# 3 Early childhood education and care

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| Attachment tables |
| Attachment tables are identified in references throughout this chapter by a ‘3A’ prefix (for example, table 3A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp. |
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Early childhood education and care aims to meet the care, educational and developmental needs of children. In this chapter, child care services are those provided to children aged 0–12 years, usually by someone other than the child’s parents or guardian(s). Preschool services are provided to children, mainly in the year or two before they begin full time schooling.

Most of the data in this chapter relate to services that are supported by the Australian, State and Territory governments and provided for children aged   
0–12 years. Local governments also plan, fund and deliver early childhood education and care. Due to data limitations, the only local government data included are where Australian, State and Territory government funding and/or licensing are involved.

Major improvements to reporting on early childhood education and care in this edition include:

* new and revised preschool performance indicators and measures reported using the National Early Childhood Education and Care (ECEC) Collection. The National ECEC collection expands on much of the material previously supplied on a State and Territory basis, with a comparable national data set and replaces previously reported data
* inclusion of a new indicator ‘achievement of the *National Quality Standard’* and seven supporting measures with quality ratings data available from the Australian Children’s Education and Care Quality Authority (ACECQA)
* data quality information (DQI) available for the first time for the indicators ‘participation rates for special needs groups in preschool’, ‘children attending preschool’ (for two of three measures), ‘staff quality in early childhood education and care’ (for one of two measures), ‘achievement of the *National Quality Standard’* and ‘total government recurrent expenditure on early childhood education and care per child in the community’.

## 3.1 Profile of early childhood education and care

### Service overview

Early childhood education and care services are provided using a variety of service delivery models that can be grouped into the following six broad categories.

*Long day care* — centre based child care services providing all‑day or part‑time care for children (services may cater to specific groups within the general community). Long day care primarily provides services for children aged 0–5 years. Some long day care may also provide preschool and kindergarten programs and outside school hours care (see below). The service may operate from stand‑alone or shared premises, including those on school grounds.

*Family day care* — comprises services providing small group care for children in the home environment of a registered carer. Care is primarily aimed at children aged 0–5 years, but primary school children may also receive care before and after school, and during school holidays. Educators work in partnership with scheme management and coordination unit staff.

*Occasional care* — comprises services usually provided at a centre on an hourly or sessional basis for short periods or at irregular intervals for parents who need time to attend appointments, take care of personal matters, undertake casual and part time employment, study or have temporary respite from full time parenting. These services provide developmental activities for children and are aimed primarily at children aged 0–5 years. Centres providing these services usually employ a mix of qualified and other staff.

*Preschool* — comprises services delivering a preschool program. A preschool program is a structured, play‑based learning program, delivered by a degree qualified teacher, aimed at children in the year or two before they commence full time schooling. This definition of a preschool program is irrespective of the type of institution that provides it or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres, or in association with a school. The year before full time schooling is a term used to describe the ‘preschool’ program cohort, due to the varying delivery models of early childhood education in the different jurisdictions. Preschool program names and starting ages for each State and Territory are presented in table 3.1.

Table 3.1 Preschool programs in Australia**a**

|  |  |  |  |
| --- | --- | --- | --- |
| State/Territory | Program name | Age of entry ‑ preschool | Age of entry ‑ school |
| NSW | Preschool | Generally aged 3 and 4 | 5 by 31 July |
| Vic | Kindergarten | 4 by 30 April | 5 by 30 April |
| Qld | Kindergarten | 4 by 30 June | 5 by 30 June |
| WA | Kindergarten | 4 by 30 June | 5 by 30 June |
| SA | Preschool and Kindergarten | Entry after 4th birthday | Entry after 5th birthday |
| Tas | Kindergarten | 4 by 1 January | 5 by 1 January |
| ACT | Preschool | 4 by 30 April | 5 by 30 April |
| NT | Preschool | 4 by 30 June or 3 for Indigenous children in remote areas | 5 by 30 June |

a Preschool programs are also provided in some long day care centres. These are classified predominantly as child care services in this Report. However, long day care centre services that deliver a preschool program are included in preschool data, unless otherwise specified.

*Source*: State and Territory governments (unpublished); table 3A.1.

*Outside school hours care* — comprises services that provide care for school aged children before school, after school, during school holidays and on pupil free days. Outside school hours care may use stand‑alone facilities, share school buildings and grounds and/or share facilities such as community halls.

*Other services* — comprise government funded services to support children with additional needs or in particular situations (including Indigenous children, children from non‑English speaking backgrounds (NESB), children with disability or of parents with disability, and children living in regional and remote areas). Other services include in‑home care where an approved carer provides care in the child’s home.

### Roles and responsibilities

The Australian Government and the State and Territory governments have different but complementary roles in supporting early childhood education and care services. Both levels of government contribute funding to services, provide information and advice to parents and service providers, and help plan, set and maintain operating standards.

The Australian Government’s roles and responsibilities for child care include:

* paying Child Care Benefit (CCB) to eligible families using approved child care services or registered carers
* paying Child Care Rebate (CCR), formerly the Child Care Tax Rebate (CCTR), to eligible families using approved child care services
* providing funding to State and Territory governments through the *National Partnership Agreement on Early Childhood Education* (NP ECE) to support the achievement of universal access to early childhood education
* providing funding and support to implement the *National Quality Framework* (NQF) through the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*
* funding organisations to provide information, support and training to service providers
* providing operational and capital funding to some providers.

State and Territory governments’ roles and responsibilities vary across jurisdictions. Generally, State and Territory governments are responsible for funding and/or providing preschool services. Other roles and responsibilities can include:

* providing a legislative framework in which early childhood education and care services are provided where not covered under the NQF
* approval or licensing, monitoring and quality assessment of services in accordance with the NQF and other relevant regulations
* monitoring and resourcing licensed and approved early childhood education and care providers
* providing operational and capital funding to non‑government service providers
* delivering services directly (especially preschool services)
* developing new early childhood education and care services
* providing information, support, training and development opportunities for early childhood education and care providers
* providing curriculum and policy support and advice, as well as training and development for management and staff
* planning to ensure the appropriate mix of services is available to meet the needs of the community
* providing information and advice to parents and others about operating standards and the availability of services
* providing dispute resolution and complaints management processes.

The arrangements for departmental responsibility for early childhood education and care vary across State and Territory governments. There are also differences across states and territories in early childhood education program names and starting ages. Table 3A.1 shows basic information on child care and preschool education programs, such as agency responsibility, program names and starting ages.

The Australian Government and State and Territory governments are working cooperatively to undertake national reforms in the area of early childhood education and care. Through Council of Australian Governments (COAG), governments have endorsed a number of major funding agreements and initiatives as part of a wider early childhood reform agenda (box 3.1).

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| Box 3.1 The COAG Early Childhood Reform Agenda |
| The main COAG national reform initiatives linked specifically to early childhood development, education and care include:   * the National Early Childhood Development Strategy — Investing in the Early Years, a collaboration between the Australian, State and Territory governments. The strategy broadly covers children from before birth to 8 years of age, and aims to improve outcomes for all children and their families, including reducing inequalities in outcomes between groups of children. The strategy, endorsed by COAG in July 2009, includes a range of long term national reform initiatives in the areas of education and care, health, protection, family support and housing that seek to improve early childhood outcomes * the *National Partnership Agreement on Early Childhood Education* (NP ECE) which aims to achieve universal access to quality early childhood education for all children in the year before full time school by 2013. These reforms have been implemented progressively from 2009 to June 2013. A new *National Partnership Agreement on Universal Access to Early Childhood Education* for the period July 2013 to December 2014 supports universal access to and improved participation by children in quality early childhood education in the year before full time schooling, with a focus on vulnerable and disadvantaged children. These include a range of performance indicators against which progress is measured. The results published from measuring performance against these agreements may differ in some cases, to those presented in this Report, due to differing definitions adopted for calculating national indicators * the *National Indigenous Reform Agreement* (NIRA) which includes a target to ensure all Indigenous children aged 4 years in remote communities have access to early childhood education by 2013. These reforms have been implemented progressively from 2009–2013 * the *National Partnership Agreement on Indigenous Early Childhood Development* which aims to establish 35 new Children and Family Centres (CFCs). The locations for 38 CFCs have been agreed, exceeding the original target of 35. These reforms are being implemented progressively until June 2014 * national workforce initiatives to improve the quality and supply of the early childhood education and care workforce * the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*. This incorporates a *National Quality Framework* (*NQF*) *for Early Childhood Education and Care* and a *National Quality Standard* (NQS) to ensure high quality and consistent early childhood education and care across Australia, including streamlined regulatory approaches, an assessment and rating system and an *Early Years Learning Framework* and a *Framework for School Age Care.*   The Australian Government is implementing these changes in partnership with each of the State and Territory governments. |
| *Source*: COAG (2009a and 2009b); Department of Education (unpublished). |
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#### Quality of services

Governments seek to ensure that early childhood education and care services are of a satisfactory quality through:

* approvals, licensing, quality assurance, measuring performance against standards, and funding linked to outcomes
* monitoring compliance with the legislation
* providing curriculum and policy support and advice
* information sessions and sector engagement opportunities.

