2.0%	20.7%	26.8%	19.5%	12.6%	7.7%	2.8%	2.4%	5.3%	100%		
Couple with kids	2.4%	18.8%	32.4%	17.9%	14.8%	6.4%	2.0%	1.2%	4.1%	100%		
Single mother family	1.6%	21.3%	33.6%	20.5%	14.8%	0.8%	4.9%	0.8%	1.6%	100%		
Single father family	2.1%	22.9%	27.1%	18.8%	14.6%	4.2%	0.0%	4.2%	6.3%	100%		
Grand-parent family	6.8%	14.2%	26.2%	21.4%	12.9%	6.1%	5.2%	1.6%	5.5%	100%		
Unknown	3.0%	16.9%	23.4%	22.9%	11.4%	5.0%	3.0%	3.0%	11.4%	100%		
Total	3.1%	19.0%	28.0%	20.1%	13.4%	5.9%	2.7%	2.2%	5.6%	100%		

Library User Survey - Statistical Summary

Q21: Estimated Willingness to Pay
Sensitivity Analysis

EMPLOYMENT	Separate estimate	\$0	\$1 to \$25	\$26 to \$50	\$51 to \$100	\$101 to \$250	\$251 to \$500	>\$500	No answer	Total	Total WTP	Ave WTP per user
Full-time	10	67	102	95	65	25	10	13	9	396	\$ 27,456	\$ 69.33
Part-time	7	71	114	69	51	28	9	9	21	379	\$ 22,239	\$ 58.68
Unemployed	2	35	71	31	11	5	2	5	10	172	\$ 7,821	\$ 45.47
Not in labour force	34	134	174	137	102	41	26	10	43	701	\$ 41,386	\$ 59.04
FT Student	3	37	50	24	14	10	2		7	147	\$ 5,131	\$ 34.90
Unknown	6	33	46	44	24	8	5	6	22	194	\$ 11,735	\$ 60.49
Total	62	377	557	400	267	117	54	43	112	1,989	\$ 115,768	\$ 58.20
Full-time	2.5%	16.9%	25.8%	24.0%	16.4%	6.3%	2.5%	3.3%	2.3%	100%		
Part-time	1.8%	18.7%	30.1%	18.2%	13.5%	7.4%	2.4%	2.4%	5.5%	100%		
Unemployed	1.2%	20.3%	41.3%	18.0%	6.4%	2.9%	1.2%	2.9%	5.8%	100%		
Not in labour force	4.9%	19.1%	24.8%	19.5%	14.6%	5.8%	3.7%	1.4%	6.1%	100%		
FT Student	2.0%	25.2%	34.0%	16.3%	9.5%	6.8%	1.4%	0.0%	4.8%	100%		
Unknown	3.1%	17.0%	23.7%	22.7%	12.4%	4.1%	2.6%	3.1%	11.3%	100%		
Total	3.1%	19.0%	28.0%	20.1%	13.4%	5.9%	2.7%	2.2%	5.6%	100%		

EDUCATION	Separate estimate	\$0	\$1 to \$25	\$26 to \$50	\$51 to \$100	\$101 to \$250	\$251 to \$500	>\$500	No answer	Total	Total WTP	Ave WTP per user
Did not finish high school	3	21	37	22	10	12	1	2	12	120	\$ 6,044	\$ 50.37
High school	17	137	188	116	78	38	12	7	31	624	\$ 30,131	\$ 48.29
TAFE	14	64	116	73	50	16	8	8	23	372	\$ 19,867	\$ 53.41
University	23	124	167	148	105	43	28	20	26	684	\$ 48,316	\$ 70.64
Unknown	5	31	49	41	24	8	5	6	20	189	\$ 11,410	\$ 60.37
Total	62	377	557	400	267	117	54	43	112	1,989	\$ 115,768	\$ 58.20
Did not finish high school	2.5%	17.5%	30.8%	18.3%	8.3%	10.0%	0.8%	1.7%	10.0%	100%		
High school	2.7%	22.0%	30.1%	18.6%	12.5%	6.1%	1.9%	1.1%	5.0%	100%		
TAFE	3.8%	17.2%	31.2%	19.6%	13.4%	4.3%	2.2%	2.2%	6.2%	100%		
University	3.4%	18.1%	24.4%	21.6%	15.4%	6.3%	4.1%	2.9%	3.8%	100%		
Unknown	2.6%	16.4%	25.9%	21.7%	12.7%	4.2%	2.6%	3.2%	10.6%	100%		
Total	3.1%	19.0%	28.0%	20.1%	13.4%	5.9%	2.7%	2.2%	5.6%	100%		

Library User Survey - Statistical Summary

Q21: Estimated Willingness to Pay
Sensitivity Analysis

INCOME	Separate estimate	\$0	\$1 to \$25	\$26 to \$50	\$51 to \$100	\$101 to \$250	\$251 to \$500	>\$500	No answer	Total	Total WTP	Ave WTP per user
Negative or nil	1	26	32	14	5	3	3	1	5	90	\$ 4,623	\$ 51.37
\$1 - \$199	2	23	31	11	5	4	5		2	83	\$ 3,806	\$ 45.86
\$200 - \$299	6	27	47	30	15	7	1	1	11	145	\$ 5,377	\$ 37.08
\$300 - \$399	3	17	29	14	15	4	1	1	5	89	\$ 3,844	\$ 43.19
\$400 - \$499	2	26	34	25	12	7	2	2	3	113	\$ 5,582	\$ 49.40
\$500 - \$599	7	15	32	26	12	2	5	3	5	107	\$ 6,861	\$ 64.12
\$600 - \$699	3	10	26	23	17	2	4	1	2	88	\$ 5,112	\$ 58.09
\$700 - \$799	3	14	18	13	8	7	3	1	6	73	\$ 4,488	\$ 61.48
\$800 - \$999	5	18	23	21	19	11	2	3	2	104	\$ 7,402	\$ 71.17
\$1,000 - \$1,199	5	12	32	27	19	8	3	1	3	110	\$ 6,722	\$ 61.11
\$1,200 - \$1,499	1	12	23	21	19	8	3	2	3	92	\$ 6,357	\$ 69.10
\$1,500 - \$1,999	3	13	26	17	18	10	4	1	2	94	\$ 6,434	\$ 68.45
\$2,000 or more	2	13	21	25	27	15	5	6	1	115	\$ 11,668	\$ 101.46
Prefer not to answer	15	134	150	103	66	23	9	15	53	568	\$ 29,183	\$ 51.38
Unknown	4	17	33	30	10	6	4	5	9	118	\$ 8,309	\$ 70.42
Total	62	377	557	400	267	117	54	43	112	1,989	\$ 115,768	\$ 58.20
Negative or nil	1.1%	28.9%	35.6%	15.6%	5.6%	3.3%	3.3%	1.1%	5.6%	100%		
\$1 - \$199	2.4%	27.7%	37.3%	13.3%	6.0%	4.8%	6.0%	0.0%	2.4%	100%		
\$200 - \$299	4.1%	18.6%	32.4%	20.7%	10.3%	4.8%	0.7%	0.7%	7.6%	100%		
\$300 - \$399	3.4%	19.1%	32.6%	15.7%	16.9%	4.5%	1.1%	1.1%	5.6%	100%		
\$400 - \$499	1.8%	23.0%	30.1%	22.1%	10.6%	6.2%	1.8%	1.8%	2.7%	100%		
\$500 - \$599	6.5%	14.0%	29.9%	24.3%	11.2%	1.9%	4.7%	2.8%	4.7%	100%		
\$600 - \$699	3.4%	11.4%	29.5%	26.1%	19.3%	2.3%	4.5%	1.1%	2.3%	100%		
\$700 - \$799	4.1%	19.2%	24.7%	17.8%	11.0%	9.6%	4.1%	1.4%	8.2%	100%		
\$800 - \$999	4.8%	17.3%	22.1%	20.2%	18.3%	10.6%	1.9%	2.9%	1.9%	100%		
\$1,000 - \$1,199	4.5%	10.9%	29.1%	24.5%	17.3%	7.3%	2.7%	0.9%	2.7%	100%		
\$1,200 - \$1,499	1.1%	13.0%	25.0%	22.8%	20.7%	8.7%	3.3%	2.2%	3.3%	100%		
\$1,500 - \$1,999	3.2%	13.8%	27.7%	18.1%	19.1%	10.6%	4.3%	1.1%	2.1%	100%		
\$2,000 or more	1.7%	11.3%	18.3%	21.7%	23.5%	13.0%	4.3%	5.2%	0.9%	100%		
Prefer not to answer	2.6%	23.6%	26.4%	18.1%	11.6%	4.0%	1.6%	2.6%	9.3%	100%		
Unknown	3.4%	14.4%	28.0%	25.4%	8.5%	5.1%	3.4%	4.2%	7.6%	100%		
Total	3.1%	19.0%	28.0%	20.1%	13.4%	5.9%	2.7%	2.2%	5.6%	100%		

Library User Survey - Statistical Summary

Interviewees' Characteristics

Q22: How participants described the way they responded to economic value questions.

Library Service	Ongoing regular user	Infrequent user but WTP	Non-user but wtp	Not willing to pay	No answer	Total
Country	581	143	8	71	34	837
Metro-inner	449	120	7	72	15	663
Metro-outer	305	99	5	64	16	489
Total	1,335	362	20	207	65	1,989
Standalone	941	277	14	156	34	1,422
Regional	394	85	6	51	31	567
Total	1,335	362	20	207	65	1,989
Country	69.4%	17.1%	1.0%	8.5%	4.1%	100%
Metro-inner	67.7%	18.1%	1.1%	10.9%	2.3%	100%
Metro-outer	62.4%	20.2%	1.0%	13.1%	3.3%	100%
Total	67.1%	18.2%	1.0%	10.4%	3.3%	100%
Standalone	66.2%	19.5%	1.0%	11.0%	2.4%	100%
Regional	69.5%	15.0%	1.1%	9.0%	5.5%	100%
Total	67.1%	18.2%	1.0%	10.4%	3.3%	100%

Q24: Participants by gender

Library Service	Female	Male	No answer	Total
Country	495	268	74	837
Metro-inner	373	224	66	663
Metro-outer	271	171	47	489
Total	1,139	663	187	1,989
Standalone	814	470	138	1,422
Regional	325	193	49	567
Total	1,139	663	187	1,989
Country	59.1%	32.0%	8.8%	100%
Metro-inner	56.3%	33.8%	10.0%	100%
Metro-outer	55.4%	35.0%	9.6%	100%
Total	57.3%	33.3%	9.4%	100%
Standalone	57.2%	33.1%	9.7%	100%
Regional	57.3%	34.0%	8.6%	100%
Total	57.3%	33.3%	9.4%	100%

Q25: Participants by library membership status.

Library Service	Member	Non-member	No answer	Total
Country	723	34	80	837
Metro-inner	570	33	60	663
Metro-outer	402	36	51	489
Total	1,695	103	191	1,989
Standalone	1,208	75	139	1,422
Regional	487	28	52	567
Total	1,695	103	191	1,989
Country	86.4%	4.1%	9.6%	100%
Metro-inner	86.0%	5.0%	9.0%	100%
Metro-outer	82.2%	7.4%	10.4%	100%
Total	85.2%	5.2%	9.6%	100%
Standalone	85.0%	5.3%	9.8%	100%
Regional	85.9%	4.9%	9.2%	100%
Total	85.2%	5.2%	9.6%	100%

Library User Survey - Statistical Summary

Interviewees' Characteristics

Q26: Participants by age group.

Age group (years)	Country		Metro-inner		Metro-outer		Standalone		Regional		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
16 to 19	49	5.9%	61	9.2%	51	10.4%	127	8.9%	34	6.0%	161	8.1%
20 to 24	22	2.6%	24	3.6%	20	4.1%	48	3.4%	18	3.2%	66	3.3%
25 to 29	39	4.7%	26	3.9%	24	4.9%	53	3.7%	36	6.3%	89	4.5%
30 to 34	36	4.3%	35	5.3%	38	7.8%	81	5.7%	28	4.9%	109	5.5%
35 to 39	64	7.6%	65	9.8%	53	10.8%	131	9.2%	51	9.0%	182	9.2%
40 to 44	73	8.7%	57	8.6%	44	9.0%	119	8.4%	55	9.7%	174	8.7%
45 to 49	34	4.1%	59	8.9%	36	7.4%	106	7.5%	23	4.1%	129	6.5%
50 to 54	62	7.4%	42	6.3%	30	6.1%	87	6.1%	47	8.3%	134	6.7%
55 to 59	76	9.1%	54	8.1%	25	5.1%	109	7.7%	46	8.1%	155	7.8%
60 to 64	83	9.9%	43	6.5%	33	6.7%	111	7.8%	48	8.5%	159	8.0%
65 to 69	70	8.4%	36	5.4%	36	7.4%	87	6.1%	55	9.7%	142	7.1%
70 to 74	59	7.0%	35	5.3%	18	3.7%	82	5.8%	30	5.3%	112	5.6%
75 to 79	56	6.7%	33	5.0%	16	3.3%	80	5.6%	25	4.4%	105	5.3%
80 to 84	33	3.9%	21	3.2%	10	2.0%	50	3.5%	14	2.5%	64	3.2%
over 84	7	0.8%	8	1.2%	4	0.8%	14	1.0%	5	0.9%	19	1.0%
No answer	74	8.8%	64	9.7%	51	10.4%	137	9.6%	52	9.2%	189	9.5%
Total	837	100%	663	100%	489	100%	1,422	100%	567	100%	1,989	100%

Library User Survey - Statistical Summary

Interviewees' Characteristics

Q27: Participants by country of birth (summary & ranked table).

Country	Country		Metro-inner		Metro-outer		Standalone		Regional		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
Australia	636	76.0%	312	47.1%	324	66.3%	828	58.2%	444	78.3%	1,272	64.0%
UK	53	6.3%	44	6.6%	25	5.1%	102	7.2%	20	3.5%	122	6.1%
China	2	0.2%	35	5.3%	5	1.0%	40	2.8%	2	0.4%	42	2.1%
NZ	9	1.1%	17	2.6%	13	2.7%	34	2.4%	5	0.9%	39	2.0%
India	3	0.4%	10	1.5%	5	1.0%	15	1.1%	3	0.5%	18	0.9%
Philippines	4	0.5%	6	0.9%	7	1.4%	13	0.9%	4	0.7%	17	0.9%
South Africa	2	0.2%	11	1.7%	3	0.6%	14	1.0%	2	0.4%	16	0.8%
USA	3	0.4%	11	1.7%	2	0.4%	15	1.1%	1	0.2%	16	0.8%
Vietnam	1	0.1%	9	1.4%	5	1.0%	15	1.1%			15	0.8%
Ireland	3	0.4%	6	0.9%	3	0.6%	10	0.7%	2	0.4%	12	0.6%
Hong Kong			11	1.7%			11	0.8%			11	0.6%
Korea			10	1.5%			10	0.7%			10	0.5%
Malaysia	1	0.1%	8	1.2%	1	0.2%	10	0.7%			10	0.5%
Germany	6	0.7%	2	0.3%	1	0.2%	6	0.4%	3	0.5%	9	0.5%
Japan			9	1.4%			9	0.6%			9	0.5%
Italy	1	0.1%	6	0.9%	1	0.2%	7	0.5%	1	0.2%	8	0.4%
Netherlands			4	0.6%	4	0.8%	8	0.6%			8	0.4%
Canada	2	0.2%	5	0.8%			5	0.4%	2	0.4%	7	0.4%
Fiji	3	0.4%	3	0.5%	1	0.2%	5	0.4%	2	0.4%	7	0.4%
Lebanon			6	0.9%			6	0.4%			6	0.3%
Pakistan			6	0.9%			6	0.4%			6	0.3%
Bangladesh	1	0.1%	3	0.5%			3	0.2%	1	0.2%	4	0.2%
Chile			2	0.3%	2	0.4%	4	0.3%			4	0.2%
France			4	0.6%			4	0.3%			4	0.2%
Indonesia	1	0.1%	1	0.2%	2	0.4%	4	0.3%			4	0.2%
Iraq			1	0.2%	3	0.6%	4	0.3%			4	0.2%
Ukraine	1	0.1%	3	0.5%			4	0.3%			4	0.2%
Uruguay			2	0.3%	2	0.4%	4	0.3%			4	0.2%
Brazil			3	0.5%			3	0.2%			3	0.2%
Croatia					3	0.6%	2	0.1%	1	0.2%	3	0.2%
Czechoslovakia	2	0.2%	1	0.2%			2	0.1%	1	0.2%	3	0.2%
Hungary			3	0.5%			3	0.2%			3	0.2%
Russia			3	0.5%			3	0.2%			3	0.2%
Sri Lanka			2	0.3%	1	0.2%	3	0.2%			3	0.2%
Other	9	1.1%	27	4.1%	15	3.1%	44	3.1%	7	1.2%	51	2.6%
(Not advised)	94	11.2%	77	11.6%	61	12.5%	166	11.7%	66	11.6%	232	11.7%
Grand Total	837	100%	663	100%	489	100%	1,422	100%	567	100%	1,989	100%

Library User Survey - Statistical Summary

Interviewees' Characteristics

Q28: Participants by Aboriginal or Torres Strait origin.

