

Data dictionary

Artist in Residence program Outcome Report

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The outcome reports webpage on the Arts Queensland website contains a number of tools and resources to support data collection. If you are unsure about any of the following definitions or counting methods, please contact your Arts Queensland program officer to clarify.

Key Performance Outcomes (KPOs)

Targets	Measurement	Type of KPO
Quality 80% of participants (including students, teachers and arts workers) rate the project as very good or excellent in relation to their education needs	Participant survey and feedback. Refer to data collection methods for Question 4 Project feedback	Quantitative
Reach Minimum of one new partnership or relationship between the school or kindergarten and the arts and cultural sector	Self-assessment of the benefits for all parties of new partnership/s established. Refer to data provided in Question 5 Educational institution feedback.	Qualitative
Impact 85% of participants report increase in arts-related skills and knowledge	Participant survey and feedback. Refer to data collection methods for Question 4 Project feedback	Quantitative
Viability Project is delivered within appropriate timeframe and budget	Self-assessment at project completion of success in meeting timeframes and budget set out in application and factors influencing delivery.	Qualitative

1. Number of activities by type

- Source of information: Project/activity records

Definitions	Counting method and rules
Student activities with artists – number of activities delivered as part of the project that were targeted at students (e.g. in-class activities and workshops)	<ul style="list-style-type: none"> • Count each student activity as 1 activity EXAMPLES: <ul style="list-style-type: none"> • A project which involves three separate in-class arts-led workshops held over three weeks with the same group of students is counted as 3 activities • A project which involves a series of three workshops repeated with two different groups of students is counted as 6 activities • A project which involves one activity held over two school days is counted as 1 activity DO NOT COUNT: <ul style="list-style-type: none"> • Activities not targeting students • Professional development activities for educators (this is reported below) • Community engagement activities with the broader school community – e.g. parents (this is reported below) • Presentation of student work – e.g. via exhibitions, performances, publications (this is reported below)
Professional development – number of professional development activities delivered	<ul style="list-style-type: none"> • Count each professional development activity delivered as 1 activity EXAMPLES:

Definitions	Counting method and rules
as part of the project aimed at building educators' knowledge and capacity (e.g. educator training workshops)	<ul style="list-style-type: none"> Count a workshop or training session delivered to one group of educators over two days as 1 activity For a workshop or training series, count each individual workshop as 1 activity (e.g. a series of three different workshops delivered to one group of educators over two months would be counted as 3 activities; a workshop repeated three times for a different group of educators each time would be counted as 3 activities) <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> Professional development activities not delivered as part of the project
Community engagement – number of activities undertaken to engage the broader community in the project (e.g. parent/community consultations)	<ul style="list-style-type: none"> Count each community engagement activity delivered as 1 activity <p>EXAMPLES:</p> <ul style="list-style-type: none"> A series of three meetings held with the same group of community members to discuss the goals of the project is counted as 3 activities A series of three meetings held with different groups of community members to discuss the goals of the project is counted as 3 activities
Presentations:	
Exhibitions – number of exhibitions delivered to present students' work developed through the project	<ul style="list-style-type: none"> Count each exhibition as 1 activity <p>EXAMPLES:</p> <ul style="list-style-type: none"> Count a single exhibition of student work held over two weeks as 1 activity Count two different exhibitions containing different student work as 2 activities
Performances – number of live performances delivered to present students' work developed through the project	<ul style="list-style-type: none"> Count each individual performance as 1 activity <p>EXAMPLES:</p> <ul style="list-style-type: none"> Count a series of performances of the same work held on three separate evenings as 3 activities
Publications – number of publications (online or offline) produced to present students' work developed through the project	<ul style="list-style-type: none"> Count each individual publication as 1 activity. <p>EXAMPLES:</p> <ul style="list-style-type: none"> Count a single publication containing student work as 1 activity Count a project publication of student work made up of four different issues as 4 activities Count an online publication or blog* that presents student work and is regularly updated as 1 activity <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> Exhibition or theatre programs *Web platforms established for the project to engage with students as part of delivering student activities (this is reported in Q6) – however, an online publication or blog that <i>presents</i> student work should be counted here
Other (please specify) – any other <u>significant</u> activities you delivered that are not captured in the above definitions	<ul style="list-style-type: none"> Count as relevant to the 'other' activity you have identified <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> Internal activities such as planning meetings, administration, staff meetings etc.