##### Licensing and approvals

State and Territory governments are responsible for the regulation of most early childhood education and care services. These regulatory responsibilities include the approval or licensing, monitoring, assessment and rating of services in accordance with the relevant regulations. Most long day care, preschool/kindergarten, family day care and outside school hours care services fall within the scope of the NQF and are regulated in accordance with the requirements of the Education and Care Services National Law and National Regulations. A small number of services continue to be licensed by other relevant jurisdiction legislation, for example mobile preschools.

Providers of early childhood education and care services must meet legislative and regulatory requirements in relation to the premises, policies and procedures, to obtain a service approval or license to operate.

To operate an education and care service under the NQF a person or entity must first apply to the relevant State or Territory Regulatory Authority to become an Approved Provider. An Approved Provider must then apply for a Service Approval to operate an education and care service.

##### Quality improvement

Since 1 January 2012, the NQF has provided the approach to quality improvement. The previous quality assurance system (National Childcare Accreditation Council) ceased on 31 December 2011. Box 3.15 provides additional information on the NQF.

The NQS sets a national benchmark for the quality of services, in seven key quality areas. Across these seven quality areas there are 18 standards. Each standard contains a number of elements that describe the outcomes that contribute to the standard being achieved. There are 58 elements in total.

The NQS is accompanied by a national assessment and rating process reporting the quality of each service, against five rating levels which are ‘Significant Improvement Required’, ‘Working Towards NQS’, ‘Meeting NQS’, ‘Exceeding NQS’ and ‘Excellent’. The ‘Excellent’ rating can only be awarded by the national body, the Australian Children’s Education and Care Quality Authority (ACECQA), on application by the Approved Provider. The other four ratings result from the assessment and ratings process. Until a service is assessed and rated, it is taken to have the prescribed provisional rating of ‘Provisional – Not Yet Assessed’.

##### Funding performance standards and outcomes

State and Territory governments impose varying performance requirements for funding early childhood education and care services. These requirements can include:

* the employment of higher qualified staff than required by licensing or minimum standards
* self assessment of quality
* a demonstration of the delivery of quality educational and recreational programs.

### Funding

Total Australian, State and Territory government expenditure on early childhood education and care services was $6.8 billion in 2012‑13, compared with $6.1 billion (an increase of $642 million, or 10.5 per cent in real terms) in 2011‑12. Nationally, the average annual growth rate of real expenditure was 7.9 per cent between   
2008‑09 and 2012‑13 (table 3A.3).

Australian Government expenditure accounted for 79.5 per cent ($5.4 billion) of total government expenditure on early childhood education and care services in 2012‑13 (tables 3A.3 and 3A.4). State and Territory government expenditure on early childhood education and care services in 2012‑13 was $1.4 billion   
(tables 3A.3 and 3A.5). Total Australian, State and Territory government expenditure reporting on early childhood education and care services is also available by jurisdiction (tables 3A.3–6, 3A.59, 3A.66, 3A.73, 3A.80, 3A.87, 3A.94, 3A.101 and 3A.108).

The Australian Government provided $447 million in 2012‑13 to State and Territory governments through the NP ECE (table 3A.6). This expenditure is reflected in the data for State and Territory government recurrent expenditure (table 3A.5).

In 2012‑13, the provision of preschool services accounted for the largest proportion of total State and Territory government expenditure across most service models (81.8 per cent, or $1.1 billion nationally) (table 3A.5).

The Australian Government provides supplementary funding to support the participation of Indigenous children in eligible preschool programs. In 2012, $14.2 million was provided on a per person and project basis to 1761 government and non‑government preschools. The funding covered 10 679 full time equivalent Indigenous preschool enrolments (Department of Education unpublished).

### Size and scope

#### Services by management type

Early childhood education and care services may be managed by governments (State, Territory and local), the community sector, the private sector and non‑government schools. Data on the management type of child care and preschool services are incomplete and the scope of data collection varies across jurisdictions (table 3.2).

Table 3.2 Proportion of State and Territory approved and/or licensed early childhood education and care services, by management type, 2012‑13 (per cent)**a, b**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSWc | Vic | Qld | WAd | SAe | Tasf | ACT | NTg |
| *Child care* |  |  |  |  |  |  |  |  |
| Community managed | 28.4 | 29.2 | 47.5 | 33.6 | na | 58.1 | 71.7 | 62.7 |
| Private | 54.7 | 46.8 | 45.5 | 61.3 | na | 21.9 | 22.5 | 21.2 |
| Non‑government schools | 2.0 | 3.6 | 4.1 | – | na | 3.8 | 5.0 | 15.3 |
| **Total non‑government** | **85.1** | **79.6** | **97.1** | **94.9** | **na** | **83.8** | **99.2** | **99.2** |
| Government managed | 8.5 | 20.4 | 2.9 | 5.1 | na | 16.2 | 0.8 | 0.8 |
| **Total** | **100.0** | **100.0** | **100.0** | **100.0** | **na** | **100.0** | **100.0** | **100.0** |
| *Preschool* |  |  |  |  |  |  |  |  |
| Community managed | 81.2 | 71.1 | 91.5 | 2.5 | 4.3 | na | – | na |
| Private | 6.2 | 0.7 | 2.7 | – | na | na | – | na |
| Non‑government schools | 2.3 | 6.0 | 4.4 | 27.0 | na | 27.3 | 18.1 | 3.1 |
| **Total non‑government** | **89.7** | **77.7** | **98.5** | **29.5** | **4.3** | **27.3** | **18.1** | **3.1** |
| Government managed | 10.3 | 22.3 | 7.7 | 70.5 | 95.7 | 72.7 | 81.9 | 96.9 |
| **Total** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** | **100.0** |

a Includes all Australian, State and Territory government supported services. b Management type relates to the legal status of the preschool or child care service and does not relate to whether the provider is a for‑profit or not‑for‑profit organisation. c Totals may not add up to the total of categories as a result of missing or incomplete NSW data on are management type. Totals for all services including those without a stated management type in the National Quality Agenda IT System (NQA ITS) and may therefore be higher than the sum of the four categories directly above. The majority of preschool programs in NSW are delivered by qualified staff in long day care centres and the majority of licensed long day care centres in NSW offer a preschool program. This Report predominantly classifies the services provided by long day care centres as child care services. The majority of long day care centres in NSW are not funded by the State Government but all are in receipt of some Australian Government funding. The NSW Government is responsible for the regulation, licensing, monitoring and assessment of the quality of services provided by long day care centres operating in the State. d While daily operations of community managed kindergartens are the responsibility of parent committees in WA, their programs are fully funded and their staff employed by government . e SA data were not available at the time of reporting. f Preschools in Tasmania include funded non‑government preschools. g Government preschool services in the NT are directly provided by the Department of Education, but a range of management functions are devolved to school councils and parent management committees. **na** Not available. –Nil or rounded to zero.

*Source*: State and Territory governments (unpublished); tables 3A.64, 3A.71, 3A.78, 3A.85, 3A.92, 3A.99, 3A.106 and 3A.113.

#### Child care services

It is important to distinguish between the number of child care places provided and the number of children who attend services, because of the episodic nature of some services. For example, many children attend on a part time basis, for some sessions or on some days, so it is possible for one place to accommodate more than one child. Therefore, it is difficult to measure accurately how many children access multiple services.

There are no restrictions on the number of Australian Government approved child care services or places in long day care, family day care and outside school hours care (including vacation care) that can be approved for the purposes of CCB. There are also no restrictions in most State and Territory government child care services to the number of supported places. Data on the number of child care places supported by State and Territory governments are presented in tables 3A.60, 3A.67, 3A.74, 3A.81, 3A.88, 3A.95, 3A.102 and 3A.109.

In the March quarter of 2013, 1 033 214 children aged 12 years or younger attended Australian Government approved child care services, an increase of 6.5 per cent from 2012 (table 3A.8). There were 122 329 children attending State and Territory funded and/or provided child care services (table 3A.10).

Child care usage is not consistent throughout the year as children enter and leave care at different points of the year, depending on the child’s situation. The number of children that have utilised child care across a given year is greater than the number using care at any point in time. Child care flow data counted across an entire year illustrate the variability of child care usage. For example, in the 2012 calendar year over 1.2 million children aged 12 years or younger attended Australian Government approved child care services (Department of Education unpublished), compared with 969 791 in the March quarter of 2012 (table 3A.8).

#### Preschool services

Preschool services provide a range of preschool programs (generally on a sessional basis) to children in the year or two before they commence full time schooling. The age from which children can or must attend full time schooling, and therefore the age from which children can attend preschool programs, varies across jurisdictions and information for each State and Territory is presented in table 3.1.

Differences in the age from which children can access preschool programs reduce the comparability of data across jurisdictions. Data on the age of children enrolled in preschool programs are presented in this chapter, and to improve comparability, data are also presented for:

* children enrolled in preschool programs in the year before they commence full time schooling
* younger children enrolled in preschool programs.

The number of places in most State and Territory government funded and/or provided preschool services are not formally limited and data on places should be considered as only indicative of service capacity. Data on the number of preschool places for each jurisdiction are presented in tables 3A.60, 3A.67, 3A.74, 3A.81, 3A.88, 3A.95, 3A.102 and 3A.109.

In 2012, 53 972 children aged 3 years were enrolled in a preschool program. There were 220 040 children aged 4 years and 45 996 children aged 5 years enrolled in a preschool program. Overall, 255 143 children were enrolled in a preschool program in the year before full time schooling (excluding enrolled children aged 5 years who were also enrolled in the previous year as a 4 year old) (table 3A.16).