Library Service	Yes	No	No answer	Total
Country	6	747	84	837
Metro-inner	2	590	71	663
Metro-outer	10	424	55	489
Total	18	1,761	210	1,989
Standalone	15	1,252	155	1,422
Regional	3	509	55	567
Total	18	1,761	210	1,989
Country	0.7%	89.2%	10.0%	100%
Metro-inner	0.3%	89.0%	10.7%	100%
Metro-outer	2.0%	86.7%	11.2%	100%
Total	0.9%	88.5%	10.6%	100%
Standalone	1.1%	88.0%	10.9%	100%
Regional	0.5%	89.8%	9.7%	100%
Total	0.9%	88.5%	10.6%	100%

Q29: Main language spoken in participants' homes.

Library Service	English	Other	No answer	Total
Country	726	36	75	837
Metro-inner	479	119	65	663
Metro-outer	383	56	50	489
Total	1,588	211	190	1,989
Standalone	1,100	182	140	1,422
Regional	488	29	50	567
Total	1,588	211	190	1,989
Country	86.7%	4.3%	9.0%	100%
Metro-inner	72.2%	17.9%	9.8%	100%
Metro-outer	78.3%	11.5%	10.2%	100%
Total	79.8%	10.6%	9.6%	100%
Standalone	77.4%	12.8%	9.8%	100%
Regional	86.1%	5.1%	8.8%	100%
Total	79.8%	10.6%	9.6%	100%

Q30: Participants by family composition.

Library Service	Single with no kids	Couple with no kids	Couple with kids	Single mother family	Single father family	Grand-parent family	No answer	Total
Country	157	110	239	54	17	179	81	837
Metro-inner	149	82	239	39	17	70	67	663
Metro-outer	97	54	182	29	14	60	53	489
Total	403	246	660	122	48	309	201	1,989
Standalone	294	170	483	87	32	214	142	1,422
Regional	109	76	177	35	16	95	59	567
Total	403	246	660	122	48	309	201	1,989
Country	18.8%	13.1%	28.6%	6.5%	2.0%	21.4%	9.7%	100%
Metro-inner	22.5%	12.4%	36.0%	5.9%	2.6%	10.6%	10.1%	100%
Metro-outer	19.8%	11.0%	37.2%	5.9%	2.9%	12.3%	10.8%	100%
Total	20.3%	12.4%	33.2%	6.1%	2.4%	15.5%	10.1%	100%
Standalone	20.7%	12.0%	34.0%	6.1%	2.3%	15.0%	10.0%	100%
Regional	19.2%	13.4%	31.2%	6.2%	2.8%	16.8%	10.4%	100%
Total	20.3%	12.4%	33.2%	6.1%	2.4%	15.5%	10.1%	100%

Library User Survey - Statistical Summary

Interviewees' Characteristics

Q31: Participants by employment status.

Library Service	Full-time	Part-time	Unemployed	Not in labour force	Full-time student	No answer	Total
Country	157	158	54	348	43	77	837
Metro-inner	133	130	62	204	68	66	663
Metro-outer	106	91	56	149	36	51	489
Total	396	379	172	701	147	194	1,989
Standalone	264	263	124	512	117	142	1,422
Regional	132	116	48	189	30	52	567
Total	396	379	172	701	147	194	1,989
Country	18.8%	18.9%	6.5%	41.6%	5.1%	9.2%	100%
Metro-inner	20.1%	19.6%	9.4%	30.8%	10.3%	10.0%	100%
Metro-outer	21.7%	18.6%	11.5%	30.5%	7.4%	10.4%	100%
Total	19.9%	19.1%	8.6%	35.2%	7.4%	9.8%	100%
Standalone	18.6%	18.5%	8.7%	36.0%	8.2%	10.0%	100%
Regional	23.3%	20.5%	8.5%	33.3%	5.3%	9.2%	100%
Total	19.9%	19.1%	8.6%	35.2%	7.4%	9.8%	100%

Q32: Participants by educational level.

Library Service	Did not finish high school	High school	TAFE	University	No answer	Total
Country	63	299	166	236	73	837
Metro-inner	29	157	105	307	65	663
Metro-outer	28	168	101	141	51	489
Total	120	624	372	684	189	1,989
Standalone	76	435	255	517	139	1,422
Regional	44	189	117	167	50	567
Total	120	624	372	684	189	1,989
Country	7.5%	35.7%	19.8%	28.2%	8.7%	100%
Metro-inner	4.4%	23.7%	15.8%	46.3%	9.8%	100%
Metro-outer	5.7%	34.4%	20.7%	28.8%	10.4%	100%
Total	6.0%	31.4%	18.7%	34.4%	9.5%	100%
Standalone	5.3%	30.6%	17.9%	36.4%	9.8%	100%
Regional	7.8%	33.3%	20.6%	29.5%	8.8%	100%
Total	6.0%	31.4%	18.7%	34.4%	9.5%	100%

Library User Survey - Statistical Summary

Interviewees' Characteristics

Q33: Participants by income (weekly household before tax).

Income range	Country		Metro-inner		Metro-outer		Standalone		Regional		Overall	
	#	%	#	%	#	%	#	%	#	%	#	%
Negative or nil	32	3.8%	29	4.4%	29	5.9%	70	4.9%	20	3.5%	90	4.5
\$1 to \$199	26	3.1%	31	4.7%	26	5.3%	66	4.6%	17	3.0%	83	4.2
\$200 to \$299	61	7.3%	46	6.9%	38	7.8%	108	7.6%	37	6.5%	145	7.3
\$300 to \$399	43	5.1%	25	3.8%	21	4.3%	59	4.1%	30	5.3%	89	4.5
\$400 to \$499	71	8.5%	20	3.0%	22	4.5%	74	5.2%	39	6.9%	113	5.7
\$500 to \$599	59	7.0%	22	3.3%	26	5.3%	65	4.6%	42	7.4%	107	5.4
\$600 to \$699	43	5.1%	27	4.1%	18	3.7%	61	4.3%	27	4.8%	88	4.4
\$700 to \$799	27	3.2%	26	3.9%	20	4.1%	47	3.3%	26	4.6%	73	3.7
\$800 to \$999	51	6.1%	35	5.3%	18	3.7%	69	4.9%	35	6.2%	104	5.2
\$1,000 to \$1,199	47	5.6%	28	4.2%	35	7.2%	75	5.3%	35	6.2%	110	5.5
\$1,200 to \$1,499	30	3.6%	34	5.1%	28	5.7%	70	4.9%	22	3.9%	92	4.6
\$1,500 to \$1,999	35	4.2%	29	4.4%	30	6.1%	64	4.5%	30	5.3%	94	4.7
\$2,000 or more	26	3.1%	63	9.5%	26	5.3%	102	7.2%	13	2.3%	115	5.8
Preferred not to answer	242	28.9%	208	31.4%	118	24.1%	399	28.1%	169	29.8%	568	28.6
No answer	44	5.3%	40	6.0%	34	7.0%	93	6.5%	25	4.4%	118	5.9
Total	837	100%	663	100%	489	100%	1,422	100%	567	100%	1,989	100

Derivation of Estimated Economic Benefit

It is anticipated that library services may wish to utilise Table 3 to estimate the economic benefit generated by individual library services. To facilitate such use, Table 3 is replicated below along with an explanation of the data sources and assumptions used to estimate the statewide economic benefit. Library services may, of course, elect to utilise different sources, assumptions and unit costs at their discretion. Reference should also be made to Appendix 24 which presents a template for use by library services.

Estimated Economic Benefit based on 2004-2005 Public Library Transactions.

Description	Transactions	Unit Cost	Benefit (\$mil.)
Books borrowed in lieu of purchase	28,030,037	\$25	\$ 700.8
Non-books borrowed:			
(a) in lieu of purchase	1,305,117	\$20	\$ 26.1
(b) in lieu of rental	5,220,470	\$4	\$ 20.9
Serials borrowed in lieu of purchase	2,261,654	\$4	\$ 9.0
Separate collections borrowed in lieu of purchase	7,799,737	\$25	\$ 195.0
Access materials in-house in lieu of purchase			\$ 199.9
Internet usage in lieu of Internet Cafes	1,997,533	\$3	\$ 6.0
Legal costs offset by LIAC enquiries	46,144	\$200	\$ 9.2
Information requests in lieu of purchase	3,495,787	\$10	\$ 35.0
Attend library programs in lieu of external programs	714,390	\$20	\$ 14.3
Total Economic Benefit			\$1,216.2

The data sources and assumptions applicable to each item are outlined below.

Books borrowed in lieu of purchase:

- Transaction volumes derived from NSW Public Library Statistics 2004-2005, Table 2a, less 20% for renewals and re-borrowed items.
- Adjustment for renewals and re-borrowed items is necessary to avoid double-counting. The estimate of 20% was derived from the July 2006 *Strategic Asset Audit of Victorian public Libraries* undertaken by J.L. Management Services Pty. Ltd. for the Library Board of Victoria, which found that renewals accounted for 13.4% of total loans. This was increased to 20% to allow for re-borrowing, for which no statistical information is available.
- The average cost of new books purchased from bookstores in 2003-2004 was \$20.74 (ABS 1371.0 Book Retailers Australia). This was increased to

\$25.00 to allow for inflation and to more accurately reflect the higher proportion of hard cover and trade paperback formatted books held in public libraries.

Non-books borrowed:

- Total transaction volumes [that is the sum of items (a) and (b)] derived from NSW Public Library Statistics 2004-2005, Table 2a, less 20% for renewals and re-borrowed items.
- Adjustment for renewals and re-borrowed items as previously explained.
- It was assumed that 20% of items were borrowed in lieu of purchase and that 80% were borrowed in lieu of rental from commercial providers. The 20/80 distribution is felt to represent a conservative approximation of the relative DVD sales/rentals. However, it should be noted that the information available is somewhat sketchy. For example, the most recent data for video rental transactions is for 1999-2000 when DVD was in its infancy and the 160.8 million transactions were mainly VHS video (refer to www.afc.gov.au/gtp/wvfast.html). The same source reports retail sales of 48.6 million units (including 47.9m. DVDs) in 2005. Whilst the preceding data is equivalent to a sales/rentals distribution of 23/77, it was felt that a more conservative 20/80 distribution was justified given the sketchy information available.
- The average unit cost for DVD sales in 2005 (as per the above source) was \$20.35, which has been rounded down to \$20.00 for estimation purposes. No current data on average rental costs was available and the \$4.00 average used for estimation purposes is the consultant's estimate allowing for higher rental costs in country areas.

Serials borrowed in lieu of purchase:

- Transaction volumes derived from NSW Public Library Statistics 2004-2005, Table 2a, less 20% for renewals and re-borrowed items.
- Adjustment for renewals and re-borrowed items as previously explained.
- According to Magazine Publishers Australia, sales of audited magazines totaled \$1.06 billion for 226 million items – equivalent to an average retail price of \$4.69. Total magazine sales were estimated to be greater than 300 million items. A more conservative estimate of \$4.00 has been applied to allow for the impact of lower priced popular titles.

Separate collections borrowed in lieu of purchase:

Refer to comments re books borrowed in lieu of purchase.

Access materials in-house in lieu of purchase:

Assumed to be equivalent to 21% of the benefit from other items borrowed; that is books, non-books, serials and separate collections. The assumption is derived from the finding from the Library User Survey (refer Appendix 15, question 12) that 21% of library users accessed materials in-house. In the

absence of specific data, it was further assumed that in-house use would mirror borrowing patterns.

Internet usage in lieu of Internet Cafes:

- Transaction volumes represent the number of bookings reported in the NSW Public Library Statistics 2004-2005, Table 20.
- Unit cost of \$3.00 based on an on-line search of current advertised rates.

Legal costs offset by LIAC enquiries:

- The Legal Information Access Centre (LIAC) advised that of the information requests received across the network each year (3,495,787 in 2004-2005), about 8% are legal enquiries. LIAC, Sydney research shows that of the legal enquiries, about 33% is personal research as opposed to students utilising LIAC as a study resource. Of those undertaking personal research, LIAC estimated that the information provided would result in 50% not incurring legal fees.

The number of LIAC enquiries that result in an offset of legal costs can be estimated thus:

Transactions = Information requests x % legal enquiries x % personal research x % not seeking further legal advice.

$$= 3,495,787 \times 8\% \times 33\% \times 50\% = \mathbf{46,144}$$

- The estimated saving of \$200 per avoided legal enquiry is an estimate based on figures quoted in a range of legal publications for first appointments. Nevertheless, it is acknowledged that this amount could vary considerably based on the nature of the legal enquiry.

Information requests in lieu of purchase:

- Transaction volumes derived from NSW Public Library Statistics 2004-2005, Table 21. (For the purpose of this exercise, it has been assumed that the data reflects genuine information requests requiring the attention of a professional librarian.)
- The estimated unit cost of \$10.00 approximates the cost incurred on a cost recovery basis of a twenty minute reference enquiry provided by a Librarian grade 1 (year 2). The supporting calculation is shown below:

○ Annual salary (per ALIA website [employment page])	\$47,127
○ On-costs at 25%	\$11,782
○ Total salary plus on-costs	\$58,909
○ Average hourly rate = (\$58,909 / 52 / 37.5)	\$30.21
○ Cost recovery for a 20 minute enquiry = (\$30.21 / 3)	\$10.07

Attend library programs in lieu of external programs:

- Number of transactions based on program attendees advised by SLNSW.
- Estimated unit cost derived from Industry Survey (Appendix 5, question 7) estimates of equivalent commercial provider costs.

Institutional Stakeholders' Perceptions

Public libraries' relevance to institutional stakeholders is manifest in several ways. For example, it may involve the direct use of the print and electronic collections for research purposes; utilising the library network as a delivery vehicle for programs such as *drug info @ your library*; or as a complement to an organisation's primary activity such as educational institutions referring students to public libraries for specific or general purposes.

It was, therefore, decided to solicit input from a number of external organisations in order to gain a more comprehensive insight into how public libraries sustain communities and to introduce a lateral element to the research. Organisations of interest were identified jointly by the Steering Committee and the consultant based mainly on their known or potential links to public libraries. Each organisation was then contacted by the consultant, which led to the following organisations agreeing to participate.

- ▀ NSW Health
- ▀ Law & Justice Foundation NSW
- ▀ Community Relations Commission
- ▀ NSW Department of Corrective Services
- ▀ NSW Nurses Association
- ▀ NSW Department of Education & Training
- ▀ Board of Studies NSW
- ▀ Hunter Business Chamber
- ▀ Mission Australia

Appendix 10 identifies the representatives from each organisation who took part in the interviews and whose input, insight and contributions are hereby acknowledged and appreciated. The interviews were undertaken in an informal, conversational manner around the central theme of how public libraries do and could contribute to the community, thus enabling discussion to reflect the interests and experiences of the participating organisations.

The following summaries of the key findings from each organisation provide a valuable external perspective of public libraries' contribution to the community.