2. Number of activities, students, educators, artists and attendees

- Source of information: Project/activity records, ticketing information, registration information
- Refer to fact sheet about counting attendees available on Arts Queensland's website
- It is important you establish a credible counting method to minimise double-counting of attendees at activities and workshops. It is preferable to be conservative than over-estimate attendees, to ensure final data is meaningful.

Definitions	Counting method and rules
<p>Activities – as defined in Question 1</p>	<ul style="list-style-type: none"> • Count the total number of activities undertaken • <u>Only</u> include data from activities reported in Question 1 as follows: <ul style="list-style-type: none"> • Student activities • Educator professional development • Community engagement • Exhibitions • Performances • Publications <p>EXAMPLE:</p> <ul style="list-style-type: none"> • A project involves 4 student activities, 1 educator professional development activity and 3 presentations/performances. This is counted as 8 activities. <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> • Activities reported as 'other activities' in Question 1
<p>Students – students at educational institution(s) involved in project</p>	<ul style="list-style-type: none"> • Count the total number of individual students participating in student activities <p>EXAMPLE:</p> <ul style="list-style-type: none"> • A project involves 3 workshops with the same group of 30 students in year 5, and 1 workshop with a group of 15 students in year 6. This is counted as 45 students. <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> • Students who are attendees at presentation activities (e.g. exhibitions, performances) but who are not directly participating in the project (this is reported in 'other attendees' below)
<p>Educators – educators involved in the project by directly contributing to delivery of student activities or participating in educator professional development</p>	<ul style="list-style-type: none"> • Count the total number of educators participating in the project <p>EXAMPLE:</p> <ul style="list-style-type: none"> • A project involves 2 educators who support the artist in residence to deliver student workshops, as well as an in-service training day with 10 educators. This would be counted as 12 educators. <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> • Educators who are attendees at presentation activities (e.g. exhibitions, performances) but who are not directly involved in the project (this is reported in 'other attendees' below)

Definitions	Counting method and rules
<p>Artists – artists who are engaged in delivering the project</p>	<ul style="list-style-type: none"> Count the total number of artists engaged in the project <p>EXAMPLE:</p> <ul style="list-style-type: none"> A project involves 4 student workshops delivered by 2 artists in residence. For the student performance, another artist is also engaged to assist with music. This is counted as 3 artists. <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> Arts teachers who are employed by the educational institution outside the life of the project.
<p>Other attendees – people who attend other activities delivered as part of the project, including community engagement activities and student presentations</p>	<ul style="list-style-type: none"> Count the number of attendees <p>EXAMPLES:</p> <ul style="list-style-type: none"> A project involves 1 community engagement activity attended by 20 parents, and 3 performances attended by a total of 100 attendees. This is counted as 120 other attendees. A project involves an exhibition presented in the school that is attended by 300 school students and educators not directly involved in the project. This is counted as 300 other attendees. <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> Students, educators and artists counted above as participants in the project.

3. Diversity of attendees/participants

- No additional definitions or instructions apply beyond those provided in template
- Remember to only complete this section if your project specifically targeted any groups listed. Do not complete if your activities were generally available to all students but not deliberately targeted.

4. Project feedback

- Source of information: Participant survey, group discussion or other method as deemed appropriate
- Refer to sample surveys available on Arts Queensland's website which contain relevant questions: www.arts.qld.gov.au/arts-acumen/resources/evaluation-and-reporting/550-arts-queensland/5136-evaluation-tools
- Refer to fact sheet about developing and implementing surveys available on Arts Queensland's website: www.arts.qld.gov.au/arts-acumen/resources/evaluation-and-reporting

Definitions	Counting method and rules
<p><i>The following definitions and counting rules apply to conducting a formal survey. If you gathered feedback in other ways (e.g. group discussion), there is space in the template to record this feedback and participant quotes.</i></p>	
<p>Respondents who rated your work as good or excellent – participants who completed your survey(s) and answered the overall rating question as</p>	<ul style="list-style-type: none"> Count number who answer 'good' or 'excellent' to the following 'overall rating' question on survey(s): 'Overall, how would you rate the project?' Calculate as % of total survey respondents who answered this question <p>EXAMPLES:</p>

Definitions	Counting method and rules
'good' or 'excellent'	<ul style="list-style-type: none"> 30 students completed a survey about their experience of a project. 28 students completed the 'overall rating' question. Of these, 15 rated the project as 'excellent' and a further 7 as 'good'. This would be calculated as 79% of respondents rating the work as good or excellent (number = 22).
Total number of survey respondents – total number of participants who completed your survey(s)	<ul style="list-style-type: none"> Count all respondents surveyed (irrespective of whether they completed the 'overall rating' question) <p>EXAMPLES:</p> <ul style="list-style-type: none"> From the example above, the total number of survey respondents is 30.