The difference between the number of places and the number of children enrolled in preschool programs is largely due to more than one child being able to fill one place, as many children attend preschool programs on a part time basis.

##### Non‑government preschool programs

Non‑government preschools deliver programs and may be managed and funded by entities from the community, private or the non‑government schools’ sectors.

Non‑government preschool programs can be delivered in stand‑alone preschools, non‑government schools, government schools and child care centres (for example, long day care centres). Non‑government preschool programs are required by State and Territory governments to be approved and/or licensed, but approval and licensing arrangements vary across jurisdictions. Characteristics of non‑government preschool programs that are State and Territory government funded are presented in table 3.3.

Table 3.3 Characteristics of non‑government preschool programs in receipt of State and Territory government funding, 2013

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | NSW | Vic | Qlda | WA | SA | Tasb | ACTc | NTd |
| *Management type* | | | | | | | | | |
|  | Community sector | ✓ | ✓ | ✓ | ✓ | ✓ | x | x | x |
|  | Private sector | x | ✓ | ✓ | ✓ | x | x | x | x |
|  | Non‑government schools’ sector | ✓ | ✓ | ✓ | ✓ | na | ✓ | x | ✓ |
| *Service delivery setting* | | | | | | | | | |
|  | Stand‑alone preschools | ✓ | ✓ | ✓ | ✓ | ✓ | x | x | x |
|  | Non‑government schools’ sector | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | x | ✓ |
|  | Government schools | ✓ | ✓ | ✓ | ✓ | na | x | x | x |
|  | Child care centres | ✓ | ✓ | ✓ | x | ✓ | x | x | x |

X = Not government funded.

a In Queensland a non‑government kindergarten program may be delivered on a government school site but is not operated by the school. b Tasmania funds preschools with a management type of community sector in a range of settings, if the preschool is registered as a non‑government school. c Non‑government preschools in the ACT are licensed, but not government funded. d In the NT, only 4 Catholic remote schools receive NT Government funding for preschool services. **na** Not available.

*Source*: State and Territory governments (unpublished).

Some data are also included on non‑government preschools which are licensed, registered and/or approved by State and Territory governments (box 3.9).

#### Integrated early childhood education and care services

A development across the early childhood education and care sector is the provision of integrated services designed to provide families with seamless access to a range of services for children.

Integrated services fit along an ‘integration continuum’ from cooperation (with some information sharing between services) to full integration (where services are merged). All states and territories provide early childhood education and care in an integrated way, but the range of services offered and the extent and model of integration differs across states and territories and between service providers.

Traditionally, integrated early childhood education and care services related to a preschool program being offered in a child care setting. Nationally in 2012 there were 3287 long day care centres offering a preschool program (Australian Bureau of Statistics [ABS] 2013).

More recently, a broader range of integrated services are being provided to children and families, including not only preschool and child care but also maternal and child health, and family support services. The range of integrated services differs according to community need, and integrated early childhood education and care services are more commonly placed in disadvantaged communities, and provide particular specialised services.

## 3.2 Framework of performance indicators

COAG has agreed six National Agreements (NAs) to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services (see chapter 1 for more detail on reforms to federal financial relations).

There are no service specific NAs that relate to early childhood education and care services, however, the National Indigenous Reform Agreement (NIRA) includes an indicator relevant to this service. Performance indicators reported in this chapter are aligned with relevant performance indicators in the NIRA.

The framework of performance indicators for early childhood education and care is based on common objectives for early childhood education and care and is endorsed by the Steering Committee (box 3.2).

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| Box 3.2 Objectives for early childhood education and care services |
| Early childhood education and care services aim to:   * meet the education and care needs of all children in developmentally appropriate ways, in a safe and nurturing environment * provide quality services across a range of settings delivered in an equitable and efficient manner, meeting individual need. |
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|  |

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of early childhood education and care services (figure 3.1). The performance indicator framework shows which data are complete and comparable in the 2014 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report‑wide perspective (section 1.6).

The Report’s statistical context chapter contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (chapter 2).

Figure 3.1 Early childhood education and care performance indicator framework

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| Figure 3.1 Early childhood education and care performance indicator framework  More details can be found within the text surrounding this image. |

## 3.3 Key performance indicator results

Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of early childhood education and care. Definitions of key terms are in section 3.6.

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS’ data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and key data gaps and issues identified by the Steering Committee. All DQI for the 2014 Report can be found at www.pc.gov.au/gsp/reports/rogs/2014.

### Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

#### Equity

##### Access — Participation rates for special needs groups in child care

‘Participation rates for special needs groups in child care’ is an indicator of governments’ objective to ensure that services are provided in an equitable manner to all special needs groups in the community, and that there is consideration of the needs of those groups that can have special difficulty in accessing services (box 3.3).

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| Box 3.3 Participation rates for special needs groups in child care |
| ‘Participation rates for special needs groups in child care’ is defined as the proportion of children using child care services who are from targeted special needs groups, compared with the representation of these groups in the community. Data are reported for children in child care aged 0–5 and 6–12 years.  Targeted special needs groups include children from NESB, Indigenous children, children from low income families, children with disability, and children from regional and remote areas.  A high or increasing participation rate is desirable. If the representation of special needs groups among child care services users is broadly similar to their representation in the community, this suggests more equitable access.  Data reported for this indicator are:   * comparable (subject to caveats) across jurisdictions, but a break in series means that data prior to 2010 are not comparable to data after 2010. In addition, data for Indigenous children in this Report are not comparable to data in previous editions. * complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.   Data quality information for this indicator is under development. |
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Data for participation by special needs groups using Australian Government approved child care services for 2013 were drawn from the *National Early Childhood Education and Care Workforce Census 2013* and Department of Education administrative systems. Box 3.4 contains more information on the census.

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| Box 3.4 Australian Government National Early Childhood Education and Care Workforce Census |
| The *National Early Childhood Education and Care Workforce Census* was conducted in 2010 and 2013. The census aims to provide comprehensive and nationally consistent data on access to early childhood education and care services, and staff qualifications and experience. This chapter presents preliminary data from the 2013 *National Early Childhood Education and Care Workforce Census*, which was an initiative of the Australian Government.  The *National Early Childhood Education and Care Workforce Census* replaced the Australian Government Child Care Provider Survey (AGCCPS) conducted in 2008‑09 and the Australian Government Census of Child Care Services (AGCCC) conducted in earlier years.  The *National Early Childhood Education and Care Workforce Census* collected similar information to the AGCCPS and the AGCCC, although variations in collection methods and different weighting methods affect the comparability of data across the collections. Therefore comparisons across time should be made with caution. |
| *Source*: Department of Education (unpublished). |
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Representation of children from special needs groups, except low‑income families, were lower than their representation in the community nationally, but the extent of the difference varied:

* Children from NESB aged 0–12 years had a lower representation in child care in 2013 (17.3 per cent) than this group’s representation in the community in 2011 (20.0 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group.
* Indigenous children aged 0–12 years had a lower representation in child care services in 2013 (2.6 per cent) than their representation in the community in 2012 (4.8 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group.
* Children aged 0–12 years from low income families had a higher representation in child care services in 2013 (25.0 per cent) compared with their representation in the community in 2011‑12 (20.7 per cent). This was the case for both the   
  0–5 years age group and the 6–12 years age group.
* Children aged 0–12 years with disability had a lower representation in child care services in 2013 (3.0 per cent) compared with their representation in the community in 2009 (6.6 per cent). This was the case for both the 0–5 years age group and the 6‑12 years age group.
* Children aged 0–12 years from regional areas had a lower representation in child care services in 2013 (24.1 per cent) compared with their representation in the community in 2011 (28.6 per cent). This was the case for both the 0–5 years age group and the 6‑12 years age group.
* Children aged 0–12 years from remote areas had a lower representation in child care in 2013 (0.9 per cent) compared with their representation in the community in 2011 (2.7 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group (tables 3.4 and 3A.12).

Data on representation of special needs groups in State and Territory government funded and/or provided child care for children aged 0–12 years are presented in table 3A.14.