NSW Health:

In the Spring 2006 edition of NSW Health's *Drug Action* newsletter, the editorial comment reads, in part:

"Effective community development is so often about facilitating partnerships, engaging with young people and showing strong leadership." It then goes on to comment that: *"Another essential ingredient is locally owned and organised action."*

Whilst not made directly in relation to the *drug info @ your library* initiative, the comments nevertheless apply to the initiative which is a partnership between NSW Health's Community Drug Strategies Branch and the State Library of

NSW and is delivered through the statewide public libraries network. *drug info @ your library* is a prime example of an external institution recognising public libraries as “an efficient, effective conduit” to take information to the community.

The program’s origin is an interesting case study of how public libraries can not only disseminate government information, but become active partners in programs that sustain communities. Key stages in the program’s chronology were:

- ▀ 1997 pilot project *Live the Future* to explore the potential for public libraries to provide community access to information about drug and alcohol use.
- ▀ 1999 NSW Drug Summit recommended the establishment of the Community Drug Information Strategy. *drug info @ your library* was initiated as part of this strategy.
- ▀ Funding provided to SLNSW in 2001 to manage the one-year establishment phase of the *drug info @ your library* project.
- ▀ A three year development phase funded in 2003.

In its current form *drug info @ your library* operates at three levels, namely:

1. SLNSW’s administration of the *drug info @ your library* website which acts as a gateway to trustworthy information that people can access confidentially. The website has proven popular, recording 162,305 page requests in 2005/06, a 14% increase over the previous year.
2. Standard *drug info @ your library* collections selected by an expert Advisory Group as being relevant, useful and authoritative. Collections are housed in customised presentation stands to emphasise the *drug info @ your library* brand and ensure consistent presentation across the statewide network. It is understood that at least one set of materials is available for reference at each branch library across NSW and that, for most items, each central library has an additional “for loan” copy available.
3. Where public libraries partner with Community Drug and Alcohol Teams (CDATs) to take an expanded and more active community-based role. CDATs are registered by NSW Health and agree to abide to a set of guiding principles which include supporting the objectives of the NSW Drug Summit and operating within the parameters of the Drugs and Community Action Strategy (DCAS) Framework for Action. Public libraries partnering with CDATs should adopt a facilitative role and should not be expected to play a front-line role in CDAT activities. Examples of how public libraries contribute to and support CDATs include:
 - a) Armidale’s presentation to a community forum to outline the *drug info @ your library* collections and demonstrate the program’s website.
 - b) Inverell’s provision of “no cost” meeting space and presentations regarding *drug info @ your library* collection.

- c) Collaboration between the Tamworth City Library and a local CDAT to launch a Community Drug Information Initiative.
- d) Co-hosting of an information stand at a local shopping centre during Drug Action Week by the Shellharbour Library and CDAT.

The program is more aggressively featured during Drug Action Week to take advantage of the heightened media interest and school projects at this time. NSW Health has also partnered with five library services to date to officially launch the *drug info @ your library* collections, which were well attended by interested community groups, local schools, politicians and the media. These library services have tended to operate at the advanced level of partnering with local CDATs, with the launches and NSW Health's involvement representing an opportunity to add impetus to the program at the local level. Whilst there is scope to promote the program more widely through launches, it should be noted that NSW Health's involvement is limited by the program's relatively small marketing budget of \$20,000.

As stated earlier, NSW Health considers public libraries to be "*an efficient, effective conduit*" to take information to the community. In addition to the marketing budget of \$20,000 per annum, NSW Health's current annual budget for the program is \$99,000 from which an allocation is made to part fund a SLNSW Project Officer. NSW Health's current funding commitment expires in June 2007 and subsequent to the interview, the SLNSW advised that in 2007 *drug info @ your library* received an increase in funding over a four year period to June 2011. Given the high social costs¹ associated with drug abuse, the current modest investment aimed at raising awareness and giving people the skills and knowledge to avoid or manage problems at the personal level would seem to be a sound investment.

Law & Justice Foundation NSW:

The Law and Justice Foundation is an independent statutory body working to improve access to justice in New South Wales, particularly for socially and economically disadvantaged people. In 1989 the Foundation entered into an Agreement with the SLNSW to establish the Legal Information Access Centre (LIAC), with each party equally sharing the funding responsibility. The Agreement continued until June 2000, at which point the Foundation's funding contribution was replaced by funding from the Public Purpose Fund.

Whilst the Foundation is not directly involved in LIAC's operations, it is a member of the LIAC Board and continues to meet bi-annually with LIAC to identify legal information gaps and ways to work collaboratively. Other assistance may include liaising with publishers to update materials and, where appropriate, support may be available through the Foundation's Grants Program to fill gaps and update materials. On an ongoing basis the Foundation actively promotes LIAC through its newsletters.

¹ Estimated at \$18.34 billion at "Counting the cost: estimates of the social costs of drug abuse in Australia in 1998/99; Collins and Lapsley; Commonwealth of Health and Ageing; Canberra 2002."

LIAC's stated mission is "to provide equitable access to quality legal information for the community across NSW." This is achieved through a three-tiered structure where tier 1 provides access to plain language resources at all public library branches across NSW. Tier 2 is termed Public Library LIACs where, in addition to the tier 1 services, trained staff are available to assist clients to access more complex resources in a range of formats. As at 2006, this level of service was available at 81 regional service points. Tier 3 is the State Library LIAC where the full range of services may be accessed through personal client visits or by telephone, fax or e-mail. (For a more detailed explanation of LIAC, readers are referred to the LIAC website at www.liac.sl.nsw.gov.au)

LIAC's value to the community was considered to have two basic components – emotional and financial, neither of which can be readily quantified. From the emotional perspective, LIAC sustains communities by providing a means for people to gain control over circumstances and become a part of what may be happening as opposed to feeling out-of-control and being a spectator of one's own life. From the financial perspective, the knowledge imparted through LIAC may, in some instances, be sufficient to avoid the need for legal advice and in other instances may reduce the costs incurred.

Underlying the aforementioned values is that fear and ignorance continue to represent barriers to the public's use of lawyers. Indeed, it was estimated that only 12% of people see lawyers regarding legal problems where advice is sought², with the balance relying on sources such as other professionals, family and friends, Internet based advice or simply ignoring the problem. The first step to demystifying the process and overcoming the barriers of fear and ignorance is to make legal information available in accessible locations and understandable formats. Public libraries were seen as an ideal pathway into the system given their respected status as information providers, with LIAC providing a means to empower people to ask the right questions – a key component of sustaining communities.

Public libraries are also considered to be well positioned to address the needs of specific groups such as the elderly who have quite distinct needs, yet often find it difficult to identify what they need to know in relation to their legal rights. For example, older people are likely to benefit from access to information about setting-up Powers of Attorney, health related issues, discrimination related issues and modifying wills³. Given that public libraries are seen as safe and trusted environments, they are ideally positioned to assist the elderly, particularly the Public Library LIACs where trained staff are available to provide referral information. Similarly, public libraries' investment in LOTE (Languages other than English) materials attracts users from non-English language backgrounds, thus enabling LIAC to be promoted to these groups.

² Coumarelos, C, Wei, Z & Zhou, AH, 2006, Justice made to measure: NSW legal needs survey in disadvantaged areas, Law and Justice Foundation of NSW, Sydney, 2005

³ Edwards, S & Fontana, A, The legal information needs of older people, Law and Justice Foundation of NSW, 2004, (viewed at <http://www.lawfoundation.net.au/report/olderinfo>)

A measure of LIAC's relevance has been its sustained growth with the number of Public Library LIAC's growing from 61 in 2000 to 81 in 2006 – a 33% increase; and the number of LIAC website page requests increasing by 42% in the year 2004-2005 to 550,952. Furthermore, LIAC at the State Library answered 17,400 inquiries in 2004-2005 and it is estimated that more than 210,000 legal inquiries are answered annually by NSW public libraries.

The Law and Justice Foundation commented that LIAC is well regarded by legal professionals and it is clear that there is significant community demand for the program. Indeed, in LIAC's absence it is likely that a proportion of the almost 230,000 inquiries per annum would not be made; a proportion would rely on less valid sources; and a proportion would be directed to legal professionals on a fee for service basis. Relative to these options, it is clear that LIAC contributes positively to sustaining the community.

Community Relations Commission:

The Community Relations Commission was inaugurated on March 13th 2001 and replaced the Ethnic Affairs Commission. The Commission recognises that New South Wales is a multicultural community of communities and that mutual respect between and recognition of the component cultures is necessary to strengthen and optimise the greater community. To facilitate this process, the Commission developed the Ethnic Affairs Priorities Statement (EAPS) and monitors the compliance of NSW government agencies in implementing the *Principles of Multiculturalism* through EAPS.

Inviting the Commission's participation in this project was, therefore, seen as relevant given the role played by public libraries in meeting the needs of culturally and linguistically diverse community and generally operating in an open and non-discriminatory manner. Although the discussion revealed that the Commission has little direct involvement with public libraries, it will be evident from the following summary that their role in sustaining communities is acknowledged.

Key observations made in relation to public libraries were:

1. Their ability to satisfy the community's needs for entertainment and recreation whilst concurrently contributing to literacy development was seen as being of considerable value in sustaining communities. Entertainment is a primary determinant of quality of life and an identifiable component of cultural profiles. People have a need to relax and public libraries were considered to be a convenient and economic model through which to partially meet those needs in conjunction with other activities.
2. By being seen as safe places and as an honest institution, public libraries represent a meeting place for young people and contribute positively to developing desirable social behaviour. Their non-exploitative reputation translates to parents generally feeling comfortable in their children spending time at libraries, even though children may tend, at times, to take advantage of parental trust. Nevertheless, it was felt that such subterfuge was offset by the generally safe environment.

3. Libraries' core services provide the means for individuals to remain mentally active and stimulated through recreational and/or informational reading, thereby contributing positively to the mental health of individuals and the community. Furthermore, an ongoing association with the library helps to develop self-esteem and an identity as a member of a community or communities. By contributing to mental health in this manner, public libraries are reducing social disadvantage and enabling people to live purposefully.
4. Public libraries are a genuine public space and are "*no-one's turf*". This was seen as particularly relevant for young people who tend to be frowned upon in other places open to the public. By contrast, public libraries present an accepting environment where staff assist rather than exploit, with the only requirement being that library users abide by an unwritten set of rules to behave in a polite and courteous manner.
5. Public libraries were acknowledged as having acquired considerable expertise in celebrating community culture through events and programs, thereby sustaining specific sub-communities and exposing the broader community to the cultural diversity within local areas. In 2004 the Waverly Council library won the Government Category of the National Multicultural Marketing Awards conducted by the Community Relations Commission. The campaign run on behalf of the Metropolitan Public Libraries Association involved a broad ranging marketing campaign to make people aware of just how multilingual council libraries had become. The success of the campaign was that, for example, demand for books in Hindi increased 285% in Parramatta and 400% in Blacktown.
6. The provision of LOTE collections was viewed as a direct contribution by local government authorities to implementing the principles of multiculturalism (see below). LOTE collections invite usage by members of minority communities, thus breaking down isolation at the individual and community level and building social capital – a key element in sustaining communities.
7. The growth of Oral History programs in public libraries was considered to be an important contributor to sustaining communities by:
 - a) Increasing awareness of local history among the general community.
 - b) Recognising and supporting those cultures (for example Indigenous and African) that place more emphasis on oral than written literacy. (The Commission expressed the view that the lack of written literacy within the African community is a critical issue.)
8. Finally, public libraries were seen as playing a key role in early literacy development through reading programs, thus helping to compensate for parents who, for whatever reason, do not take responsibility in this area of their child's development. An added benefit of these programs was that, through association, single parents in particular have an opportunity for social interaction and to further develop their personal literacy standard.

Reference was made at point number 6 to the principles of multiculturalism.⁴ The four principles are:

Principle 1:

All individuals in New South Wales should have the greatest possible opportunity to contribute to, and participate in, all aspects of public life.

Principle 2:

All individuals and institutions should respect and make provision for the culture, language and religion of others within an Australian legal and institutional framework where English is the common language.

Principle 3:

All individuals should have the greatest opportunity to make use of and participate in relevant activities and programs provided or administered by the Government of New South Wales.

Principle 4:

All institutions of New South Wales should recognise the linguistic and cultural assets in the population of New South Wales as a valuable resource and promote this resource to maximise the development of the State.

It is the writer's interpretation that adherence to the above principles will contribute to sustaining the community. Furthermore, the writer is of the view that public libraries in general can be regarded as complying with the four principles and by so doing are contributing to sustaining the community in the manner intended by the principles.

NSW Department of Corrective Services:

New South Wales is the only Australian state to have appointed a professionally qualified Library Manager with overall responsibility for the management and budgeting of its corrective services' libraries. Currently, the Library Manager is responsible for 42 libraries across 30 correctional centres, with more expected as new facilities are commissioned. A key element of improving library services within correctional centres has been to more carefully select inmate clerks and to provide more formalised training, which may lead to formal qualifications and post-release employment opportunities. (For a more detailed account of libraries in NSW correctional centres, readers should refer to the Toni Kennedy article listed in the bibliography.)

How then do libraries in correctional centres link to the public library network? Perhaps the first indicator lies in the fact that the current structure represents the NSW Department of Corrective Services response to inmates' complaints to the Ombudsman regarding libraries and related services. One may interpret such complaints as indicating libraries' importance to inmates, which one may extrapolate to the importance of public libraries to inmates' futures.

⁴ Community Relations Commission, Community Relations Report 2005.

Contemporary prisons operate under the “throughcare” concept, which has the objective of supporting inmates during their visits and releasing them with enhanced skills and opportunities. Correctional centre libraries play an integral role in this process by providing purpose, recreation, self-discovery and growth in self-esteem. It is, therefore, intended to encourage inmates to become active users of public libraries upon their release. This will enable them to benefit from the range of materials available; free access to the Internet which may be beyond the financial reach of some inmates; access to and assistance with job-seeking; and as a place to relax and pursue personal development.

An initial step in encouraging inmates to utilise public libraries as an active rehabilitation and reintegration strategy is to include an introduction to public libraries as part of a release orientation program. Development of such a program will naturally involve discussions with the public library sector.

A more immediate link to public libraries is the aim to extend the LIAC (Legal Information Access Centre) program into each correctional centre library. It is understood that a Memorandum of Understanding is in place with the SLNSW and that both organisations are actively working towards its implementation, with the initial training of Education Officers scheduled for May 2007. The Education Officers will then be expected to on-train the Inmate Library Clerks and any other staff in the correctional centres who would find the material useful (for example Welfare officers and other education staff). It is felt that LIAC will address inmates’ need for information on matters such as estate planning, custody disputes, financial (debt) management and employment contracts. Furthermore, access to the program within correctional centre libraries will facilitate inmates’ transition to utilising LIAC collections and services through the public library network following their release.

By offering Inmate Library Clerks the opportunity to complete recognised training qualifications in library science, such inmates have an opportunity to acquire new skills and assess their interest in pursuing library positions (public or private) as a longer-term career. Where an interest is expressed, inmates are transitioned through the Corrective Services Academy Library to enhance their skills and allow the Library Manager to assess their work firsthand in order to support and justify references provided to prospective employers.

To this end, the Library Manager acts as a broker to identify employment opportunities, make the initial approach and negotiate with libraries close to where the inmates will live. To date, there is at least one public library that has indicated their intention to employ a female inmate upon release and a government department that is likely to employ a male inmate for further training as a cataloguer.

A further link to public libraries is the potential to donate and/or sell weeded stock for use within correctional centre libraries. There would naturally be a need to select relevant materials in keeping with Collection Development Policy guidelines, but it is felt that scope exists to enhance the collections in

this way and offer a broader range of materials. It is understood that preliminary discussions have taken place with public library services.

Although there is no direct organisational relationship between correctional service and public libraries, they are parts of a continuum whereby an interest in using libraries developed during incarceration may be continued through access to the public library network.

As can be seen from the preceding discussion, public libraries facilitate inmates' reintegration to the community in a variety of ways ranging from making their services generally available, to more specifically providing employment opportunities and ongoing career development for those who have acquired the relevant skills and qualifications.