5. Educational institution feedback

- No additional definitions or instructions apply beyond those provided in template
- You may need to consult with educators involved in the project to determine your response

6. Support for arts learning and participation

- No additional definitions or instructions apply beyond those provided in template

7. Arts skills and capacity

- No additional definitions or instructions apply beyond those provided in template

8. Future projects or residencies

- No additional definitions or instructions apply beyond those provided in template

9. Employment and volunteering generated for this project

- Source of information: HR and volunteer records

Definitions	Counting method and rules
Number of full-time equivalent (FTE) positions – total number of FTE positions created for the delivery of this project	<ul style="list-style-type: none"> Count using the following methodology: <ol style="list-style-type: none"> Calculate the number of hours equivalent to a full-time position for one year (including annual leave entitlements) e.g. 8 hours per day, 5 days per week, 52 weeks per year = 2080 hours per year (this is a good standard to use but you can adjust it if your full-time staff are required work fewer or more than 8 hours per day – e.g. 7.5 hours per day, 5 days per week, 52 weeks per year = 1950 hours per year) Calculate the total number of paid hours undertaken by staff employed (on contract or permanent basis) specifically to support delivery of this project Divide the total number of paid hours undertaken by the total number of hours that make up one full-time position for one year <p>EXAMPLES:</p> <ul style="list-style-type: none"> A project contracts 2 additional people to support delivery– one part-time artist who works a total of 50 hours over the

Definitions	Counting method and rules
	<p>course of the project and one part-time digital officer who works a total of 10 hours to establish and manage an online platform for the project. This would be calculated as follows:</p> <ol style="list-style-type: none"> Number of hours equivalent to a full-time position for one year = 2080 hours Number of paid hours undertaken by staff = 50 hours + 10 hours = 60 hours FTE = 60 divided by 2080 = 0.03 FTE <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> Staff already employed/engaged before this project commenced (e.g. teachers and administration officers on staff) External business providers engaged such as caterers or equipment providers who are not employed staff members – this would be counted in Question 15 (Queensland-based businesses contracted to provide services)
<p>Number of paid artists/arts and cultural workers – total number of people paid as artists or arts and cultural workers for the delivery of this project</p>	<ul style="list-style-type: none"> Count the number of individuals receiving payment in an artistic or cultural role (irrespective of length of engagement) <p>EXAMPLES:</p> <ul style="list-style-type: none"> A project employs 1 artist full-time and 3 artists part-time over 6 weeks as part of the project. This would be calculated as 4 paid artists. <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> People who self-identify as artists/arts and cultural workers but were paid to undertake a non-arts role such as administration – they would be counted as ‘other paid workers’ in the next question Arts educators already on staff at your educational institution who were not employed specifically for this project
<p>Number of other paid workers – total number of people paid for the delivery of this project, who were not engaged in an artistic/ cultural role</p>	<ul style="list-style-type: none"> Count the number of individuals receiving payment in a non-artistic or non-cultural role (irrespective of length of engagement) <p>EXAMPLES:</p> <ul style="list-style-type: none"> A project contracts 1 part-time digital officer and 1 part-time facilitator (not an artist) to support delivery of the project. This would be calculated as 2 paid workers. <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> Artists and arts and cultural workers counted above People not engaged specifically for the project (e.g. teachers and administration officers on staff)
<p>Number of volunteers – total number of people engaged as volunteers to support delivery of your project. Volunteer work is:</p> <ul style="list-style-type: none"> unpaid (reimbursement for out-of-pocket expenses is <u>not</u> considered payment) provided in the form of time, service or skills (donation of 	<ul style="list-style-type: none"> Count the number of individuals who volunteered to support delivery of your project (irrespective of the amount of time they contribute) Count each individual once, irrespective of the number of different times they volunteer <p>EXAMPLES:</p> <ul style="list-style-type: none"> A group of 10 parents volunteer at different times to support delivery of project activities. This would be calculated as 10 volunteers. <p>DO NOT COUNT:</p>