Table 3.4 Proportion of children aged 0–12 years attending Australian Government approved child care services from special needs groups, 2013 (per cent)**a, b, c**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSW | Vic | | Qld | | WA | | SA | | Tas | ACT | NT | Aust |
| *Children from NESB* | | | | | | | | | | | | | |
| In child care services | 21.3 | 24.8 | 9.0 | | | 13.4 | | 10.4 | | 3.5 | 16.0 | 10.6 | 17.3 |
| In the community, 2011 | 23.7 | 23.4 | 13.2 | | | 18.0 | | 15.7 | | 7.3 | 19.2 | 40.0 | 20.0 |
| *Indigenous children* | | | | | | | | | | | | | |
| In child care services | 2.8 | 0.8 | 4.0 | | | 2.6 | | 1.8 | | 5.7 | 1.4 | 11.8 | 2.6 |
| In the community, 2012 | 4.5 | 1.3 | 6.7 | | | 5.8 | | 3.7 | | 7.2 | 2.5 | 42.8 | 4.8 |
| *Children from low income families* | | | | | | | | | | | | | |
| In child care services | 24.4 | 26.2 | 27.5 | | 22.5 | | 23.6 | | 28.9 | | 7.6 | 14.4 | 25.0 |
| In the community, 2011‑12 | 22.5 | 20.4 | 21.4 | | 13.8 | | 21.9 | | 26.9 | | 7.8 | 22.5 | 20.7 |
| *Children with disability* | | | | | | | | | | | | | |
| In child care services | 3.8 | 2.5 | 2.4 | | | 2.1 | | 4.2 | | 2.4 | 2.8 | 4.7 | 3.0 |
| In the community, 2009 | 7.4 | 5.7 | 5.8 | | | 8.2 | | 5.9 | | 8.4 | 8.3 | 5.4 | 6.6 |
| *Children from regional areas* | | | | | | | | | | | | | |
| In child care servicesd | 22.3 | 19.3 | 29.8 | | | 14.5 | | 15.9 | | 100.3 | 0.1 | 81.1 | 24.1 |
| In the community, 2011 | 26.0 | 25.0 | 36.4 | | | 18.3 | | 24.7 | | 97.9 | 0.2 | 51.2 | 28.6 |
| *Children from remote areas* | | | | | | | | | | | | | |
| In child care services | 0.2 | – | 1.0 | | | 3.5 | | 1.5 | | 0.9 | .. | 19.1 | 0.9 |
| In the community, 2011 | 0.6 | 0.1 | 3.6 | | | 7.7 | | 4.1 | | 2.0 | .. | 48.5 | 2.7 |

a Data on children in child care services represent the population of children attending child care in 2013. Data on representation in the community are reported for different years due to the availability of data and are sourced from the ABS *2011 Census of Population and Housing*; *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021; Household Income and Income Distribution, Australia, 2011‑12 and Disability, Ageing and Carers, Australia, 2009.* b 2013 data in this Report are preliminary from the *2013 National Early Childhood Education and Care Workforce Census*, except for Indigenous children and children from regional and remote areas, which are from administrative data for the March quarter. Refer to box 3.4 and table 3A.13 for more information. c See table 3A.13 for complete footnotes and definitions. d The proportion of children from regional areas in child care services can exceed 100 per cent. This may occur because although the number of children in child care services is a unique count for each state and territory, children can attend, and be counted in, services located in more than one remoteness area. .. Not applicable. – Nil or rounded to zero.

*Source*: Department of Education (unpublished) administrative data collection and *National Early Childhood Education and Care Workforce Census, 2013 (preliminary data);* ABS (unpublished) *2011 Census of Population and Housing;* *Household Income and Income Distribution, Australia, 2011‑12,* Cat. no. 6523.0; *Disability, Ageing and Carers, Australia: Summary of Findings, 2009*, Cat. no. 4430.0 and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021* *(Series B),*   
Cat. no. 3238.0; table 3A.13.

##### Access — participation rates for special needs groups in preschool

‘Participation rates for special needs groups in preschool’ is an indicator of governments’ objective to ensure that services are provided in an equitable manner to all special needs groups in the community, and that there is consideration of the needs of those groups that can have special difficulty in accessing services (box 3.5).

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| Box 3.5 Participation rates for special needs groups in preschool |
| ‘Participation rates for special needs groups in preschool’ is defined by two measures:   * proportion of children aged 3–5 years enrolled in a preschool program who are from targeted special needs groups, compared with the representation of these groups in the community. Targeted special needs groups include children from NESB, Indigenous children, children with disability and children from regional and remote areas * proportion of children enrolled in a preschool program in the year before full time schooling who are disadvantaged, compared with the representation of these groups in the community. Children who are disadvantaged are defined as residing in an area with a Socio‑Economic Index for Areas (SEIFA) Index of Relative Socio‑economic Disadvantage (IRSD) quintile of 1. The SEIFA IRSD quintile of 1 is used as a proxy for the most disadvantaged. The use of SEIFA IRSD as a proxy for disadvantage needs to be interpreted with care as it pertains to the area in which the child resides, rather than to the child specifically.   A high or increasing proportion of children from special needs groups and who are disadvantaged enrolled in a preschool program is desirable. If the representation of special needs groups and disadvantage among children enrolled in a preschool program is broadly similar to their representation in the community, this suggests equitable access.  Data reported for these measures are:   * comparable (subject to caveats) within jurisdictions for 2012 data but a break in series means that data for 2012 are not comparable to data for 2011 (in the previous Report) for special needs groups but are comparable (subject to caveats) across jurisdictions for children who are disadvantaged. Data are not comparable across jurisdictions for special needs groups * complete (subject to caveats) for the current reporting period for special needs groups. All required 2012 data are available for all jurisdictions for special needs groups but incomplete for the current reporting period for children who are disadvantaged. All required data were not available for Queensland for children who are disadvantaged.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
|  |
|  |

##### Proportion of children aged 3–5 years enrolled in a preschool program who are from targeted special needs groups

Data for participation by special needs groups in preschool are provided by State and Territory governments for children from NESB and children with disability. Data for Indigenous children and children from regional and remote areas are drawn from the National ECEC Collection 2012. Box 3.6 contains additional information on the collection.

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| --- |
| Box 3.6 National Early Childhood Education and Care Collection |
| The National Early Childhood Education and Care (ECEC) Collection was conducted for the third time in 2012 and will continue to be conducted annually. The collection date is the first Friday in August each year, with a reference period of a week including the collection date. Some jurisdictions incorporate a reference period of two weeks that includes the collection date, to better reflect their preschool program delivery model.  The aim of the National ECEC Collection is to provide comparable State and Territory statistics on early childhood education. Data have been compiled according to the national standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS). Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparisons across jurisdictions are made.  The National ECEC Collection is derived from data provided by State and Territory and Australian government departments with responsibility for early childhood education and care.  The scope of the collection consists of all service providers delivering a preschool program. A preschool program is defined as a structured, play‑based learning program, delivered by a degree qualified teacher, aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides the program, or whether it is government funded or privately provided.  Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres or in association with a school. Long day care centres that do not operate a preschool program are not included. The ABS’ Preschool Provider Frame project, and subsequent 2012 Australian Government supplementary communication and collection activities, have improved the coverage of long day care service providers reported as delivering a preschool program within the Child Care Management System (CCMS). Although there have been some collection improvements, there is still an unknown level of under‑coverage of long day care service providers which are delivering a preschool program and are not currently captured in CCMS or state and territory ECEC collections.  All children who on 1 July in the collection year were aged between 3 and 6 years (inclusive) are in‑scope of the collection if they were enrolled in a preschool program during the reference period. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.  All paid employees delivering a preschool program at an in‑scope service provider during the reference period are included in the collection. |
| *Source*: ABS (2013). |

Data on the representation of special needs groups for children in a preschool program are provided in table 3.5. For jurisdictions that were able to provide data, the patterns for children from special needs groups in preschool varied:

* For jurisdictions where data are available (NSW, Victoria, Queensland, SA, Tasmania and the ACT), the representation of children aged 3–5 years from NESB in preschool was 10.2 per cent. Nationally, 20.0 per cent of children aged 3–5 years in the community were children from NESB.
* Nationally, the representation of children with disability aged 3–5 years in a preschool program (5.1 per cent) was lower than their representation in the community (6.3 per cent) though this varies across jurisdictions.
* Nationally, the representation of Indigenous children aged 3–5 years in a preschool program (4.4 per cent) was lower than their representation in the community (4.8 per cent) though this varies across jurisdictions.
* Nationally, the representation of children aged 3–5 years in a preschool program from regional areas was 28.9 per cent. Nationally, 28.1 per cent of children in the community were from regional areas.
* Nationally, the representation of children aged 3–5 years in preschool from remote areas (2.6 per cent) was lower than their representation in the community (2.8 per cent) (table 3.5).

Data on the representation of special needs groups in a preschool program in the year before full time schooling are presented in table 3A.14.

Table 3.5 Proportion of children (aged 3–5 years) enrolled in a preschool program from special needs groups, 2012 (per cent)**a, b, c, d**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSWe | Vicf | Qldg | WA | SA | Tas | ACT | NTh | Austi |
| Children from NESB | | | | | | | | | |
| In a preschool programj | 12.2 | 14.1 | 8.2 | na | 12.4 | 2.8 | 22.6 | na | 10.2 |
| In the community, 2011 | 23.7 | 23.4 | 13.2 | 17.7 | 15.4 | 7.4 | 19.6 | 39.3 | 20.0 |
| Children with disability | | | | | | | | | |
| |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | In a preschool programj, k | 7.4 | 3.9 | 2.8 | 3.1 | 12.0 | 1.0 | 3.1 | 4.2 | 5.1 | | In the community, 2009 | 7.3 | 3.9 | 7.3 | 6.8 | 5.5 | 7.2 | 7.3 | np | 6.3 | | | | | | | | | | | |
| Indigenous children | | | | | | | | | |
| In a preschool program | 4.5 | 1.2 | 4.4 | 6.8 | 6.1 | 7.5 | 3.1 | 38.4 | 4.4 |
| In the community, 2012 | 4.6 | 1.2 | 6.7 | 5.7 | 3.6 | 7.0 | 2.5 | 40.9 | 4.8 |
| Children from regional areas | | | | | | | | | |
| In a preschool program | 31.3 | 23.3 | 33.4 | 17.7 | 24.3 | 98.0 | 3.2 | 51.7 | 28.9 |
| In the community, 2011 | 25.5 | 24.6 | 36.0 | 18.0 | 24.4 | 97.8 | 0.2 | 51.4 | 28.1 |
| Children from remote areas | | | | | | | | | |
| In a preschool program | 0.7 | 0.1 | 3.4 | 7.6 | 4.0 | 2.0 | .. | 48.3 | 2.6 |
| In the community, 2011 | 0.6 | 0.1 | 3.8 | 7.9 | 3.9 | 2.0 | .. | 48.2 | 2.8 |