NSW Nurses Association:

The NSW Nurses Association Library provides a specialised information service which supports and reflects the information needs of members and the industrial, legal and professional interests of the staff. The Association was invited to participate in this project given its past involvement (terminated in 2003) in the SLNSW's Health Information Service (HIS) in conjunction with the SLNSW and NSW Health. It is understood that the Association terminated its involvement and ceased its funding support (\$5,000 per annum) due to:

- a) The emergence of other sources to which nurses could refer clients seeking information.
- b) The development of the Association's Library.

Nevertheless, the HIS has continued, for which more detailed information may be found at <http://www.sl.nsw.gov.au/health/> .

With respect to the Association's perception of how public libraries sustain the community, the interview revealed mixed sentiments. On the positive side it was acknowledged that:

- Public libraries contribute by providing access to collections of health related materials in print and electronic formats.
- The *Health Links* accessible through the HIS website contribute by directing people to valid and authoritative information sources.
- The opportunity to attend public library industry events is professionally beneficial and helps to establish and maintain networks with public libraries.

The discussion also identified the following concerns:

- The general lack of cooperation between public/state and special libraries impedes the potential contribution from each segment. It was, however, recognised that resourcing constraints in a tight economic climate added to the difficulty of establishing stronger cross-sector linkages.

- It was felt that public library collections did not adequately cater for the needs of nurse practitioners.
- Similarly, there is less information and support available to nurses working in remote locations and although not represented by the Association, to non-union nurses also.

It would be unreasonable to expect public libraries to specifically provide for nurse practitioners and non-union nurses from their existing bookvotes, as this would be akin to funding special collections. Accordingly, it was suggested that consideration could be given to applying a model similar to that of the *drug info @ your library* program, whereby the public library network is utilised to distribute centrally funded collections. In this instance it was proposed that two collection streams would be supported: one that would replicate *drug info @ your library* to make available to the general public a select range of endorsed health publications and a second stream for nurses and paramedics.

Whilst it is beyond the scope of this project to assess the viability of the preceding proposal, it would appear at face value that it has the potential to more effectively sustain key professionals within the community through the public library network.

NSW Department of Education & Training:

It would be reasonable to argue that public libraries are perceived by the general community to complement the activities of educational institutions. In fact, the perception is essentially confirmed by findings from the user surveys undertaken during this research project.

Discussions with the NSW Department of Education and Training's School Libraries and Information Literacy Unit further confirmed that education professionals see value in the public library partnership and that there is considerable common-ground at the teacher-librarian level. Reference was made to a number of public library services that have established formal relationships with local schools and it was acknowledged that the major benefit is, of course, the opportunity for students to access public library resources outside school hours.

It was found, however, that the education/public library partnership is due to a process of evolution rather than planning and policy, as there is no formal requirement for education professionals to incorporate the use of public libraries within their professional activities. Nevertheless, given public libraries' visibility and entrenched position within community cultures, their relevance to educators and students is sufficiently established to negate the need for policy directives.

One may expect public libraries relevance and contribution to grow as a consequence of the growing role and importance of school libraries, which is evident from DET's (Department of Education and Training) Library Policy – Schools which reads, in part:

“Libraries are an essential resource within New South Wales government schools to support teaching and learning in the context of syllabus and curriculum requirements.”

“Libraries provide teachers and teacher-librarians with resources to teach the curriculum and students with resources for individual learning and recreational reading.”⁵

It was advised that the policy is to have libraries and teacher-librarians at all schools, a position that currently applies at most high schools and it was felt that all schools would have a library, albeit of varying standards. It is a requirement that all new schools must have a library, with one-off Grants of \$25,000 to primary schools and \$40,000 to high schools provided to establish initial collections. A core collection list is provided by the DET and it is stipulated that the collection must be balanced. No specific recurrent funding is provided for collection development, with each school bearing the responsibility to manage this function within its general budget.

The role of teacher-librarian would seem to have gained more prominence in recent times, with teacher-librarians now playing a key role in developing students’ information literacy skills as well as the more traditional focus on language literacy. A further indication of the growth in their roles has been the growth in ASLA (Australian School Libraries Association) and increased networking activity among teacher-librarians.

Reference to recent editions of Scan (published by DET’s Curriculum K-12 Directorate), a refereed journal that focuses on the interaction between information and effective student learning, indicates that students are encouraged to draw on a wide range of information sources including public libraries. For example:

- ▀ In an article about developing independent research skills, it was commented that: *“One of the most important research techniques we teach our students involves lateral thinking. Google search engine should not be the first port of call in their research, despite the ingrained instinct to go first to the Internet. They should start with people and conversations, which is where social awareness begins. They might then go to their school, local or state library.”* (Scan, volume 25 number 1, February 2006, page 21.)
- ▀ Among the hallmarks of an effective school library program, it was commented that: *“by providing access to information resources beyond the existing school based collection, including the use of technologies to acquire and disseminate information, the school library functions as a gateway to information.”* (Scan, volume 25 number 2, May 2006, page 21.)

⁵ Refer to <http://www.det.nsw.edu.au/policies>

The above references and other references to SLNSW search engines and the availability of on-line databases at public libraries reinforce the earlier recognition of there being considerable common-ground and the existence of an informal education/public library partnership that operates seamlessly and intuitively. There is, of course, considerable anecdotal evidence of schools (particularly primaries) referring students to their local libraries to research projects – often with advance notice given to the library to enable appropriate materials to be organised. A similar situation applies with HSC students, with schools tending to more actively encourage students to utilise their public libraries during this period, a practice facilitated by many public libraries providing specific information sessions and events in the lead-up to HSC examinations.

In closing, public libraries provide access to an extensive range of reading materials, which was seen as a skill requiring continual development and key to lifelong learning – a practice that extends long beyond the formal schooling years.

Board of Studies NSW:

The Board of Studies NSW serves government and non-government schools in the development of school education for Years K-12. It provides educational leadership by developing quality curriculum and awarding secondary school credentials, the School Certificate and the Higher School Certificate (HSC).

As was found from the discussion with the DET, public libraries were seen as a valuable complement to educational institutions. Key observations made in relation to public libraries were:

1. Public libraries provide an ongoing source of information and other services to students throughout the year and represent an essential support mechanism for students during exam periods, particularly HSC examinations.
2. In some instances, public libraries are the only access points to the Internet outside of schools for some students. Without such access, already disadvantaged students would be further disadvantaged and inhibited in their efforts to acquire the necessary information literacy skills to function effectively in today's environment.
3. The LIAC program with its strong statewide penetration plays a key educational role in building awareness of the legal process and is a valuable reference point for legal studies students.
4. The professional support available and an understanding of how to help people with enquiries were seen as key benefits of public libraries. Their ability to direct people to resources establishes credibility, saves time and contributes to encouraging people to become regular library users.

5. Public library collections are perceived as credible given that libraries have the capacity to implement appropriate quality control in relation to their selection and procurement processes.
6. The curriculum framework is designed to facilitate lifelong learning and public libraries were recognised as being ideally placed to support individuals in their pursuit of lifelong learning, whether through formal and/or informal channels.

Although public libraries were viewed in a generally positive light, concern was expressed in relation to the potential for increased use of on-line resources to erode the potential for and benefits that result from tangential browsing of library collections. (Readers are reminded of a similar concern expressed by the DET that an over reliance on search engines would impede the development of independent research skills.)

On balance, the discussion further reinforced the finding from the DET interview that there is an education/public library partnership in place, the benefits of which are felt throughout the formal schooling years and beyond as individuals take responsibility for their ongoing lifelong education.

Hunter Business Chamber:

The Hunter Business Chamber is the independent representative organisation for Australia's largest regional business community and provides to its 1,200 members a comprehensive range of services including lobbying, advocacy, networking and advice including workplace relations, business advice and training.

The primary purpose of meeting with the Chamber was to gain an insight into the relevance of public libraries from the perspective of business owners and managers. Whether or not businesses benefit from employees' use of public libraries was not addressed as this can be deduced from the Library User Survey data.

It was acknowledged that there would be businesses that benefit from information sourced through public libraries, but this would be attributable to the business practices of individual owners and managers. In terms of the Chamber's formal position on the question, it was advised that the Chamber's membership has shown no interest in how public libraries could contribute to their businesses. Whilst this may be an opportunity lost given that 83% of members are SMEs (small to medium sized enterprises) with 0 to 25 employees, it highlights the reality that public libraries are not seen as relevant by the business sector. There are, of course, exceptions such as builders accessing the Building Code through their local library and research based businesses accessing library databases, but it would appear that the mainstream business community cannot be regarded as a client group.

With respect to whether libraries attract businesses to an area, the Chamber felt it was unlikely that libraries would attract businesses in their own right, but

that public libraries may be part of a broader infrastructure of services that create lifestyle appeal, thereby making areas attractive to business investors.

In terms of the Chamber's operations, it was advised that they have used the services provided by the Newcastle Region Library's Information Works and that Information Works is a Chamber member. It is understood that Information Works has presented at the Chamber's Consultants Forum, a monthly networking event to build awareness of and cross-market members' services. The business generated from the presentation is unknown, but the Chamber commented that businesses are generally resistant to paying for information. This insight combined with SMEs typically being time-poor and focused on short-term business matters would appear to be valid contributors to inhibiting their use of public libraries.

The Chamber's forthright contribution is appreciated and is consistent with the findings from the Industry and Library User Surveys where business related uses of public libraries returned relatively low ratings.

Mission Australia:

Mission Australia is a national organisation that exists "*to meet human need*" and helps approximately 230,000 people each year. It operates under a philosophy of helping people overcome situations to reach the next stage in life rather than functioning as a welfare handout agency. Its objective to help people by empowering them is not dissimilar to the way public libraries function, hence the interest to explore existing and potential crossovers between the two organisations.

As for public libraries, the notion of community is important to Mission Australia's activities, which aim to help individuals and families whilst contributing to enhanced levels of community cohesion. A key element in this process is to build self-help networks, thus recognising that disadvantaged people have very clear self-images and a strong preference to develop personal resources over receiving handouts.

Despite their similar objectives and philosophies, there are currently no formal links between Mission Australia and public libraries in terms of jointly run programs or general referrals to library resources. This is not to say that the role of public libraries has not been recognised in terms of their providing, for example, a safe and non-discriminatory environment for homeless and disadvantaged people; a resource for job-seekers; and a network of public meeting spaces for Mission Australia courses and discussion groups etc. However, Mission Australia's current links to public libraries are incidental rather than strategic.

Notwithstanding the current position, discussion revealed that public libraries are very likely used by Mission Australia's client base and that potential exists for greater cooperation between the two organisations. For example:

- Mission Australia conducts a National Survey of Young Australians, which surveyed almost 15,000 young Australians between the ages of eleven to

twenty-four years in 2006. Data is presented by State and among the findings for NSW in relation to issues of importance/concern; it was found that 26.1% nominated school or study problems and 18.1% nominated discrimination. The survey also found that 16.3% turn to the Internet for advice and that 13.2% turn to magazines.

Public libraries are certainly well positioned to facilitate the resolution of school or study problems, are recognised as operating in a non-discriminatory manner, provide free public access to the Internet and hold wide collections of magazines.

- ▀ Feedback from Mission Australia's employment service indicates that public libraries are being utilised by job-seekers to access positions advertised on-line and to research prospective employers prior to attending interviews.
- ▀ Mission Australia has trialled a program in Sydney and Brisbane to provide disadvantaged people with training in humanities subjects such as Australian history, literature and art. The course, modelled on a successful program operated in New York, has as its core premise that an understanding and appreciation of arts and humanities triggers self awareness and improved self image by providing an alternative way to view and understand our individual situations.

The prerequisites for courses run over a twelve week semester are that participants must have adequate literacy to read newspapers and a level of stability in their lives (for example living in temporary accommodation). Lectures are delivered by qualified academic volunteers and each participant is assigned a learning partner drawn from Mission Australia's sponsor organisations.

The courses involve supervised visits to outside locations such as art galleries and in the case of a literature element studying on-line blogging, required participants to connect with on-line students. By structuring the courses to involve external elements, participants are given an opportunity to develop social skills in a supervised and non-threatening way. The completion of four courses qualifies participants for a Certificate of Liberal Arts.

On face value a program of this nature could benefit from public libraries' involvement by, for example, providing meeting rooms as a venue and, of course, access to relevant materials. Whether or not it is appropriate for public libraries to have a support role during courses, it would certainly be appropriate to introduce course participants to public libraries as a means to maintain an ongoing interest in the subjects studied.

- ▀ Mission Australia commented that it intends to explore means to assist released prisoners to re-integrate into the community. A similar objective is being pursued by the Library Manager at the NSW Department of

Corrective Services and it would be appropriate to explore the scope for a joint approach.

The preceding discussion has indicated that public libraries are inevitably contributing to Mission Australia's client base and that there is sufficient commonality between the respective organisations to warrant exploring the potential for more formal cooperation.

Development of CPI Weighted Multiplier

CPI Group or sub-group	Industry Sector	CPI Index Points	Multiplier	Multiplied Points
Food				
Dairy & related products	Dairy products	25.5	1.32	33.66
Bread & cereal products	Flour mill products & cereal foods	2.77	1.32	3.66
Meat & seafoods	Meat & meat products	3.67	1.43	5.25
Fruit & vegetables	Fruit & vegetable products	4.6	1.34	6.16
Non-alcoholic drinks & snack foods	Soft drinks, cordials & syrups	3.1	1.36	4.22
Meals out & take away foods	Accommodation, cafes & restaurants	7.11	1.46	10.38
Other food	Other food products	2.39	1.36	3.25
Alcohol & tobacco				
Alcoholic drinks	Beer & malt / wine & spirits	6.78	1.295	8.78
Tobacco	Tobacco products	3.8	1.13	4.29
Clothing & footwear				
Clothing & footwear	Clothing	3.68	1.21	4.45
Footwear	Footwear	0.95	1.31	1.24
Accessories & clothing services	Leather & leather products	1.06	1.34	1.42
Housing				
Rents	Other property services	8.13	1.53	12.44
Utilities				
Electricity	Electricity supply	2.55	1.28	3.26
Gas & other household fuels	Gas supply	1.11	1.39	1.54
Water & sewerage	Water supply, sewerage & drainage services	1.28	1.23	1.57
Other housing				
House purchase	Banking	12.18	1.55	18.88
Property rates & charges	Community services	1.91	1.61	3.08
House repairs & maintenance	Other property services	3.36	1.53	5.14
Household contents & services				
Furniture & furnishings	Furniture	4.71	1.42	6.69
Household appliances, utensils & tools				
Major household appliances	Household appliances	0.97	1.15	1.12
Small electric household appliances	Other electrical equipment	0.38	1.27	0.48
Glassware, tableware & utensils	Glass products / ceramic products	0.69	1.35	0.93
Tools	Other machinery & equipment	0.52	1.35	0.70
Household supplies				
Household cleaning agents	Soaps & detergents	2.17	1.15	2.50
Toiletries & personal care products	Cosmetics & toiletry preparations	1.78	1.24	2.21
Other household supplies	Other manufacturing	2.17	1.31	2.84
Household services				
Health services	Health services	7.18	1.87	13.43
Pharmaceuticals	Medicinal & pharmaceutical products	1.57	1.24	1.95
Transportation				
Private motoring				
Motor vehicles	Motor vehicles & parts	7.29	1.09	7.95
Automotive fuel	Petroleum & coal products	6.06	0.71	4.30
Motor vehicle repair & servicing	Mechanical repairs	3.07	1.35	4.14
Motor vehicle parts & accessories	Motor vehicles & parts	1.06	1.09	1.16
Other motoring charges	Non-bank finance / insurance	1.6	1.565	2.50
Urban transport fares	Rail transport	1.14	1.66	1.89
Communication	Communication services	4.92	1.41	6.94
Recreation				
Audio, visual & computing	Publishing: recorded media & publishing	4.01	1.36	5.45
Books, newspapers & magazines				
Books	Book & other publishing	0.67	1.29	0.86
Newspapers & magazines	Newspaper printing & publishing	0.63	1.33	0.84
Sport & other recreation	Sport, gambling & recreational services	5.78	1.39	8.03
Holiday travel & accommodation	Other services	6.67	1.82	12.14
Education	Education	4.25	1.97	8.37
Financial & insurance services				
Financial services				
Deposit & loan facilities	Banking	6.69	1.55	10.37
Other financial services	Non-bank finance	5.18	1.45	7.51
Insurance services	Insurance	2.35	1.68	3.95
All groups		179.44	1.40	251.93

Source:

- CPI group & CPI index points as per ABS 6401.0 December quarter 2006 Consumer Price Index
- Industry sectors & multipliers as per Multipliers for Culture Related Industries

Derivation of Estimated Economic Value and Economic Activity

It is anticipated that library services may wish to estimate the economic value and economic activity generated by individual library services. Each estimate is a relatively straightforward calculation ideally suited to a spreadsheet application. The data elements are outlined below, as are the data sources and assumptions used in the statewide estimates. Library services may, of course, utilise different sources, assumptions and values at their discretion.