Definitions	Counting method and rules
<p>money or goods <u>not</u> included)</p> <ul style="list-style-type: none"> formal; carried out for or through an organisation or group 	<ul style="list-style-type: none"> Staff who contribute unpaid over-time People reported as in-kind partners in Question 13

10. Financial and in-kind partnerships (excluding Arts Queensland)

- Source of information: Project/activity records, financial records

Definitions	Counting method and rules
<p>Number of financial partnerships – number of financial partners contributing to your project, <u>not including</u> Arts Queensland</p>	<ul style="list-style-type: none"> Count each financial partner once (irrespective of number of different activities they support) <p>EXAMPLES:</p> <ul style="list-style-type: none"> A project is supported by Arts Queensland, a philanthropist and 2 financial sponsors. This would be calculated as 3 financial partnerships. <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> Arts Queensland Other organisations or individuals funded by Arts Queensland for the same activity (i.e. your co-funding partner)
<p>Number of in-kind partnerships – number of in-kind partners contributing non-cash assistance to your project, <u>not including</u> Arts Queensland</p>	<ul style="list-style-type: none"> Count each in-kind partner once (irrespective of number of different ways they support an activity or the number of different activities they support) Include the following types of in-kind partnerships in your count: <ul style="list-style-type: none"> Donated goods (e.g. equipment, materials, supplies) Donated services (e.g. professional services, technical services) Donated use of facilities (e.g. venue hire, office space) <p>EXAMPLES:</p> <ul style="list-style-type: none"> A project is supported by a number of in-kind partners including 1 local council which contributes venue hire and catering without charge and 1 research consultant who contributes unpaid time to develop an evaluation plan for the project. This would be calculated as 2 in-kind partnerships. <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> Your own in-kind support of your own work (e.g. through administration, governance, educators, facilities etc.) – this is reported in your budget In-kind support you provide to others Other organisations or individuals funded by Arts Queensland for the same activity (i.e. your co-funding partner) Any Arts Queensland in-kind contribution Volunteers reported in Question 12
<p>\$ value of support: financial</p>	<ul style="list-style-type: none"> Count the total dollar value of all financial partnerships reported above, <u>excluding GST</u>

Definitions	Counting method and rules
<p>partnerships – total value of financial partnerships, <u>not including</u> Arts Queensland</p>	<p>EXAMPLES:</p> <ul style="list-style-type: none"> • Apart from Arts Queensland funding, a project is supported by \$3000 from a philanthropist and a \$500 sponsorship from a local business. This would be calculated as a total value of \$3500. <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> • Arts Queensland contribution
<p>\$ value of support: in-kind partnerships – total value of in-kind partnerships, <u>not including</u> Arts Queensland</p>	<ul style="list-style-type: none"> • Count the total estimated dollar value of all in-kind partnerships reported above • You may need to gather this data in a range of ways – e.g. ask in-kind partner the value of the goods or services being donated or find out the market price of similar goods or services <p>EXAMPLES:</p> <ul style="list-style-type: none"> • The local council contributes venue use (hire fees would normally cost \$500) and catering (valued at \$400), and a research consultant contributes their unpaid time to develop an evaluation plan (which they cost as worth \$3500). This would be calculated as a total value of \$4400. <p>DO NOT COUNT:</p> <ul style="list-style-type: none"> • Any Arts Queensland in-kind contribution • Your own in-kind contribution

11. Broader social and community outcomes (if relevant to your project)

- Source of information: Project/activity records, evaluation data on social outcomes
- Refer to fact sheet about evaluating social outcomes, available on the Arts Queensland website
- You are not expected to tick all boxes. Please only select those that were significant.

Definitions
<ul style="list-style-type: none"> • Community building – e.g. a project involves students working with residents from a local aged care home over a number of weeks, with residents reporting an improved sense of community connection as a result • Health and wellbeing outcomes – e.g. a project engages young people in physical activity through regular dance classes, with 30% of participating students showing significant improvement in key indicators of fitness by the end of the project • Environmental outcomes – e.g. the art work created through a project exploring water management helps spark broader community discussion about the issue • Promotion of cultural diversity – e.g. a project involves students sharing cultural practices from their own families and communities, with teachers observing greater respect and collaboration among students as a result

Questions 12-16

- No instructions apply beyond those provided in template. However, for Question 13 about your learnings and reflections, you may wish to consider seeking a statement from your Principal if appropriate.