a Data for children from NESB and children with disability are from State and Territory governments. Data for Indigenous children and children from regional and remote areas are from the National ECEC Collection published by ABS in *Preschool Education, Australia, 2012*. Due to the different data sources for preschool data for special needs groups, caution should be used when making comparisons across special needs groups. b Data for children from NESB and children with disability in a preschool program include only State and Territory government funded or provided preschool services. Data on enrolment in a preschool program for Indigenous children and children from regional and remote areas include preschool programs as defined by the scope of the National ECEC Collection. This means preschool programs are included irrespective of the type of institution that provides them or whether they are government funded or privately provided. c Data on representation in the community are reported for different years due to the availability of data and are sourced from the ABS *2011* *Census of Population and Housing; Disability, Ageing and Carers, Australia, 2009* and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021*. d Includes children aged 3–5 years on 1 July 2012. e Not all children undertaking a preschool program in a long day care setting in NSW are captured in the relevant data collections, resulting in an undercount for NSW. f Victorian data for children from NESB and with disability in preschool programs only include 3 year old children who have been approved to attend funded 4 year old kindergarten programs, and so do not include children in programs for 3 year olds. Victorian data for children from NESB and with disability are reported as at 30 June 2012. g Episode, rather than child data are used for Queensland Indigenous children and children from regional and remote areas. These data are included in the national total. h Preschool data for children from NESB and children with disability in the NT include some children aged over 5 years. i Data for Australia for children from NESB and children with disability, in preschool, are the total of the sum of the states and territories for which data are available, and should not be interpreted as national data. j Data exclude innovative or flexible services that receive direct funding from the Australian Government and are targeted towards children from these groups. k Data on children with disability are not directly comparable because the definition of disability varies across jurisdictions. **na** Not available... Not applicable. **np** Not published.

*Source*: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; State and Territory governments (unpublished); ABS (unpublished) *2011 Census of Population and Housing*; *Disability, Ageing and Carers, Australia: Summary of Findings,2009*, Cat. no. 4430.0 and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (Series B),* Cat. no. 3238.0; table 3A.14.

##### Proportion of children enrolled in a preschool program in the year before full time schooling who are disadvantaged

Nationally in 2012 (excluding Queensland), 13.9 per cent of children enrolled in a preschool program resided in an area with a SEIFA IRSD quintile of 1 (figure 3.2). These proportions varied across jurisdictions.

Figure 3.2 Proportion of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling who are disadvantaged, 2012a, b, c, d, e, f

|  |
| --- |
| Figure 3.2 Proportion of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling who are disadvantaged, 2012  More details can be found within the text surrounding this image. |

a Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged   
5 years who were enrolled in preschool in the previous year as a 4 year old. b Disadvantage is defined for this measure to be children residing in an area with a SEIFA IRSD quintile of 1. Areas with a SEIFA IRSD quintile of 1 are not evenly distributed across Australia. c Data on representation in the community are reported using the same definition as the measure of enrolment. That is, of children residing in an area with a SEIFA IRSD quintile of 1. Data are based on the *2011 Census of Population and Housing* population of 4 and 5 year olds. d Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount. e Queensland data are not published for children enrolled who are disadvantaged or included in the data for Australia. f Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

*Source*: Derived from ABS (2013) *Preschool Education, Australia, 2012,* Cat. no. 4240.0; (unpublished)   
*2011 Census of Population and Housing*; table 3A.15.

Data on the proportion of children attending a preschool program who are disadvantaged are presented in table 3A.15.

#### Effectiveness

##### Access — children using child care

‘Children using child care’ is an indicator of governments’ objective to ensure that all families have equitable access to child care services (box 3.7).

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| Box 3.7 Children using child care |
| ‘Children using child care’ is defined by three measures:   * proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care * proportion of children aged 0–12 years using Australian Government approved child care * average hours of attendance at Australian Government approved child care services by service model.   A higher or increasing proportion of children using the services can indicate a higher level of service availability. This indicator does not provide information on parental preferences for using child care, or other factors, such as school starting age, which can affect use of child care.  Data reported for these measures are:   * comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions for Australian Government approved plus State and Territory government funded and/or provided child care. Data are comparable (subject to caveats) across jurisdictions and over time for children aged 0–12 years using Australian Government approved child care and average hours of attendance * complete (subject to caveats) for the current reporting period. All required 2012‑13 data are available for all jurisdictions for Australian Government approved plus State and Territory government funded and/or provided child care and all required 2013 data are available for all jurisdictions for children aged 0–12 years using Australian Government approved child care and average hours of attendance   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
|  |
|  |

The employment status of parents can influence children’s access to services, depending on the service model. Those services eligible for CCB, for example, must follow the Australian Government’s ‘priority of access’ guidelines when filling vacant places. The guidelines give a high priority to children at risk and children of parents with work‑related child care needs (section 3.6 contains more detail). Details of the employment status of parents whose children use these services, for 2008 and 2011, are shown in table 3A.20.

##### Proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care

Nationally, 30.7 per cent of children aged 0–12 years attended Australian Government approved and State and Territory government funded and/or provided child care in 2012‑13. Amongst children aged 0–5 years, 45.7 per cent attended and amongst children aged 6–12 years, 17.1 per cent attended (figure 3.3). Of those children aged 0–12 years that attended child care, nearly all (89.4 per cent) attended Australian Government approved child care services (table 3A.10).

Figure 3.3 Proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care, 2012‑13a, b, c, d

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| --- |
| Figure 3.3 Proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care, 2012-13  More details can be found within the text surrounding this image. |

aThe population measure is the estimated resident population as at 31 December 2012.bDue to the integrated nature of early childhood education and care in NSW, many children undertaking a preschool program do so in a long day care setting. This Report predominantly classifies the services provided by long day care centres as child care services. cDue to the non‑comparability of NSW data with data of other jurisdictions, the Australian total should be interpreted with caution. d There may be some double counting of children across the State and Territory, and Australian, governments’ collections.

*Source*: ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; Department of Education (unpublished); State and Territory governments (unpublished); table 3A.10.

##### Proportion of children aged 0–12 years using Australian Government approved child care

Nationally in 2013, 27.5 per cent of all children aged 0–12 years attended Australian Government approved child care (figure 3.4). The majority of children attending Australian Government approved child care in 2013 (712 545, or 69.0 per cent) were aged 0–5 years (table 3A.8). In 2013, 52.7 per cent of all children aged 2 years, 59.7 per cent of all children aged 3 years, and 51.1 per cent of all children aged 4 years attended Australian Government approved child care (table 3A.9).

Figure 3.4 Proportion of children aged 0–12 years using Australian Government approved child care**a, b, c**

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| Figure 3.4 Proportion of children aged 0-12 years using Australian Government approved child care  More details can be found within the text surrounding this image. |

a The population measure is the estimated resident population as at 31 December of the previous calendar year. b Children can use more than one type of care. In 2009, each child attending child care is counted once, even if they attend more than one type of care. From 2010 onwards children are counted once for each type of care they use. c Attendance counted as the number of children attending during the week 23–29 March for 2009. Attendance data relate to the March quarter for 2010 onwards.

*Source*: Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*,   
Cat. no. 3101.0; tables 3A.2 and 3A.8.

##### Average hours of attendance at Australian Government approved child care services by service model

The average hours of attendance in Australian Government approved child care in 2013 varied considerably across jurisdictions, for all service models. Nationally, average attendance per child at centre‑based long day care centres was 27.6 hours per week, while the average attendance per child at family day care was 25.3 hours per week. Nationally, the average attendance per child at occasional care was 11.4 hours per week, the average attendance per child at outside school hours care was 7.4 hours per week, and the average attendance at vacation care during school holidays was 28.9 hours per week (figure 3.5).

Figure 3.5 Average hours of attendance at Australian Government approved child care, 2013**a, b**

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| --- |
| Figure 3.5 Average hours of attendance at Australian Government approved child care, 2013  More details can be found within the text surrounding this image. |

a Average attendance hours are defined as the total hours attended within each sector divided by the number of children who attended in the reference week (excludes allowable absences). b Average hours of attendance at occasional care and other care in the NT was zero during 2013.

*Source*: Department of Education (unpublished) administrative data collection; table 3A.11.

##### Access — children enrolled in preschool

‘Children enrolled in preschool’ is an indicator of governments’ objective to ensure that all families have equitable access to preschool services (box 3.8).