Economic Value:

It is suggested that readers refer to section 4.5 of the main report to gain a conceptual understanding of economic value prior to estimating economic value as set out below.

Derive the following data elements:

- (A) Library members (as per membership database).
- (B) Population served (as per census or council sources).

Calculate library users and non-users thus:

- (C) Library users = Library members / 85% = (A) / 85%
- (D) Library non-users = Population – Library users = (B) – (C)

Calculate estimated economic value thus:

- (E) (Library users x WTPA) + (Library non-users x WTPB)
= {(C) x WTPA} + {(D) x WTPB}

Where:

- WTPA is library users' willingness to pay, the approach utilised to estimate economic value. Based on the research findings, library services may choose from the following options:
 1. Statewide average \$58.20
 2. Metropolitan library services \$60.96
 3. Country library services \$54.37
- WTPB is library non-users' willingness to pay, where library services may choose from the following options:
 1. Assume same as WTPA \$54.37 to \$60.96
 2. Current statewide per capita funding \$42.73
 3. Current library service per capita funding \$variable
 4. Surveyed non-users \$19.31

Economic Activity:

It is suggested that readers refer to section 4.7 of the main report to gain a conceptual understanding of economic activity prior to applying the estimation process outlined below. Reference should also be made to Appendix 24 which presents a template for use by library services.

Economic Activity Generated by NSW Public Libraries (\$ mil)

Description	Base level activity	Value added multiplier	Total economic activity
Public libraries operating & capital expenditure	\$287.5	1.74	\$500.3
Travelling costs incurred by library visits	\$45.3	0.90	\$ 40.8
Internet accounts opened & related IT expenditure	\$101.0	1.41	\$142.4
Impact of redistributing financial savings from borrowing	\$1,151.7	0.11	\$126.7
Total			\$810.2

It is recommended that library services apply the value added multipliers shown in the above table, although they may, at their discretion, develop different multipliers.

To estimate economic activity, library services must, therefore, estimate their base level activity for each of the four items in the above table thus:

Public libraries operating & capital expenditure:

This amount is simply the sum of a library service's operating and capital expenditures for the period in question, as reported to the SLNSW for inclusion in the annual NSW Public Library Statistics.

Travelling costs incurred by library visits:

This amount is the number of library visits multiplied by the average cost per visit. Based on the research findings, library services may choose between the following average costs per visit:

1. Statewide average \$1.44
2. Inner-metropolitan library services \$1.04
3. Outer-metropolitan library services \$1.56
4. Country library services \$1.69

Internet accounts opened & related IT expenditure:

Derive the following data elements:

- (A) Library users (as calculated in relation to economic value).
- (B) Proportion of library users who opened accounts as a result of using public library Internet services. The Library User Survey finding of 6.8% should be used unless more specific internal data is available.
- (C) Estimated ISP (Internet Service Provider) costs per annum. (Assumed to be \$240 for the calculation of the statewide estimate.)

- (D) Percentage of new ISP subscribers requiring a personal computer. (Assumed to be 50% for the calculation of the statewide estimate.)
- (E) Replacement cost for PC and software. (Assumed to be \$1,200 for the calculation of the statewide estimate.)
- (F) PC and software replacement period. (Assumed to be four years for the calculation of the statewide estimate.)

Calculate estimated base level activity thus:

- (G) Accounts opened = (A) x (B)
- (H) Annual ISP cost = (C)
- (I) Annual PC replacement cost = {(E) / (F)} x (D)
- (J) Base level activity = (G) x {(H) + (I)}

Impact of redistributing financial savings from borrowing:

The base level activity is equivalent to library users' savings on books and other materials borrowed from public libraries. The estimate can, therefore, be derived from the top six items from the Economic Benefit Table, the calculation of which is described at Appendix 16.

Estimated out-of-pocket costs to visit libraries

Travel Mode	Average Cost Per Visitor				Preferred Mode of Travel			
	Country	Metro-inner	Metro-outer	Average	Country	Metro-inner	Metro-outer	Average
Walk	\$ -	\$ -	\$ -	\$ -	18.9%	36.3%	18.2%	24.5%
Cycle	\$ -	\$ -	\$ -	\$ -	1.6%	60.0%	2.7%	1.5%
Drive (see below)	\$ 2.12	\$ 1.48	\$ 1.62	\$ 1.83	77.4%	51.3%	67.3%	66.3%
Public transport	\$ 2.21	\$ 2.38	\$ 3.98	\$ 2.99	2.2%	11.8%	11.9%	7.7%
Weighted average	\$ 1.69	\$ 1.04	\$ 1.56	\$ 1.44				

Note:

- The above estimates represent incremental expenditures generated by library visits and do, therefore, represent economic activity created by public libraries.

Estimated costs associated with driving to public libraries

Library Service	Travelling time to library from all locations	Travelling time from library to home	Total Travelling time (minutes)	Average speed (kph)	Distance travelled (kms)	Average variable MVE per km	Total estimated variable MVE	Total estimated car parking	Total costs related to visiting library	# users driving to library	Ave cost per surveyed user	Average cost per visitor
Bathurst	2,041	1,031	3,072	55	2,816	\$ 0.1677	\$ 472	\$ -	\$ 472	163	\$ 2.90	\$ 2.23
Camden	1,539	970	2,509	40	1,673	\$ 0.1677	\$ 281	\$ -	\$ 281	125	\$ 2.24	\$ 1.73
Canterbury	1,139	557	1,696	40	1,131	\$ 0.1677	\$ 190	\$ 47	\$ 237	94	\$ 2.02	\$ 1.55
Central West	1,578	1,078	2,656	55	2,435	\$ 0.1677	\$ 408	\$ -	\$ 408	147	\$ 2.78	\$ 2.14
Great Lakes	2,470	1,004	3,474	55	3,185	\$ 0.1677	\$ 534	\$ -	\$ 534	175	\$ 3.05	\$ 2.35
Lane Cove	1,227	659	1,886	40	1,257	\$ 0.1677	\$ 211	\$ 63	\$ 274	126	\$ 1.67	\$ 1.29
Liverpool	953	573	1,526	40	1,017	\$ 0.1677	\$ 171	\$ 46	\$ 216	91	\$ 1.87	\$ 1.44
Newcastle	1,346	774	2,120	40	1,413	\$ 0.1677	\$ 237	\$ 56	\$ 293	111	\$ 2.14	\$ 1.64
Waverley	1,419	816	2,235	40	1,490	\$ 0.1677	\$ 250	\$ 59	\$ 308	117	\$ 2.14	\$ 1.64
Western Riverina	1,681	697	2,378	55	2,180	\$ 0.1677	\$ 366	\$ -	\$ 366	161	\$ 2.27	\$ 1.75
	15,393	8,159	23,552		18,596		\$ 3,119	\$ 270	\$ 3,388	1,310	\$ 2.38	\$ 1.83
Country	7,770	3,810	11,580		10,615	\$ 0.1677	\$ 1,780	\$ -	\$ 1,780	646	\$ 2.76	\$ 2.12
Metro-inner	3,785	2,032	5,817		3,878	\$ 0.1677	\$ 650	\$ 169	\$ 819	337	\$ 1.93	\$ 1.48
Metro-outer	3,838	2,317	6,155		4,103	\$ 0.1677	\$ 688	\$ 101	\$ 789	327	\$ 2.10	\$ 1.62

Assumptions:

- The cost associated with driving to the library from any location is assumed to be related to the visit.
- Only the cost of travelling from the library to "home" is assumed to be related in that it terminates the out-of-home activity.
- Average speeds estimated by consultant after reviewing recent technical papers & allowing for off-peak travel.
- Average variable MVE (motor vehicle expenditure) as estimated by the RACV for a medium sized vehicle (2006).
- Car parking based on a nominal value of \$0.50 where free parking is not readily available. (Estimate is subject to many variables.)
- Average cost per visitor assumes that 30% of visits will carry a passenger as well as the driver.

Matrix of Library Services Used During Visits

Services Used Matrix											# Services used	# Visits	% Visits	Cum %
Borrow books	Borrow AV	Access internet	Use PCs	Ref Enq	Storytime	Other prog.	Civic mtg	Meet friends	Read or listen	Other				
x											1	475	23.9%	23.9%
x	x										2	220	11.1%	34.9%
										x	1	121	6.1%	41.0%
									x		1	100	5.0%	46.1%
	x										1	88	4.4%	50.5%
		x									1	82	4.1%	54.6%
x									x		2	65	3.3%	57.9%
x				x							2	59	3.0%	60.8%
x		x									2	36	1.8%	62.6%
x										x	2	33	1.7%	64.3%
x	x			x							3	32	1.6%	65.9%
x	x	x									3	28	1.4%	67.3%
				x							1	25	1.3%	68.6%
x	x								x		3	24	1.2%	69.8%
		x							x		2	21	1.1%	70.8%
x				x					x		3	16	0.8%	71.6%
x						x					2	15	0.8%	72.4%
x	x		x								3	15	0.8%	73.2%
x	x			x					x		4	14	0.7%	73.9%
			x								1	14	0.7%	74.6%
x			x								2	14	0.7%	75.3%
x	x				x						3	14	0.7%	76.0%
						x					1	13	0.7%	76.6%
	x	x									2	13	0.7%	77.3%
		x	x								2	13	0.7%	77.9%
					x						1	12	0.6%	78.5%
									x	x	2	11	0.6%	79.1%
x	x	x		x							4	11	0.6%	79.6%
		x								x	2	10	0.5%	80.1%
								x		x	2	10	0.5%	80.6%
x		x		x							3	10	0.5%	81.1%
								x	x	x	3	9	0.5%	81.6%
		x	x						x		3	8	0.4%	82.0%
								x			1	8	0.4%	82.4%
x								x			2	8	0.4%	82.8%
	x								x		2	7	0.4%	83.2%
x					x						2	7	0.4%	83.5%
		x		x							2	7	0.4%	83.9%
			x							x	2	7	0.4%	84.2%
x		x	x								3	7	0.4%	84.6%

Matrix of Library Services Used During Visits

Services Used Matrix											# Services used	# Visits	% Visits	Cum %
Borrow books	Borrow AV	Access internet	Use PCs	Ref Enq	Storytime	Other prog.	Civic mtg	Meet friends	Read or listen	Other				
x				x				x			3	7	0.4%	84.9%
x				x						x	3	7	0.4%	85.3%
				x						x	2	6	0.3%	85.6%
x			x	x							3	6	0.3%	85.9%
	x	x	x								3	6	0.3%	86.2%
			x						x		2	5	0.3%	86.4%
				x				x			2	5	0.3%	86.7%
						x			x		2	5	0.3%	86.9%
x	x				x				x		4	5	0.3%	87.2%
											0	5	0.3%	87.4%
x	x					x					3	5	0.3%	87.7%
x	x	x	x								4	5	0.3%	87.9%
								x	x		2	4	0.2%	88.1%
x		x							x		3	4	0.2%	88.3%
x	x	x							x		4	4	0.2%	88.5%
x		x		x					x		4	4	0.2%	88.7%
x	x	x		x					x		5	4	0.2%	88.9%
	x			x							2	4	0.2%	89.1%
			x	x							2	4	0.2%	89.3%
x								x		x	3	4	0.2%	89.5%
		x	x							x	3	4	0.2%	89.7%
x	x			x				x			4	4	0.2%	89.9%
							x		x		2	3	0.2%	90.1%
x			x						x		3	3	0.2%	90.2%
x					x				x		3	3	0.2%	90.4%
	x	x							x		3	3	0.2%	90.5%
		x						x	x		3	3	0.2%	90.7%
x				x					x	x	4	3	0.2%	90.8%
x	x	x	x	x					x		6	3	0.2%	91.0%
x	x	x	x						x	x	6	3	0.2%	91.2%
x							x				2	3	0.2%	91.3%
x		x								x	3	3	0.2%	91.5%
		x						x		x	3	3	0.2%	91.6%
x	x	x			x						4	3	0.2%	91.8%
x	x		x	x							4	3	0.2%	91.9%
x	x	x	x	x							5	3	0.2%	92.1%
x								x	x		3	2	0.1%	92.2%
	x								x	x	3	2	0.1%	92.3%
		x		x					x		3	2	0.1%	92.4%
		x				x			x		3	2	0.1%	92.5%
			x						x	x	3	2	0.1%	92.6%

Matrix of Library Services Used During Visits

Services Used Matrix											# Services used	# Visits	% Visits	Cum %
Borrow books	Borrow AV	Access internet	Use PCs	Ref Enq	Storytime	Other prog.	Civic mtg	Meet friends	Read or listen	Other				
x	x		x						x		4	2	0.1%	92.7%
x	x							x	x		4	2	0.1%	92.8%
				x				x	x	x	4	2	0.1%	92.9%
x	x	x	x						x		5	2	0.1%	93.0%
		x	x	x				x	x		5	2	0.1%	93.1%
x	x			x	x			x	x		6	2	0.1%	93.2%
x	x	x	x	x				x	x		7	2	0.1%	93.3%
							x				1	2	0.1%	93.4%
	x		x								2	2	0.1%	93.5%
	x				x						2	2	0.1%	93.6%
	x									x	2	2	0.1%	93.7%
		x						x			2	2	0.1%	93.8%
			x			x					2	2	0.1%	93.9%
				x	x						2	2	0.1%	94.0%
				x				x			2	2	0.1%	94.1%
					x			x			2	2	0.1%	94.2%
						x		x			2	2	0.1%	94.3%
							x			x	2	2	0.1%	94.4%
x	x							x			3	2	0.1%	94.5%
x	x									x	3	2	0.1%	94.6%
x				x			x				3	2	0.1%	94.7%
		x	x	x							3	2	0.1%	94.8%
			x					x		x	3	2	0.1%	94.9%
x	x			x	x						4	2	0.1%	95.0%
x	x			x		x					4	2	0.1%	95.1%
x	x				x			x			4	2	0.1%	95.2%
x		x	x	x							4	2	0.1%	95.3%
x		x		x			x				4	2	0.1%	95.4%
	x	x	x							x	4	2	0.1%	95.5%
x									x	x	3	1	0.1%	95.5%
	x		x						x		3	1	0.1%	95.6%
			x	x					x		3	1	0.1%	95.6%
			x		x				x		3	1	0.1%	95.7%
			x					x	x		3	1	0.1%	95.7%
				x			x		x		3	1	0.1%	95.8%
				x				x	x		3	1	0.1%	95.8%
				x					x	x	3	1	0.1%	95.9%
x		x	x						x		4	1	0.1%	95.9%
x		x					x		x		4	1	0.1%	96.0%
x			x	x					x		4	1	0.1%	96.0%
x			x			x			x		4	1	0.1%	96.1%

Matrix of Library Services Used During Visits

Services Used Matrix											# Services used	# Visits	% Visits	Cum %
Borrow books	Borrow AV	Access internet	Use PCs	Ref Enq	Storytime	Other prog.	Civic mtg	Meet friends	Read or listen	Other				
x				x					x	x	4	1	0.1%	96.1%
x				x				x	x		4	1	0.1%	96.2%
x					x			x	x		4	1	0.1%	96.2%
x							x	x	x		4	1	0.1%	96.3%
	x						x	x	x		4	1	0.1%	96.3%
		x	x	x					x		4	1	0.1%	96.4%
		x	x					x	x		4	1	0.1%	96.4%
			x					x	x	x	4	1	0.1%	96.5%
				x		x	x		x		4	1	0.1%	96.5%
x	x	x						x	x		5	1	0.1%	96.6%
x	x	x							x	x	5	1	0.1%	96.6%
x	x		x	x					x		5	1	0.1%	96.7%
x	x			x	x				x		5	1	0.1%	96.7%
x	x			x		x			x		5	1	0.1%	96.8%
x	x			x			x		x		5	1	0.1%	96.8%
x	x			x				x	x		5	1	0.1%	96.9%
x	x			x					x	x	5	1	0.1%	96.9%
x	x				x			x	x		5	1	0.1%	97.0%
x	x						x	x	x		5	1	0.1%	97.0%
x			x	x			x		x		5	1	0.1%	97.1%
x			x	x				x	x		5	1	0.1%	97.1%
x			x	x					x	x	5	1	0.1%	97.2%
x				x				x	x	x	5	1	0.1%	97.2%
x					x			x	x	x	5	1	0.1%	97.3%
		x	x	x					x	x	5	1	0.1%	97.3%
x	x	x	x						x	x	6	1	0.1%	97.4%
x	x	x		x				x	x		6	1	0.1%	97.4%
x	x		x	x		x			x		6	1	0.1%	97.5%
x	x		x	x					x	x	6	1	0.1%	97.6%
x	x			x		x	x		x		6	1	0.1%	97.6%
			x	x			x	x	x	x	6	1	0.1%	97.7%
x	x	x	x	x					x	x	7	1	0.1%	97.7%
x	x	x	x		x				x	x	7	1	0.1%	97.8%
x	x	x	x	x			x	x	x		8	1	0.1%	97.8%
x	x	x	x	x		x		x	x	x	9	1	0.1%	97.9%
	x							x			2	1	0.1%	97.9%
		x					x				2	1	0.1%	98.0%
			x		x						2	1	0.1%	98.0%
				x		x					2	1	0.1%	98.1%
							x	x			2	1	0.1%	98.1%

Matrix of Library Services Used During Visits

Services Used Matrix											# Services used	# Visits	% Visits	Cum %
Borrow books	Borrow AV	Access internet	Use PCs	Ref Enq	Storytime	Other prog.	Civic mtg	Meet friends	Read or listen	Other				
x	x						x				3	1	0.1%	98.2%
x		x				x					3	1	0.1%	98.2%
x		x						x			3	1	0.1%	98.3%
x			x				x				3	1	0.1%	98.3%
x			x					x			3	1	0.1%	98.4%
x			x							x	3	1	0.1%	98.4%
x				x		x					3	1	0.1%	98.5%
x						x				x	3	1	0.1%	98.5%
	x	x				x					3	1	0.1%	98.6%
	x	x						x			3	1	0.1%	98.6%
	x	x								x	3	1	0.1%	98.7%
	x		x			x					3	1	0.1%	98.7%
	x			x				x			3	1	0.1%	98.8%
		x	x			x					3	1	0.1%	98.8%
		x	x					x			3	1	0.1%	98.9%
			x	x						x	3	1	0.1%	98.9%
				x		x				x	3	1	0.1%	99.0%
				x		x		x		x	3	1	0.1%	99.1%
x	x	x				x					4	1	0.1%	99.1%
x	x	x								x	4	1	0.1%	99.2%
x	x		x		x						4	1	0.1%	99.2%
x	x				x	x					4	1	0.1%	99.3%
x		x				x				x	4	1	0.1%	99.3%
x		x						x		x	4	1	0.1%	99.4%
x			x	x		x					4	1	0.1%	99.4%
x				x	x			x			4	1	0.1%	99.5%
x				x		x	x				4	1	0.1%	99.5%
			x	x		x		x			4	1	0.1%	99.6%
x	x	x	x					x			5	1	0.1%	99.6%
x	x		x	x				x			5	1	0.1%	99.7%
x		x	x	x	x						5	1	0.1%	99.7%
	x	x	x							x	5	1	0.1%	99.8%
		x	x	x			x	x			5	1	0.1%	99.8%
x	x	x		x	x	x					6	1	0.1%	99.9%
x	x		x	x	x			x			6	1	0.1%	99.9%
x	x	x	x	x	x	x					7	1	0.1%	100.0%

Case Studies

The four case studies described herein were selected for their relevance in sustaining their communities; their diversity in that they sustain in different ways; and because they appealed as public libraries taking the initiative and leading by example. However, it must be stressed that other examples with similar characteristics were identified through the research as will be seen from Appendix 23. No relative importance is implied by the selection of these case studies, nor should such importance be assumed by readers.

By way of introduction, the Great Lakes' case study discusses the library's support for a traumatised community; Liverpool's focuses on providing appealing space for the area's youth; Newcastle's discusses how the new Wallsend District Library has accommodated leading-edge environmental standards; and Waverley's is an example of a public library partnering with a high-profile commercial sponsor to create a prestigious literary award. An outline of each follows.

Case Study #1:

Great Lakes Library Service – Communities and Trauma Project:

Road accidents are always traumatic – especially to those closely involved. In Forster in 2004, a series of fatal road accidents cast a pall over the Forster community and highlighted how traumatic events penetrate the community. As well as victims and their immediate families and friends being affected, multiple events have a compounding effect by expanding the number of people individually linked to the trauma and by embracing the community at large.

The Forster accidents drew attention to a broad need to support trauma sufferers in the community in a variety of ways, including through access to relevant collections of books and other materials. To this end, the Great Lakes Library Service played an active role by lending their professional expertise to identify relevant titles and through their involvement in the Trauma Reference Centre Appeal, inviting individuals to recommend books and videos that had helped them cope with previous traumas.

Through the persistence and commitment of the Great Lakes Library Service and the Forster Neighbourhood Centre, financial support was obtained through a Federal Government grant. This enabled a collection of books, videos, audio-CDs and pamphlets to be procured and housed in a Trauma Resources Centre stand within the Forster Library. Although the library had limited space at that time, there was no hesitation in supporting this cause and making the necessary space available.

It was intended that the collection would be housed separately for six months and would then be integrated into the general collection. As with all collections, use is a prime measure of relevance and it was reported that: *“Despite only being available for a short time the Trauma Resource Centre stand is half empty, so needless to say it was a much needed resource within*

the Great Lakes region. It goes to prove that something positive can come from a terrible tragedy.”¹

There is much talk about information and knowledge economies, but this case study shows that information is just as important in coping with trauma. It also demonstrates the willingness of a library service to interface with its community; to make its physical and professional resources available; and to take the initiative in not only supporting a community at a time of particular need, but putting in place a resource of ongoing benefit to the community.

Case Study #2:

Liverpool City Library – the.space:

the.space (pronounced and hereafter referred to as “*the space*”) occupies approximately 161^{m²} of the Liverpool Library’s 5,600 ^{m²}. It is self contained and set-up as a lounge area with café style seating to create a welcoming and social atmosphere. Twelve Internet enabled PCs are provided, along with two Play Station consoles and a jukebox with 100 music CDs. A further 111 music CDs are available for lending, as are 456 graphic novels and a range of fiction and non-fiction books, magazines, DVDs and CD-ROMs.

Logistics, however, do not tell the story. If one was to nominate key words to tell the story of *the space*, one would think in terms of reacting, consulting, customising and empowering.

From social research and demographic data, the Liverpool City Library identified that Liverpool had a higher proportion of its population in the 5 to 19 years age group relative to the Sydney metropolitan area, yet had very limited facilities for youth, particularly within the Liverpool CBD. The library service reacted by developing a model for a designated youth area based on youth programs being offered by the Phoenix and Los Angeles Public Libraries in the US. A successful application for a Library Council of NSW Library Development Grant contributed \$149,000 towards the establishment costs with the Liverpool City Council contributing a further \$60,000.

Consultation between the library service and the Liverpool Youth Council led to the formation of a critical partnership to jointly develop the concept and ensure that *the space* was customised to fit the needs of its target market; that is the 12 to 24 years demographic represented by the Youth Council. The success of this consultation and customisation process was acknowledged in the Youth Council’s representative’s opening speech thus: “*walking through the.space today I can see many of our recommendations have been taken on board, especially the jukebox which excites me to no end.*” To utilise change management jargon, the acknowledgement reflects that the library service had effectively transferred joint-ownership of the concept to the client group – a key element of successfully implementing change.

During the course of this research study, the writer had the opportunity to meet with a group of current users of *the space* and with library staff. In

¹ Extract from an internal Great Lakes Council document.

response to a question regarding the rules that apply, the unanimous response was that “*there are no rules.*” This is taking empowerment to the limit, but is, in effect, arguably the key to *the space’s* success. To quote again from the opening speech: “*The Library can be an intimidating and sometimes inaccessible place for young people, but if young people are made to feel more welcome in a building like this, it can do wonders for their sense of belonging and also empower them to access community facilities more often and build up their skills [and] knowledge that is the basis for any library.*” In this context, a “no rules” approach both welcomes youth and imposes a responsibility to honour the trust and respect extended by the library service. Judging from those attending the meeting, the writer was in no doubt that they felt empowered and it would seem that a number aspire to working in the library – surely an endorsement that it is no longer seen as intimidating and inaccessible.

How does *the space* work? Perhaps this is best illustrated by a few examples:

- ▮ A fourteen year youth who participated in the meeting and could not speak English two years ago has developed his English language skills through almost daily visits to *the space*. Furthermore, he is known to borrow materials on behalf of his family and has taught himself (from magazines) to maintain a family computer with Internet access.
- ▮ An HSC student with a part-time job and no access to the Internet at home was given extra time on *the space’s* computers by others discreetly giving up their bookings.
- ▮ A father reunited with his non-English speaking son introduced his son to *the space* as his preferred means for his son to quickly learn Australian English and Australian culture. During the introductory visit, a number of Arabic speaking kids offered to show the youth around *the space*. The father later sought out staff and told them that it was the first time he had seen his son smile in Australia.
- ▮ A fifteen year old Aboriginal girl’s grandmother checked out the space when it first opened and gave her approval for her granddaughter to visit. The girl has become a regular visitor to *the space* and is known to subtly apply cultural values when necessary.
- ▮ A security camera monitors *the space* and rather than being seen as an intrusion, the kids have suggested that a higher definition camera should be installed. The camera is seen to support the self-regulation of *the space* and help keep it free from drugs and other incidents.

Self regulation is considered important and is working as a model that allows young people from different ethnic backgrounds to mix in an area free of discrimination and where tolerance for others is the norm. A number of leaders have emerged as in any community, which is how *the space* was described – a community!

Case Study #3:**Newcastle Region Library – Wallsend District Library:**

Since its opening in May 2006 the Wallsend District Library has earned public and critical acclaim. The 1,736^m² library opened with a collection of 60,000 items, which will be progressively expanded to 90,000 items to meet the needs of its 45,000 estimated catchment population.

The Wallsend District Library reflects Newcastle's commitment to a District Library model and by locating the library opposite the Wallsend Shopping Plaza, recognised as the district centre, the library was positioned to operate as a community hub. However, the process of the library becoming a community hub started early through a community consultation program to build ownership of the concept and invite community input during the planning and development stages. A visible example of the community's input is the large tables in the reading area in response to community suggestions.

Among the aims for the new library was: (a) to create a building of quality and permanence noted for its design excellence and (b) to show how ecologically sustainable design can be realised in a large public facility. A measure of achievement in these areas came at the 2006 Lower Hunter Civic Design Awards where the Wallsend District Library won:

- ▶ The Sustainable Development Award.
- ▶ The Leisure Facility Award.
- ▶ The Excellence in Civic Design Award.

The significance of the Sustainable Development Award is underscored by its selection over a CSIRO Solar Tower which was the recipient of a Merit Award.

Environmentally sustainable elements incorporated in the library building are:

- ▶ **AAA taps and dual flush** to minimise water wastage and reduce the water required for flushing by up to 50%.
- ▶ **Smart lighting** achieved through multiple strategies including energy smart light fittings; lighting control systems; the use of natural light; and windows double glazed with smart glass to keep out the summer heat and retain winter warmth.
- ▶ **Smart heating and cooling** where the air handling system is designed to allow the building to draw in 100% fresh air with no need for additional heating or cooling for 40% to 50% of the year. During such times, power consumption of the air conditioning system is reduced by up to 80%.
- ▶ **Smart hot water** achieved through a 5½ star instantaneous gas system for hand basins and showers and the use of automatic boil units controlled by push button timers for tea and coffee making.
- ▶ **Waste recycling** facilities for paper and waste are provided throughout the facility.
- ▶ **Water harvesting and reuse** via on-site storm water retention, which is then used for toilet flushing and nature strip irrigation.

Other environmentally sustainable design elements and programs include:

- Installing a Building Management System to control the library's lighting and air handling systems to ensure that systems are only operational when required.
- Underfloor access to data and power outlets to maximise design flexibility and capacity to accommodate future changes.
- Underfloor air conditioning to allow conditioned air to be distributed through floor mounted grills to a height of two metres, thereby providing cooled air to library users and staff rather than unnecessarily cooling the entire environment.
- Building the library high on the site to protect against 100 year floods.

As well as being architecturally appealing and environmentally responsible, the new library brought vastly expanded services and an enhanced library experience to the Wallsend district. This has resulted in attracting 5,000 new members, 75% of whom live within the library's catchment area. However, the library's impact is better described in the words of library users² from whom the following comments are drawn:

"The Wallsend Library has in a very short time become the community centre. It caters to a wide range of people and to many age groups. It's a good place to meet or just relax with books, magazines or papers. There is a good selection of items and the staff are fantastic." (Female, 65-69 years.)

"2006 will be remembered well into the future when we compare our dark ages library to the new modern one at Wallsend. The community has responded to decent modern facilities by having record new members and still growing." (Male, 65-69 years.)

"Because of Wallsend's new library location it has actually made our whole family want to visit the facility. The new design of the library makes it a very pleasurable place to visit. The library is a 'boon' for the Wallsend community." (Female, 35-39 years.)

"Our local library has become the hub of the community since its refurbishment. So many more people are able to visit the new facilities and the kids and teenage areas are always busy. I think it's important to promote reading amongst younger people and the library has worked hard to get them back." (Male, 30-34 years.)

"Wallsend Library is and should be the model of all libraries. The staff are very pleasant and well informed. Helpful is an understatement." (Male, 35-39 years.)

"As a student, the library provides a perfect atmosphere for study and a great place to provide books." (Male, 16-19 years.)

² Selected extracts from Library User Surveys.

As can be seen from the above comments, the new Wallsend District Library is highly regarded by library users and certainly contributes to sustaining the community. Furthermore, through clever design and environmentally sustainable technologies, the library may be described as having adopted a holistic approach to sustaining the community.

Case Study #4:

Waverley Library – Westfield/Waverley Library Award for Literature:

From an idea to listing in the Sydney Morning Herald's *List of Top Australian Literary Prizes* in five years tracks the history of the Westfield/Waverley Library Award for Literature (hereafter referred to as the Award).

Before discussing the Award it is acknowledged that its inclusion as a case study to demonstrate how public libraries sustain their communities may be challenged. After all, such events may be seen as elitist and of little impact on the majority of library users. However, its inclusion is justified on the following grounds:

- a) The award is differentiated from other literary awards in that the prime criterion applied to judging entries is excellence in research.
- b) The Award reinforces public libraries as cultural icons.
- c) The Award recognises and encourages a community on which public libraries are dependent – the writing community.
- d) The Award serves as an example of cooperation between a public library and a commercial sponsor, in this instance Westfield Bondi Junction.

The Award is an initiative of the Friends of Waverley Library (FOWL), who felt that an award with its main criterion being excellence in research would help to draw attention to libraries' role in the provision of research, as well as recognise, encourage and reward the efforts of authors. Sponsorship support was sought and obtained from Westfield Bondi Junction who agreed to sponsor an annual prize of \$15,000 and contribute \$3,500 towards running costs. FOWL also contributes financially to administrative costs.

Pursuing an initiative of this nature was consistent with the Waverley Library's profile and reputation for running a wide range of cultural programs such as exhibitions, play readings, author talks, recitals, poetry readings, book launches, photographic competitions and other events. By partnering with Westfield, the Award, in the words used in its nomination for the Local Government and Shires Associations' Cultural Award is "*an example of exemplary cooperation and networking.*" For the record, the Award was a shortlisted finalist and received an honourable mention.