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| Box 3.8 Children enrolled in preschool  ‘Children enrolled in preschool’ is defined by two measures:   * proportion of children who are enrolled in a preschool program in the year before full time schooling. The proportion of children is calculated using children aged 4 years as a proxy for children in the year before full time schooling and is sourced from ABS’ population data * proportion of Indigenous children (by geographic location) who are enrolled in a preschool program in the year before full time schooling. The proportion of Indigenous children is calculated using Indigenous children aged 4 years as a proxy for children in the year before full time schooling and is derived from ABS’ population data. These data are provided on a national basis by remoteness categories ‘major cities’, ‘inner/outer regional areas’ and ‘remote/very remote areas’.   Data reported for children who are enrolled in a preschool program in the year before full time schooling includes children aged 4 and 5 years on 1 July 2012, but excludes children aged 5 years who were enrolled in preschool in the previous year as a 4 year old. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.  A high or increasing proportion of children enrolled in a preschool program can indicate a high or increasing level of service availability, and is desirable. However, this indicator can be difficult to interpret as:   * the preschool starting age for children varies across states and territories. A higher proportion of children enrolled at a particular age can reflect the preschool starting age in a particular jurisdiction * participation in preschool is not compulsory. This indicator does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool * overestimation of enrolment in some states and territories (for example, where enrolment rates exceed 100 per cent) can be due to children: moving interstate during a preschool year; attending multiple providers to access an appropriate amount of care; attending multiple service types and/or attending preschool for more than one year. Overestimation may also result from children enrolled in a preschool program in a jurisdiction different to the one in which they live, for example, between the ACT and NSW or because the measures are based on the number of 4 and 5 year olds who are enrolled as a proportion of the number of 4 year olds in the population.   Data reported for these measures are:   * comparable (subject to caveats) across jurisdictions but a break in series means that data for 2012 are not comparable to data for 2011 (in the previous Report) for children who are enrolled in a preschool program in the year before full time schooling. Data are not on a jurisdiction basis so comparability is not applicable for   (Continued next page)  Box 3.8 (continued)  Indigenous children (by geographic location) who are enrolled in a preschool program in the year before full time schooling   * complete (subject to caveats) for the current reporting period. All required 2012 data are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs2014. |
|  |

##### Proportion of children who are enrolled in a preschool program in the year before full time schooling

The proportion of children enrolled in preschool in the year before full time schooling is based on the number of children aged 4 years in the population, even though older children can be enrolled in preschool in the year before full time schooling. This may result in an overestimation of the proportion of children enrolled in preschool in the year before full time schooling.

Nationally in 2012, 86.3 per cent of children in the year before full time schooling were enrolled in a preschool program, excluding children aged 5 years who were enrolled in preschool in the previous year as a 4 year old (figure 3.6). Children who were enrolled in a preschool program in a long day care setting are included.

Figure 3.6 Proportion of children enrolled in a preschool program in the year before full time schooling, 2012**a,** **b, c, d, e, f**

|  |
| --- |
| Figure 3.6 Proportion of children enrolled in a preschool program in the year before full time schooling, 2012  More details can be found within the text surrounding this image. |

a Year before full time schooling data include children aged 4 and 5 years on 1 July, except children aged   
5 years who were enrolled in preschool in the previous year as a 4 year old. b The preschool starting age varies across jurisdictions (table 3.1). c To calculate the proportions in this figure, enrolment data (from the August 2012 National ECEC Collection) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 30 June 2012). As a result the proportion may exceed 100 per cent. d Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW. e Child level enrolment data for Queensland are not available. Episode of enrolment data were used instead for Queensland. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. These data are included in the national total. f Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

*Source*: Derived from ABS (2013) *Preschool Education, Australia, 2012,* Cat. no. 4240.0;ABS (2013) *Australian Demographic Statistics, Dec 2012,* Cat. no. 3101.0; table 3A.16.

Although the preschool starting age varies across jurisdictions (table 3.1), the majority of children enrolled in preschool in 2012 were 4 years of age for each jurisdiction (table 3A.16). Nationally in 2012, 74.5 per cent of 4 year olds were enrolled in a preschool program. The proportion of 3 year olds enrolled in a preschool program (18.2 per cent) was higher than for 5 year olds (15.8 per cent) (table 3A.16). These proportions varied across jurisdictions.

Data are included on children enrolled in a preschool program in the year before full time schooling by weekly hour ranges. Nationally, the majority of children   
(63.1 per cent) were enrolled for at least 15 hours per week (table 3A.17).

Data are included on all children aged 4 and 5 years who were enrolled in a preschool program in 2012. Nationally, 266 036 children aged 4 and 5 years were enrolled in a preschool program (table 3A.23).

##### Proportion of Indigenous children (by geographic location) who are enrolled in a preschool program in the year before full time schooling

National data on the proportion of Indigenous children enrolled in a preschool program in the year before full time schooling are presented by remoteness areas (major cities; inner/outer regional areas; remote/very remote areas) in table 3A.18. In 2012, amongst Indigenous children in major cities, 69.9 per cent were enrolled in a preschool program in the year before full time schooling. In regional areas,   
79.3 per cent of Indigenous children were enrolled in a preschool program in the year before full time schooling. In remote areas, 88.4 per cent of Indigenous children were enrolled in a preschool program in the year before full time schooling (table 3A.18).

Contextual data are provided for all jurisdictions on the number of Indigenous children aged 4 and 5 years enrolled in a preschool program and Indigenous children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling. These data are also presented by remoteness areas (table 3A.19).

##### Access — children attending preschool

‘Children attending preschool’ is an indicator of governments’ objective to ensure that all families have equitable access to preschool services (box 3.9).

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| Box 3.9 Children attending preschool  ‘Children attending preschool’ is defined by three measures:   * proportion of children who are attending a preschool program in the year before full time schooling. The proportion of children is calculated using children aged 4 years as a proxy for children in the year before full time schooling and is sourced from ABS’ population data * the number of Indigenous children absent from non‑government preschools, as a proportion of all Indigenous children enrolled in non‑government preschools. Data are sourced from the National Preschool Census. Data on Indigenous preschool attendance rates are limited to Indigenous children enrolled in non‑government preschools. Non‑government preschools include preschool programs delivered in government funded, registered, licensed and/or approved services, and these arrangements vary across jurisdictions. Preschool programs operated by commercial providers are excluded. A child is deemed absent if they missed one or more of the sessions they were enrolled in during the reference week. Preschool attendance is not compulsory * proportion of Indigenous children (by geographic location) who are attending a preschool program in the year before full time schooling. The proportion of Indigenous children is calculated using Indigenous children aged 4 years as a proxy for children in the year before full time schooling and is derived from ABS’ population data. These data are provided on a national basis by remoteness categories ‘major cities’, ‘inner/outer regional areas’ and ‘remote/very remote areas’.   Data reported for children who are attending a preschool program in the year before full time schooling includes children aged 4 and 5 years on 1 July 2012, but excludes children aged 5 years who attended preschool in the previous year as a 4 year old. A child is considered to be attending a preschool program is the child was enrolled and present for at least one hour during the reference period.  A high or increasing proportion of children attending a preschool program can indicate a high or increasing level of service availability, and is desirable. However, this indicator can be difficult to interpret as:   * the preschool starting age for children varies across states and territories. A higher proportion of children attending at a particular age can reflect the preschool starting age in a particular jurisdiction * participation in preschool is not compulsory. This indicator does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool * overestimation of attendance in some states and territories (for example, where attendance rates exceed 100 per cent) can be due to children: moving interstate during a preschool year; attending multiple providers to access an appropriate amount of care; attending multiple service types and/or attending preschool for more than one year. Overestimation may also result from children attending preschool in a jurisdiction different to the one in which they live, for example,   (Continued next page)  Box 3.9 (continued)  between the ACT and NSW or because measures are based on the number of 4 and 5 year olds attending as a proportion of the number of 4 year olds in the population.  A low or decreasing absentee rate indicates a high or increasing rate of attendance at preschools, and is desirable.  Data reported for these measures are:   * comparable (subject to caveats) across jurisdictions but a break in series means that data 2012 are not comparable to data for 2011 (in the previous Report) for children who are attending a preschool program in the year before full time schooling. Data are not on a jurisdiction basis so comparability is not applicable for Indigenous children (by geographic location) who are attending a preschool program in the year before full time schooling * complete (subject to caveats) for the current reporting period. All required 2012 data are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs2014. |
|  |

##### Proportion of children who are attending a preschool program in the year before full time schooling

The proportion of children attending a preschool program in the year before full time schooling is based on the number of children aged 4 years in the population, even though older children can attend preschool in the year before full time schooling. This may result in an overestimation of the proportion of children attending a preschool program in the year before full time schooling.

Nationally in 2012, 84.0 per cent of children in the year before full time schooling attended a preschool program (figure 3.7), excluding children aged 5 years who attended preschool in the previous year as a 4 year old. Children who attended a preschool program in a long day care setting are included.

Figure 3.7 Proportion of children attending a preschool program in the year before full time schooling, 2012**a,** **b, c, d, e, f**

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| Figure 3.7 Proportion of children attending a preschool program in the year before full time schooling, 2012  More details can be found within the text surrounding this image. |

a Year before full time schooling data include children aged 4 and 5 years on 1 July, except children aged   
5 years who attended preschool in the previous year as a 4 year old. b The preschool starting age varies across jurisdictions (table 3.1). c To calculate the proportions in this figure, attendance data (from the National ECEC Collection) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 30 June 2012). As a result the proportion may exceed 100 per cent.   
d Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW. e Child level attendance data for Queensland are not available. Episode of attendance data were used instead for Queensland. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so will be counted more than once in episode counts where they attend more than one preschool program. These data are included in the national total. f Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

*Source*: Derived from ABS (2013) *Preschool Education, Australia, 2012,* Cat. no. 4240.0;ABS (2013) *Australian Demographic Statistics, Dec 2012,* Cat. no. 3101.0; table 3A.21.