The Award has grown in prominence over its short five year history, with some of the 2006 Award highlights being:

- A record number of 131 entries across all genres, which represents an 85% increase over the inaugural award in 2002. Given the focus on research, it is not surprising that non-fiction was prominent with 78 entries, with 48 fiction and 7 children's and young adult works making up the total.

- The Award was publicly launched during the Sydney Writers Festival, where a panel discussion on Research and Writing was attended by more than 200 people.
- The Award was a feature article in *Festival News* which is distributed to visitors to the Festival.
- The introduction of the Alex Buzo Shortlist Prize in honour of the late Alex Buzo, a foundation member of the Management Committee who passed away in July 2006. The prize recognises finalists in the form of a financial award and a framed certificate.
- Industry interest in the Award continued to grow and it is likely that the 2007 Award will accept electronic books as nominations following an enquiry from a specialist publisher.

The 2006 Award was won by Gideon Haigh for his *ASBESTOS HOUSE: the secret history of James Hardie Industries*. Previous winners in reverse chronological order were:

2005 Helen Garner	<i>Joe Cinque's Consolation: A True Story of Death, Grief and the Law.</i>
2004 Geoffrey Blainey	<i>Black Kettle and Full Moon: Daily Life in a Vanished Australia.</i>
2003 Barry Hill	<i>Broken Song: T.G.H. Strehlow and Aboriginal Possession.</i>
2002 Tim Low	<i>The New Nature.</i>

To conclude, it is appropriate to quote the 2005 winner Helen Garner whose comments encapsulate the justifications identified at the beginning of this case study. She said:

...."The book took me a good six years to write, and it was deeply gratifying to have the labour of research explicitly acknowledged in the rationale of the Award. When I lived in Sydney I was very much aware of the Waverley Library as a centre for citizens with a mature and serious love of literature. I thought the connection between the Friends of Waverley Library, the Waverley Council and Westfield was inspired and enlightened, and I am grateful to have been the recipient of an Award that was the fruit of such a collaboration.

....Writing is a lonely and financially precarious job, so prize money when it comes is wonderful to have, but it's not the only thing that makes a generous Award like this one so gratifying. It means a great deal to a writer to have her work acknowledged in a formal, public way by a group of people who possess the imagination to understand the nature of the labour that's involved in the creation of the work."....

Examples of Libraries Sustaining Communities

The Industry Survey asked Library Managers to nominate examples of how their libraries sustain their communities. This appendix presents a selection from the nominated examples to demonstrate the breadth of ways that libraries perform this role.

Ashfield Municipal Library

“Providing access to information and technology to a large community that is of a low socioeconomic background makes a valuable contribution to the entire community. The Library is often the only form of recreation that many people have in our area. Access to newspapers and the Internet to assist with job seeking is critical to the success of many people as they endeavour to gain employment. Often job applications are only available from the Internet and applications need to be submitted via the Internet, an email address is also often required. Many people do not have Internet access at home and are unable to pay for the service. By providing this service we are building self esteem and independence, staff often assist people to use the Internet for this purpose.”

Auburn Library

“In an area where housing is an issue with many refugee families with many children, or living within an extended family situation in 2 or 3 bedroom units, the need for members of the families to have some “space” is evident and the library provides this opportunity. This is very evident during exam periods where many young people tell us that they do not have anywhere else to go to study.”

Baulkham Hills Shire Library

“Our small meeting rooms are often used by small/home businesses as a venue to meet clients. The cost is minimal or non-existent and is in surroundings which are contemporary, allowing the small business owner opportunities to conduct business in more professional surrounds.”

Bega Valley Shire Library

“Local and Family History Unit provides valuable information/resources to users and non-users for research and knowledge building: e.g. Local Newspapers on microfilm – access to local/community social history, heritage etc is enhanced and increased. Heritage Walks/Family History seminars/Heritage exhibitions enrich social fabric of community “

Berrigan Shire Library Service

“The Health and Wellbeing Database has been very liberating for some who have not had explanations given to them by their doctor and visit the library for a clearer understanding and knowledge to empower them to understand and manage their health issues.”

Blacktown City Council Library Service

“A number of the City’s residents have families living overseas and it was decided to offer e-mail training for seniors. This has enabled families to stay in

touch & to be able to send photos of new babies etc back and forth economically and has proven to be very popular. The library has also provided training for new settlers, so they can access newspapers in their own language & keep up with news from their “home” country.”

Broken Hill City Library

“The Archives and Family History service particularly generates community well being at a financial level. A study in 1996 suggested that at a conservative estimate the Archives and Family History section attracted nearly \$200,000 of tourist expenditure (based on ABS estimated tourist spending patterns) and that this estimate was based on conservative estimates of the number of visitors to Broken Hill who travel here primarily to research their families past.”

Burwood Library

“Children’s activities and services such as Storytime and toy libraries provide valuable activities and resources that provide outcomes in terms of early childhood development. These activities and resources would be prohibitively expensive if parents were to attempt to replicate them at home. Encouraging children to learn to read and derive enjoyment [from] reading is setting up a valuable lifetime habit. Parents for whom English is a second language often value Storytime as it can provide more exposure to English for their children before they attend school.”

Camden Library Service

“Our Libraries are co-located with other community facilities, e.g. Narellan Library is co-located with Camden Area Resource Centre, Camden Area Youth Service, Macarthur Diversity Services, Macarthur District Temporary Care and Macarthur Disability Services. This provides a ‘one-stop facility’ for our community and also has opened up partnerships and programs between the organisations. Camden Library will be co-located with the Camden Museum and Camden Area Family History Society.

Our libraries also reflect the identity of the community they are situated in.”

Canterbury City Library

“Homework Assistance Program

This program is fully funded by Council and provides qualified teachers at our central library four afternoons/evenings and Saturday afternoons during term time as well as one – two sessions at each branch library during term time.

It provides an invaluable service for parents who cannot assist their children with homework and studies outside school, particularly in instances where parents have been educated overseas and are unfamiliar with the Australian curriculum, English literature, the Australian political system and a variety of other areas. It operates on a casual attendance basis and offers support for students from Primary School through to the Higher School Certificate.”

Central Northern Libraries

“Cultural facilities feature in the criteria used by professionals seeking to relocate. Regional areas compete to attract doctors and other professionals to

their area. Good educational and cultural facilities will make a regional centre more attractive to those deciding where to relocate.”

Central West Libraries

“Central West Libraries is extremely active in the provision of reading and writing based activities. These are known as “Words Out West”. The Library is host to the Central West Writers’ Centre, funded by the NSW Ministry for the Arts, the Children’s Book Council of Australia, Central West Branch, and several early childhood literacy programs. The Library contributes money towards a coordinator for all of these activities.

Through this program the library adds great value to the service giving residents (not necessarily library users) access to a wide range of experiences, which would not normally be available in a regional centre. In developing these programs the Library has included a wide range of reading and writing based activities to meet and extend the varied needs of a diverse and distributed community. These include author visits, workshops and seminars, mentorships, writing awards and book launches.

This program has successfully repositioned the Library as a key player in the cultural life of the communities it serves. It has also been the impetus for strong and enduring relationships to be developed between partners.

The Library works closely with publishers, bookshops, the media and relevant government departments to deliver these programs. In the process we have established some significant partnerships at a local, regional, state and national level.”

Cessnock City Library

“The following is the text of a letter of thanks sent by a Library user. The real names have been deleted. The context of the letter is that the author, a cancer sufferer and mother of two children, writes to thank library staff for their general support and compassion, and in particular to acknowledge the benefits gained by her children from attending a school holiday activity at the Library. Whilst the letter in part recognises high standards of customer service, it also helps to illustrate the important and often unexpressed, intangible role of libraries in their communities.”

“Words cannot express my gratitude at your efforts with X this week at your two activities and always treating him so well when he comes with me to the library. He is used to people turning away – like you are already dead. Due to the cancer Y and X have been so housebound, yet you provided them with two special experiences this week that I am sure will see them through the difficult months ahead.

Also thank you for your above and beyond assistance when I have come in barely standing and desperate for pain distraction. Your suggestions, conversation in my isolated world at present and just overall friendliness and encouragement has really touched us.

We mightn't be able to get out much or afford anything, but your suggested books provide us with enjoyable moments as a family and humour and interest. X is reading every word in those bug books and has not taken off his T-shirt in two days, he is also so proud of it. It was good to see him smile again and do something normal.

Thank you always."

City of Botany Bay Library and Museum Service

"The Museum which is housed in the Mascot Library provides information about the history of Botany. Exhibitions have included a LOTE component such as our exhibition on Market Gardens (Chinese) and Fishing Village (Italian). We also did an Exhibition on soccer and Johnny Warren which crossed all cultures and our current exhibition is "Making History – recollecting life in the Botany Region 1920s to 1960s". Many local families have contributed to the exhibition."

Clarence Regional Library

"We have a patron who set up a business selling her handmade buttons by mail order. When starting out with the business she was unable to afford a computer and Internet access, so used the library's computers (with the assistance of library staff). Her business was successful and so she was then able to purchase a computer to use at home, but her business may not have got off the ground if she had not had access to a computer at the library."

Eurobodalla Shire Library Service

"Our involvement with the Skillsnet internet training program has added value to our community. There are a high number of older/retired people in our community who are not skilled, or not confident, in the use of computers and the Internet. There are also a high number of people from a low socio-economic background. The library often provides their only access to the Internet. (In the 2001 census 60% of the population had an income of \$21,000 or below). During the past two years all three libraries have provided regular Introduction to the Internet classes, with over 700 people participating. Linked to this is the high number of Internet bookings shire wide. In 2005-2006 there were over 27,000 bookings for a shire of 35,000 residents. This represents real value to the local community and the visitors and tourists to the area."

Fairfield City Library Service

"Library collects and maintains the history of its local area with photographs, oral histories, indexing of local papers, local publications etc. It is then accessible to all from anywhere particularly with the development of technology and digitisation. This will not be done by any other organisation."

Great Lakes Library Service

"The Great Lakes region has the highest median age in NSW (47 years). More than 1 in 4 people are aged 65+. These people have large amounts of disposable time on their hands and many are searching for something fulfilling to occupy their time. The Library is central to this. It is no coincidence that the community with the highest median age in NSW also has the highest

stock turnover. Great Lakes is a typical, though extreme, example of what is happening in all coastal communities that are seen as retirement destinations.

This is probably the Library's single biggest contribution to the community. We enrich the lives of an ageing community. If the budget permitted it we would certainly have a Home Library Services Librarian."

Greater Taree City Library

"Assisting older, less IT literate people access government information is a critical way we assist the development of the community. Quite often they have been given the 'brush off' by a department and referred to the internet as the source of government information."

Grenfell and District Public Library

"Through the provision of a site for the Henry Lawson Festival Art Exhibition over the June long weekend, the library facilitates the major tourist/promotional event the town conducts each year and by so doing makes a major contribution to the local economy."

Guyra Shire Council Public Library

"Helps small schools with no library or very small collections to provide books for children's assignments and projects as well as reading material."

Hawkesbury City Council Library Service

"A number of community groups use our meeting rooms (free of charge) and we often assist in the promotion and display of resources, e.g. *Alzheimer's awareness month*. We provide the display cabinet and have provided book lists and promote awareness through press releases etc."

Holroyd City Council Library Service

"Provision of English classes to migrants living in the local community. These have been a resounding success."

Hurstville City Library and Information Service

"We have a Memorandum of understanding with St George Migrant Resource Centre. The Library hosts a settlement caseworker ½ day per week. SGMRC partners with the Library in various projects, e.g. has provided interpreter assistance for NESB Internet classes. Other projects include Library tours, proposed bilingual Storytime using volunteers sourced by SGMRC, etc. This partnership enables the Library to provide a range of services to non-traditional Library users e.g. new immigrants. Such services are not commercially available but have high social impact."

Kempsey Shire Library

"The library offers to post, free of charge, reserved items for people who live at some distance from town and who only visit once or twice a month. Only a handful of people are involved, but they are very appreciative. This service helps cut fuel usage."

Kiama Municipal Library

“I think of people who came in day after day, week after week, looking for jobs on the internet, seeking help from library staff with word processing when they write their CVs and job applications, playing games on the internet to fill in their time, even seeking emotional support from library staff. Then exultation! They have a job, they come and tell us – and then we may not see them again.”

“I think of a young mother, an immigrant from Iran, whose children attend story times and holiday activities in the library. Through regular contact with other parents and through listening to stories with the children she gains confidence with English. Then her children attend a puppet workshop, She volunteers to help the group write a play, and then acts as the narrator. This is a great achievement for her. One can only admire her persistence and determination to improve her English. Yet the library provides opportunities for her to do this, and to take her place more fully in the community.”

“I think of an elderly man, whose wife has died. He comes into the library every day to read the papers and sometimes to borrow books. He chats to other people in the Reading Room, and to library staff. The Library provides him with a social structure to add value to his day.”

Kogarah Council Library

“Our regular newspaper readers are an example of how community is sustained by libraries. Many are retired or unemployed or self employed. Most are men. They read the newspaper on most days and often get to know each other and chat. This is an important social outlet for these men.”

Lachlan Shire Library Service

“We provide the community with free broadband internet connection and access to basic internet courses for the public. This allows people with an interest in learning computer skills to do so at a very basic level before taking on courses through the Tafe system and CTC centre. I might add that with the basic course that we offer, it gives the mature person the confidence to take on these courses.”

Lake Macquarie City Library

“Library Relationship with U3A

Relationship began in 1996 when the Toronto branch of Lake Macquarie City Library was approached to deliver a basic library skills and researching course for U3A presenters. This then grew into... U3A regularly booking meeting room facilities available at Toronto Library, regular Internet & Email classes being delivered by Library staff to U3A members, the library assisting course presenters with resources in a range of formats, and the library utilising U3A groups and skills to help in delivery of wider based community events and programs.”

Lane Cove Library

“Involvement in local community celebrations, including the Cameraygal Festival, International Women’s Day Plaza celebrations, exhibition of the

Municipal Art Collection, etc. The Library has staff members who represent Council on Community Advisory Committees and many groups see the Library as an essential avenue to advertise events.”

Lithgow Regional Library

“The Delta Homework Centre:

Sponsored by Delta Electricity to provide a homework tutor for primary and high school students. The tutor works closely with the library staff and schools to improve the research resources for the students. This is an investment in the future of our children. It was established six years ago. (Sponsorship amount of \$50,000.)”

Maitland City Library Service

“Children’s Storytimes play an important role in promoting the value of reading and encourages literacy development through children’s programmes, introducing children to new authors and ideas. Effective literacy skills are integral in countering social and economic disadvantage.”

Monaro Regional Library and Information Service

“Assist students in HSC studies by visiting the schools and teaching the students how to access resources and information regarding their library membership through the Library Website. This includes hands on training in accessing electronic databases available through the library. This is particularly important for students who live on remote properties and therefore do not have the opportunity to visit the library after school. In addition students are encouraged to access websites that are fun and encourage recreational reading.”

Mosman Library

“Host an average of 14 author events per annum. In house webcasts of some of these events increase the access to these events by providing the talks to remote audience.”

Newcastle Region Library

“The Library provides materials and programs for everyone according to age group and stage of life. It is difficult to think of another service that is so responsive and comprehensive in its approach. In our library there are programs for babies, 0-5 year olds, primary, secondary and tertiary students, adults and seniors. There are also programs for Aboriginal people, the multicultural and refugee community, and people with disabilities.”

Northern Regional Library and Information Service

“Storytime promotes literacy in the young, and models good story sharing techniques for parents. Some Storytimes include words from the local indigenous language. Storytimes are also a chance for mothers to socialise. Some of our Storytimes are also attended by elderly people from day care, making an enjoyable outing for them, and giving the children a chance to interact with older people.”

Parkes Shire Library

“Parkes Shire Library, through its strategic partnerships with various cultural organisations, brings travelling exhibitions into the community. This provides opportunities for students, community members and others from around the area to be exposed to different ideas and information that is usually found in much larger cities.”

Penrith City Library

“There are increasing numbers of intellectually and physically challenged people in the community who come to the library because it is an accepting and comfortable place to go where the staff will not only assist them but get to know them and become part of their social networks.”