Across all jurisdictions in 2012, the average attendance of children at a preschool program in the year before full time schooling was between 10.4 and 17.2 hours per week (table 3A.22). Data are included on all children aged 4 and 5 years who attended a preschool program in 2012. Nationally, 258 881 children aged 4 and 5 years attended a preschool program (table 3A.23). Of these, the largest number   
(118 488 children) attended more than 15 hours per week (table 3A.24).

Details of the employment status of parents whose children attended preschool services are shown in table 3A.20.

##### Enrolled children absent from non‑government preschools

This measure provides a broad indication of the participation of Indigenous children in preschools. These data are sourced from the National Preschool Census (NPC) and relate only to non‑government preschools. These data can overlap with the preschool program data provided by the National ECEC Collection and are therefore not directly comparable with other preschool data included in this Report. The NPC collected data from 97.0 per cent of the 3484 non‑government preschools in scope for the 2012 NPC (Department of Education unpublished). This represents approximately 69.3 per cent of all government and non‑government preschools, though this proportion varies considerably across jurisdictions (table 3A.25). Data for jurisdictions with a small number of non‑government preschools should be interpreted with care.

In 2012, non‑attendance by Indigenous children was higher than   
non‑attendance by non‑Indigenous children in all jurisdictions except Tasmania (figure 3.8).

Figure 3.8 Enrolled children absent from non‑government preschools, 2012**a, b, c, d**

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| Figure 3.8 Enrolled children absent from non-government preschools, 2012  More details can be found within the text surrounding this image. |

a Data on attendance are limited to non‑government preschools. At the national level, approximately 69.3 per cent of all government and non‑government preschools are non‑government, though this percentage varies across jurisdictions: 89.7 per cent in NSW, 100 per cent in Victoria, 94.1 per cent in Queensland,   
27.5 per cent in WA, 16.4 per cent in SA, 25.2 per cent in Tasmania, 14.7 per cent in the ACT, and 7.4 per cent in the NT. Preschool attendance data for jurisdictions with a small proportion of non‑government preschools should be interpreted with care. b Preschool attendance is not compulsory. c Attendance was measured during the week of 30 July‑3 August 2012. Children are counted as absent if they are absent for one or more of the sessions that they were enrolled in during this week. Absences due to illness can be higher during winter than at other times of the year. d Data for non‑Indigenous children are derived from data on Indigenous children and all children.

*Source*: Department of Education (unpublished) *National Preschool Census 2012*; table 3A.25.

##### Proportion of Indigenous children (by geographic location) who are attending a preschool program in the year before full time schooling

National data on the proportion of Indigenous children attending a preschool program in the year before full time schooling are presented by remoteness areas (major cities; inner/outer regional areas; remote/very remote areas) in table 3A.26. In 2012, amongst Indigenous children in major cities, 67.3 per cent attended a preschool program in the year before full time schooling. In regional areas, 74.3 per cent of Indigenous children attended a preschool program in the year before full time schooling. In remote areas, 77.5 per cent of Indigenous children attended a preschool program in the year before full time schooling (table 3A.26).

Contextual data are provided for all jurisdictions on the number of Indigenous children aged 4 and 5 years who attended a preschool program and Indigenous children aged 4 and 5 years who attended a preschool program in the year before full time schooling. These data are also presented by remoteness areas (table 3A.27).

##### Access — Non‑standard hours of care in child care services

‘Non‑standard hours of care in child care services’ is an indicator of governments’ objective to ensure that government funded and/or provided child care services meet the needs of all users (box 3.10).

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| Box 3.10 Non‑standard hours of care in child care services |
| ‘Non‑standard hours of care in child care services’ is defined as the number of child care services providing non‑standard hours of care as a proportion of the total number of services. Data are reported by service model. Definitions of ‘standard hours’ and ‘non‑standard hours’ are provided in section 3.6.  A high or increasing proportion of services providing non‑standard hours of care can suggest a greater flexibility of services to meet the needs of families.  This indicator does not provide information on the demand for non‑standard hours of care. If non‑standard hours are available but not used, they are not included in this indicator. Further, it provides no information on whether available non‑standard hours services meet the needs of users.  Data reported for this indicator are:   * comparable (subject to caveats) across jurisdictions but a break in series means that data for 2013 are not comparable to data for 2012 (in the previous Report) * complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
|  |
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Provision of non‑standard hours of care can be influenced by a range of factors, such as costs to services and parents, demand for care, availability of carers, and compliance with occupational and health and safety requirements. Figure 3.9 shows the proportion of services that provided non‑standard hours of care by service model.

Figure 3.9 Australian Government approved child care services providing non‑standard hours of care, by service model, 2013**a, b, c, d**

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| Figure 3.9 Australian Government approved child care services providing non-standard hours of care, by service model, 2013  More details can be found within the text surrounding this image. |

aData are from the *2013 National Early Childhood Education and Care Workforce Census*, except data for family day care and other care. These data are from administrative data for the March quarter.bOther care includes in‑home care only. cThe ACT data for outside school hours care are nil. The NT data for outside school hours, occasional and other care are nil.

*Source*: Department of Education (unpublished); table 3A.28.

Limited data are available on State and Territory government funded and/or provided child care services that offer non‑standard hours of care (table 3A.29).

Contextual data are also provided for NSW, Queensland and SA on the proportion of State and Territory government funded and/or provided preschools that offered non‑standard hours of care in 2012‑13 (table 3A.29).

##### Access — Service availability

‘Service availability’ is an indicator of governments’ objective to ensure that all families have equitable and adequate access to early childhood education and care services (box 3.11).

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| Box 3.11 Service availability |
| The Steering Committee has identified ‘service availability’ for development and future reporting, to replace the ‘utilisation’ indicator from earlier reports. Data are not currently available for ‘service availability’. |
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##### Service affordability — child care service costs

‘Child care service costs’ is an indicator of governments’ objective to ensure that all families have equitable access to early childhood education and care, irrespective of their financial circumstances (box 3.12).

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| Box 3.12 Child care service costs |
| ‘Child care service costs’ is defined as the median weekly cost for 50 hours of care by service model. Median costs represent the middle value of the range of costs.  Provided the service quality is held constant, lower service costs are desirable.  Cost data need to be interpreted with care, because fees are independently set by service providers. Charging practices, including fees, are commercial decisions made by individual services, so there is significant variation in the fees charged across services. Variation in costs occurs as a result of factors including State and Territory licensing requirements, award wages, and whether fees include charges for additional services such as nappies and meals.  Data reported for this indicator are:   * comparable (subject to caveats) across jurisdictions and over time * complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
|  |
|  |

Nationally, the median weekly cost for 50 hours of care in 2013 was higher for centre‑based long day care ($364) than for family day care ($339) (figure 3.10).

Figure 3.10 Median cost of Australian Government approved child care services, 2013 ($/week)**a, b, c**

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| Figure 3.10 Median cost of Australian Government approved child care services, 2013 ($/week)  More details can be found within the text surrounding this image. |

a Median costs are based on 50 hours of care in the reference week. b Family day care data exclude in‑home care. c Family day care fee includes parent levy.

*Source*: Department of Education (unpublished); table 3A.30.

Median weekly costs paid to Australian Government approved long day care services, by remoteness area are presented in table 3A.31. Nationally in 2013, the median weekly cost of long day care in major cities and inner regional areas ($367) was higher than in other regions ($334). The median weekly costs varied across jurisdictions.

##### Service affordability — preschool service costs

‘Preschool service costs’ is an indicator of governments’ objective that all families have equitable access to early childhood education and care irrespective of their financial circumstances (box 3.13).

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| Box 3.13 Preschool service costs |
| ‘Preschool service costs’ is defined as the per hour preschool program cost per child, after subsidies received by families. Data are reported as the median per hour cost per child. Median costs represent the middle value of the range of costs.  Provided the service quality and quantity is held constant, lower hourly costs represent more affordable preschool.  Various factors influence preschool costs and care needs to be exercised when interpreting results, as:   * preschool programs are provided by a mix of providers (community, private and government). Differences in charging practices, including fees, can be due to commercial or cost recovery decisions made by individual services. Some preschool programs, particularly those offered at government preschools, have no tuition fees * fees can reflect higher land values and rental fees charged in major cities * some jurisdictions provide targeted fee relief that lowers fees for some children.   Data reported for this indicator are:   * comparable (subject to caveats) across jurisdictions but a break in series means that data for 2012 are not comparable to data for 2011 (in the previous Report) * incomplete for the current reporting period. All required data were not available for Queensland.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
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Further detail about the mix of providers of preschool (community, private, non‑government schools and government) is provided in tables 3A.64, 3A.71, 3A.78, 3A.85, 3A.92, 3A.99, 3A.106 and 3A.113.

##### Median per hour preschool cost per child (after subsidies)

Nationally, the median cost for a preschool program (after subsidies) per child was $1.82 per hour in 2012 (table 3.6).