Pittwater Library Service

“Service to Home Library Users:

I believe this service provides these users with a number of benefits in terms of a sense of connection with the community and the world through access to information and reading; health benefits for the housebound members who look forward to receiving their books and have a positive way of filling their time when unable to get about easily; contact with the person who delivers the library items and who becomes an important part of their life and limited social circle. Our library uses volunteers to deliver the items, so that the cost of the service is minimised and at the same time the volunteers have more time to spend with their people than staff members would.”

Queanbeyan-Yarrowlunla Library Service

“The Library provides free and very accessible display space for local arts and cultural groups and their work is exposed to a broad range of the community “

Richmond-Tweed Regional Library

“Research shows that mental activity/stimulation is essential for the well-being of the aged. The public library’s provision of ready access to free books and other resources at all levels, from simple romance novels to detailed analytical studies will help to keep communities alert, interested, involved, and informed.”

Rockdale City Library

“With growing community diversity, libraries play a vital role in providing materials in a variety of community languages and also resources for community members to learn or improve their English. By providing free resources to learn English, libraries are enabling people to get jobs, undertake further education or feel comfortable in understanding the wider community. Many of the resources used to learn English and pass language tests are expensive and would be beyond the reach of individuals in reduced circumstances.

Providing community language materials enable individuals from different cultural backgrounds to continue to relate to their culture and their language. Most individuals would not be able to purchase enough materials in their own language to enable them to enjoy a wide reading choice.”

Shellharbour City Library Service

“Young girl involved in vandalism and breaking, entering and stealing, from library and other places. Library Manager was asked to participate in Juvenile Justice Conferencing. The police representative asked Manager to think of a suitable “library-based punishment” such as “cleaning shelves” which the girl was to perform weekly for an hour or so. This was supposed to imbue in the offender a sense of the value of libraries to the community!

The manager decided that as a “punishment” the girl would visit the library weekly and read for an hour, which the police representative thought too lenient, but the manager believed would be more effective in teaching the value of the library. The girl began with the manager’s selection, “The Hobbit”. As the weeks went by the girl began talking to the manager about the book, her family and school life. She asked if she could select the next book to read. The manager agreed. And so it progressed until the prescribed period was over. The girl continued to visit the library from time to time, to borrow, and to sometimes bring her younger sisters.

A couple of years after her “punishment” she visited the manager and asked for a little guidance in writing an application for the air force. She told the manager that she would never have considered that she could do something like applying for the air force, before her experience with the library. Her application was successful.”

Shoalhaven City Library Service

“HSC students use the Library as a study area and meeting place and have commented that it is preferable to being in school study zones.”

Singleton Public Library

“Due to distance from universities the library is used to support students in providing resources & free access to Internet. It also provides a Study Room that has 12 data points for free Internet connection of personal laptops. We have a young population & employment opportunities for males are higher than that for women (mines & army base). Many women are studying while raising their children. The Library not only provides resources and access to information but also a space for their children to be safely occupied while they study.”

Stanton Library

“Bill Coppel Young Writers Award:

This award has been successfully run for the last 17 years. Students from 11-18 are asked to submit an original poem or short story. Published authors judge entries and prizes are provided by North Sydney Council and local businesses. Last year 485 entries were received. The awards night is always well attended with the winners of all (5) age categories reading their entries. The judges also attend and talk about how the entries were judged. One of the reasons this event is so successful is that each age category has a winner, highly commended and commended winner (receiving prizes and

certificates) and merit winner (up to 10 receiving certificates). This program is well supported by local schools and the broader community.”

Sutherland Shire Libraries and Information Service

“Sutherland has a huge demand from pre-schoolers right through school. HSC usage is extremely high as is tertiary. The area is geographically between universities in Sydney and Wollongong and distances to travel are significant. It is evident that students will use the central library at Sutherland rather than travel to their institution – becoming an increasing issue as attendance at face to face lectures is a diminishing requirement with information being provided across the internet. The band width available at the library makes it practical to pick up info. at the public library rather than travel. Same applies to adult learners involved in distance education and TAFE students who have difficulty accessing local college libraries with limited hours of access. At some times during the year this demand actually outstrips our ability to supply, (particularly in terms of seating space), and other customers cannot be accommodated.”

Warringah Library Service

“A source of access to the Internet and for quality printing. The Library is a safety net for small businesses/home businesses if their IT equipment fails.”

Waverley Library

“Doubly Gifted Jazz Musicians: essentially an art exhibition preceded by a jazz concert and concluded by a lecture by a musician. Has evolved into a much appreciated cross-cultural event. Library supports the Actors Alive group by providing performance space and promotional support, thus being seen as keeping alive the tradition of live performances.”

Wentworth Shire Library

“The availability of a large number of genealogical databases (and other resources) in the library has encouraged a number of local people, including members of the indigenous community, to start tracing their family roots. Family history sessions, one on one genealogy work, and family history workshops, as well as the presence in the library building of the local historical society have gained many benefits for the community. Economic benefits include the publication and sale of books, and the fact that family history resources and expertise are free of charge means savings to those people who would have paid a genealogist to do the work they can now do themselves. Research into the history of the local area and its settlers has been of major benefit to social and infrastructure planners. A sense of bonding with other people with strong interest in family history is felt by those people who have been involved in the sessions, and a sense of belonging to the local community is another benefit.”

Western Riverina Community Library

“The critical importance of teaching seniors how to effectively utilise available technologies in today’s society is very evident in our library. Each week the library’s public access computers are booked by a very generous local senior who gives up her time (around 6 hours per week) voluntarily to teach other seniors how to use computers. She introduces them to typing up documents and letters, Email, the Internet, online banking facilities and much more. The library is extremely supportive of this program and is delighted to provide the facilities for this purpose.”

Willoughby City Library

“Rather than detailing the specific programs and services of the WLS and the benefits they provide to the community I would like to pose the following point.

Willoughby Library is used as a community and regional hub. It attracts people of all ages (numbers are evenly spread across all age groups) and cultures from all over the North region, our member profiles reflect this. As do our visitor numbers and circulation numbers – the Chatswood Library is the busiest in the State, busier in visits that the SLNSW. It is likely Willoughby Library is a cornerstone of making the multicultural mix of Willoughby work. Measuring the benefit of the Library to the community is hard as is measuring the negative impact of not having such a key community resource. Without the Library it is possible there could develop a soulless type city with related social problems such as alienation and non integration of community groups and probably an increase in vandalism and other crimes. Certainly the Region has many valuable targeted community services and activities and I don’t want to underestimate the positives of these but it is the Library that attracts tremendous interest from all the community. It is a truly egalitarian resource for the region.”

Wollongong City Library

“Our storytelling in the streets program which takes storytellers to the streets in one of our housing estate areas and we partner with local agencies to feed and further support these children. At the end of each term we have presented children with a book each, and for some children this is the only book they own. This is a very potent program that is literally taking literacy to the streets one child at a time.”

Template re Calculation of Economic Benefit & Economic Activity

The purpose of this template is to clearly show the calculations necessary for library services to evaluate their economic contribution to their communities by replicating the principles applied on a statewide basis within this report. It is advised that the template is not intended to duplicate information provided elsewhere and for an understanding of the terms used herein, readers should refer to the report, in particular Section 4 and Appendices 16 and 19.

It is further advised that the template is a guide and library services are free to utilise different sources and assumptions. This may extend to the inclusion of additional line items for intangible benefits where reliable local data is available. It logically follows that library services may also exclude line items at their discretion. Naturally, where library services modify any element of the template, they assume full responsibility for justifying the economic contributions to their stakeholders.

The template is presented in Microsoft Excel spreadsheet format and shows:

1. A listing of the data elements required to calculate the economic measures; the data sources; and the values used in the report to derive the statewide Economic Benefit and Economic Activity.
2. The formulae used in the template.
3. A worked example using the statewide values assigned to the data elements at point 1.

Points to note in relation to the first page of the template listing the data elements are:

- The highlighted cells denote that library services must enter a value.
- References to tables used within the NSW Public Library Statistics refer to the 2004-2005 reporting period and library services are responsible for checking the numbering sequence used for later years and, if the exercise is performed retrospectively, earlier years.
- A reference to these tables does not suggest that calculation of the economic measures is dependent upon the publication of the NSW Public Library Statistics. Library services may, of course, utilise their source data in advance of publication.
- A reference to internal library statistics or estimates denotes that there is no direct equivalent in the NSW Public Library Statistics and that library services should develop their own estimates or default to those used in the report.
- A reference to selecting from nominated appendices is made where the appendices differentiate on the basis of library location. The value shown on the template is the statewide average.
- The development of economic multipliers involves complex econometric modeling and library services are cautioned against modifying the multipliers shown in the template.

As well as the template shown herein, an electronic copy of the template has been provided to the State Library of New South Wales for distribution to library services.

	A	B	C
1			
2	Template re Calculation of Economic Benefit and Economic Activity (Example)		
3			
4			
5	Base Data Required for Calculations:		
6	Data Element	Data Source	Value
7	Number of books borrowed	NSW Public Library Statistics, Table 2a	35,037,546
8	Number of non-books borrowed	NSW Public Library Statistics, Table 2a	8,156,984
9	Serials borrowed	NSW Public Library Statistics, Table 2a	2,827,068
10	Separate collections borrowed	NSW Public Library Statistics, Table 2a	9,749,671
11	Internet bookings	NSW Public Library Statistics, Table 20	1,997,533
12	Information requests	NSW Public Library Statistics, Table 21	3,495,787
13	Number of attendees at library programs	Internal library statistics	714,390
14	Operating and capital expenditure	NSW Public Library Statistics, Table 1	\$ 287,453,923
15	Number of visits	NSW Public Library Statistics, Table 19	31,478,404
16	Number of library members	NSW Public Library Statistics, Table 4	3,243,634
17	Percentage of loans that are renewed and/or re-borrowed	Internal library statistics or 20%	20%
18	Percentage of library users reporting in-house use of materials	Internal estimates or default to report estimates	21%
19	Estimated mix of non-book retail sales:		
20	(a) Percent of items purchased	Internal estimates or default to report estimates	20%
21	(b) Percent of items rented	Internal estimates or default to report estimates	80%
22	Average travel cost per visit	Internal estimates or select from App. 20	\$ 1.44
23	Members as percentage of library users	Internal library statistics or select from App. 15, Q25	85.2%
24	Percentage of information requests that result in avoiding legal fees	Internal library statistics or LIAC	1.32%
25	For library users that opened Internet accounts as a result of using public library Internet services:		
26	(a) Percent of library users	Internal estimates or select from App. 15, Q14f	6.8%
27	(b) Percent who also purchase PCs	Internal estimates or default to report estimates	50%
28	(c) Estimated ISP cost per annum	Advertised ISP rates	\$ 240
29	(d) PC & software replacement cost	Advertised retail prices	\$ 1,200
30	(e) PC & software replacement cycle (years)	Internal estimates or default to report estimates	4
31	Number of library users	Calculated by spreadsheet	3,807,082
32			
33	Equivalent Commercial Unit Costs:		
34	Books	Equivalent average retail price of items procured	\$ 25
35	Non-books (purchased)	Equivalent average retail price of items procured	\$ 20
36	Non-books (rented)	Advertised retail prices	\$ 4
37	Serials	Equivalent average retail price of items procured	\$ 4
38	Separate collections	Equivalent average retail price of items procured	\$ 25
39	Internet café usage charge	Advertised retail prices	\$ 3
40	Legal fees for an initial consultation	Fees quoted in legal publications	\$ 200
41	Information request	Staff cost for a 20 minute enquiry (refer App.16)	\$ 10
42	Library programs	Local commercial provider costs	\$ 20
43			
44	Value Added Multipliers:		
45	Museums and libraries multiplier	See below	1.74
46	Books & other publishing multiplier	See below	1.29
47	Petroleum products multiplier	See below	0.71
48	Motor vehicles and parts multiplier	See below	1.09
49	Communications multiplier	See below	1.41
50	CPI weighted average multiplier	Refer to Appendix 18	1.40
51			
52		The source document for the multipliers shown above is the National Centre for Culture and Recreation Statistics 2001 report titled <i>Multipliers for Culture-Related Industries</i> .	
53			

	A	B	C	D
55	Economic Benefit Template - Formulae			
56				
57	Economic Benefit Description	Transactions	Unit Cost	Benefit (\$mil)
58	Books borrowed in lieu of purchase	=C7-(C7*C17)	=C34	=(B58*C58)/1000000
59	Non-books borrowed:			
60	(a) in lieu of purchase	=(C8*C20)-(C8*C20*C17)	=C35	=(B60*C60)/1000000
61	(b) in lieu of rental	=(C8*C21)-(C8*C21*C17)	=C36	=(B61*C61)/1000000
62	Serials borrowed in lieu of purchase	=C9-(C9*C17)	=C37	=(B62*C62)/1000000
63	Separate collections borrowed in lieu of purchase	=C10-(C10*C17)	=C38	=(B63*C63)/1000000
64	Access materials in-house in lieu of purchase			=(D58+D60+D61+D62+D63)*C18
65	Internet usage in lieu of Internet Cafes	=C11	=C39	=(B65*C65)/1000000
66	Legal costs offset by LIAC enquiries	=C12*C24	=C40	=(B66*C66)/1000000
67	Information requests in lieu of purchase	=C12	=C41	=(B67*C67)/1000000
68	Attend library programs in lieu of external programs	=C13	=C42	=(B68*C68)/1000000
69	Total Economic Benefit			=SUM(D58:D68)
70				
71				
72				
73				
74	Economic Activity Template - Formulae			
75	Economic Activity Description	Base level activity	Value added multiplier	Total Economic Activity (\$mil)
76	Operating and capital expenditure	=C14/1000000	=C45	=B76*C76
77	Travelling costs incurred by library visits	=(C15*C22)/1000000	=(C47+C48)/2	=B77*C77
78	Internet accounts opened and related IT expenditure	=((C31*C26*C28)+(C31*C26*C27*(C29/C30)))/1000000	=C49	=B78*C78
79	Impact of redistributing financial savings from borrowing library materials	=D58+D60+D61+D62+D63+D64	=C50-C46	=B79*C79
80	Total Economic Activity			=D76+D77+D78+D79
81				
82				
83				
84				

	A	B	C	D
55	Economic Benefit Template - Worked Example			
56				
57	Economic Benefit Description	Transactions	Unit Cost	Benefit (\$mil)
58	Books borrowed in lieu of purchase	28,030,037	\$ 25.00	\$ 700.8
59	Non-books borrowed:			
60	(a) in lieu of purchase	1,305,117	\$ 20.00	\$ 26.1
61	(b) in lieu of rental	5,220,470	\$ 4.00	\$ 20.9
62	Serials borrowed in lieu of purchase	2,261,654	\$ 4.00	\$ 9.0
63	Separate collections borrowed in lieu of purchase	7,799,737	\$ 25.00	\$ 195.0
64	Access materials in-house in lieu of purchase			\$ 199.9
65	Internet usage in lieu of Internet Cafes	1,997,533	\$ 3.00	\$ 6.0
66	Legal costs offset by LIAC enquiries	46,144	\$ 200.00	\$ 9.2
67	Information requests in lieu of purchase	3,495,787	\$ 10.00	\$ 35.0
68	Attend library programs in lieu of external programs	714,390	\$ 20.00	\$ 14.3
69	Total Economic Benefit			\$ 1,216.1
70				
71	Minor difference to report total of \$1,216.2 is attributable to rounding.			
72				
73				
74	Economic Activity Template - Worked Example			
75	Economic Activity Description	Base level activity	Value added multiplier	Total Economic Activity (\$mil)
76	Operating and capital expenditure	\$ 287.5	1.74	\$ 500.2
77	Travelling costs incurred by library visits	\$ 45.3	0.90	\$ 40.8
78	Internet accounts opened and related IT expenditure	\$ 101.0	1.41	\$ 142.4
79	Impact of redistributing financial savings from borrowing library materials	\$ 1,151.6	0.11	\$ 126.7
80	Total Economic Activity			\$ 810.0
81				
82	Minor difference to report total of \$810.2 is attributable to rounding.			
83				
84				