Table 3.6 Children aged 4 and 5 years enrolled in a preschool program, median hourly cost per child (after subsidies), 2012 **a, b**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | NSWc | Vic | Qldd | WAe | SA | Tas | ACTf | NT | Austd |
|  | | | | | | | | | |
| Median cost per hour ($) | 3.47 | 1.95 | np | – | – | – | – | – | 1.82 |

a Median costs were calculated for those children who were enrolled in a preschool program, including those for whom the hourly cost was no cost, but excluding those for whom the hourly cost was not stated. b Data include children aged 4 and 5 years on 1 July 2012. c NSW data exclude all 100 government operated preschools for which fee information is not collected. Caution should therefore be used when interpreting NSW cost data. d Data for Queensland are not published and are not included in the median calculated for Australia. e Approximately 8 per cent of data for fees in WA were calculated using averages at the provider level. f Data for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.– Nil or rounded to zero. **np** Not published.

*Source*: ABS (unpublished) *Preschool Education, Australia, 2012*; Cat. no. 4240.0; table 3A.33.

Additional information on the costs of preschool programs for children by cost range for 2012 is presented in table 3A.32.

Data on the median hourly cost of preschool by remoteness area are presented in table 3A.34. Nationally in 2012, the median hourly cost of preschool in major cities was $2.27 (after subsidies), compared to $1.56 in regional areas and zero in remote areas. These median hourly costs varied across jurisdictions.

##### Quality

An important focus of Australian, State and Territory governments is to set and maintain appropriate quality standards in child care and preschool services.

Data for indicators relating to quality in this Report need to be treated with caution because there are differences in reporting across jurisdictions.

##### Staff — staff quality in early childhood education and care

‘Staff quality in early childhood education and care’ is an indicator of governments’ objective to ensure that staff employed by early childhood education and care service providers are able to provide services that reflect national qualification requirements under the NQF and in doing so meet the needs of children, although not all services fall in scope of the NQF (box 3.15). In particular, this means ensuring staff have the training and experience to provide a safe and nurturing environment that fulfils the educational and developmental needs of children (box 3.14).

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| Box 3.14 Staff quality in early childhood education and care |
| ‘Staff quality in early childhood education and care’ is defined by two measures:   * proportion of paid primary contact staff employed by Australian Government approved child care services, by relevant formal qualifications, or three or more years of relevant experience. A relevant formal qualification relates to the highest level of qualification that a staff member has completed in an early childhood education and care related field at a Certificate level III or above * proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified. Workers delivering preschool programs are defined as early childhood education and care workers who are employed, and paid, by an early childhood education and care service provider as a principal/director/coordinator/teacher‑in‑charge, group leader/teacher, assistant/aide or other contact worker to deliver a preschool program. Workers who are early childhood qualified include the fields of qualification: teaching (early childhood related), teaching (primary), teaching (other) and other early childhood related.   Some studies and research (for example, OECD 2006) have shown a link between a higher proportion of qualified and experienced primary contact staff and a higher quality service, suggesting that a high or increasing proportion is desirable.  Data reported for these measures are:   * comparable (subject to caveats) across jurisdictions and over time for paid primary contact staff employed by Australian Government approved child care services. Data are comparable (subject to caveats) across jurisdictions but a break in series means that data for 2012 are not comparable to data for 2011 (in the previous Report) for workers delivering preschool programs * complete (subject to caveats) for the current reporting period for paid primary contact staff employed by Australian Government approved child care services. All required 2013 data are available for all jurisdictions for paid primary contact staff employed by Australian Government approved child care services but incomplete for the current reporting period for workers delivering preschool programs. All required data were not available for Queensland, SA, Tasmania, the ACT and the NT for workers delivering preschool programs.   Data quality information for paid primary contact staff employed by Australian Government approved child care services is under development. Data quality information for workers delivering preschool programs is at www.pc.gov.au/gsp/reports/rogs/2014. |
|  |

##### Proportion of paid primary contact staff employed by Australian Government approved child care services, by relevant formal qualifications, or three years or more relevant experience

Data on full time equivalent staff, family day carers and unpaid staff employed by Australian Government approved child care services are presented in table 3A.35.

Nationally, there were 99 655 paid primary contact staff employed by Australian Government approved child care services in 2013 (table 3A.36). The proportion of paid primary contact staff with a relevant formal qualification or three or more years relevant experience was 82.6 per cent nationally in 2013 but varied across jurisdictions. Of this proportion, 74.1 per cent of paid primary contact staff held a relevant formal qualification at or above Certificate level III, and 8.5 per cent held no relevant formal qualification, but had three or more years of relevant experience (figure 3.11).

Figure 3.11 Paid primary contact staff employed by Australian Government approved child care services, by relevant qualification, 2013**a**

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| Figure 3.11 Paid primary contact staff employed by Australian Government approved child care services, by relevant qualification, 2013  More details can be found within the text surrounding this image. |

a Data are preliminary from the 2013 *National Early Childhood Education and Care Workforce Census*. Refer to box 3.4 and table 3A.36 for more information.

*Source*: Department of Education, *National Early Childhood Education and Care Workforce Census*, 2013 *(preliminary data);* table 3A.36.

Nationally in 2013, the majority of paid primary contact staff with relevant formal qualifications in approved Australian Government child care services held a certificate III or IV, or a diploma or advanced diploma (44.4 per cent and 40.1 per cent, respectively) (table 3A.37). Of the 11 477 (or 15.5 per cent) paid primary contact staff with a bachelor degree or above, 82.8 per cent held university qualifications in the field of early childhood education (table 3A.37).

Nationally in 2013, 80.9 per cent of paid primary contact staff in Australian Government approved child care services undertook relevant in‑service training in the previous 12 months (figure 3.12).

Figure 3.12 Proportion of paid primary contact staff in Australian Government approved child care services who undertook relevant in‑service training in previous 12 months, 2013**a**

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| Figure 3.12 Proportion of paid primary contact staff in Australian Government approved child care services who undertook relevant in-service training in previous 12 months, 2013  More details can be found within the text surrounding this image. |

a Data for 2013 are preliminary from the *National Early Childhood Education and Care Workforce Census*. Refer to box 3.4 and table 3A.38 for more information.

*Source*: Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census, 2013 (preliminary data)*;table 3A.38.

Additional contextual data to support the staff‑quality performance information on staff tenure in Australian Government approved child care services are reported in table 3A.39.

##### Proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified

For jurisdictions where data are available (NSW, Victoria, Queensland and WA), there were 24 008 workers delivering preschool programs in 2012. For those jurisdictions where data are available the proportion of these workers delivering preschool programs who were at least three year university trained and early childhood qualified in 2012 was 41.6 per cent (table 3A.40).

The available data to report on this measure represent a significant undercount of the actual worker population. This is the result of no worker information being available from the CCMS to populate the National ECEC Collection for the long day care sector.

Data on workers who are four year university trained and early childhood qualified are presented in table 3A.40. For jurisdictions where data are available (NSW, Victoria, Queensland and WA), the proportion of workers delivering preschool programs who are four year university trained and early childhood qualified was 31.7 per cent.

NSW, Victoria and Queensland provided data on the proportion of preschool staff undertaking training in 2012‑13 (tables 3A.63, 3A.70 and 3A.77).

##### Standards

Under the *National Partnership Agreement on the* *National Quality Agenda for Early Childhood Education and Care*, COAG has established a jointly governed NQF for Early Childhood Education and Care, which replaced previous separate licensing and quality assuran*c*e processes (box 3.15).

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| Box 3.15 *National Quality Framework* |
| On 7 December 2009 COAG endorsed a *National Quality Framework for Early Childhood Education and Care* (NQF) (see also box 3.1). The NQF is a uniform national system jointly governed by the Australian Government and states and territories.  The new framework aims to raise quality and enable continuous improvement in early childhood education and care through a national applied law regulatory scheme that includes:   * a *National Quality Standard* (NQS) * a new rating system to complement the NQS * a streamlined regulatory system * the Australian Children’s Education and Care Quality Authority (ACECQA) — the new national body responsible for providing oversight of the new system and ensuring consistency of approach.   The NQF came into effect from 1 January 2012 and applies to long day care, family day care, and outside school hours care services and preschools, with the gradual introduction over subsequent years of improved ratios and qualifications. The NQS comprises guiding principles, quality areas, standards and elements. There are seven quality areas:   * Educational program and practice * Children’s health and safety * Physical environment * Staffing arrangements * Relationships with children * Partnerships with families and communities * Leadership and service management.   The NQF creates a jointly governed uniform national approach to the regulation and quality assessment of education and care services. It replaces the previously separate State and Territory licensing and national quality assurance processes for those services under the NQF. ACECQA oversees the NQS and its application across jurisdictions to ensure that it is implemented in a nationally consistent way. |
| *Source*: COAG (2009a); Department of Education (2013 and unpublished). |
|  |
|  |

Assessments and ratings against the NQS commenced in June 2012. Data are included in the Report for the first time.

##### Standards — service approvals and licensing

‘Service approvals and licensing’ is an indicator of governments’ objective to ensure that early childhood education and care services meet the minimum standards deemed necessary to provide a safe and nurturing environment, and to meet the educational and developmental needs of children. State and Territory governments are responsible for service approvals of early childhood education and care services under the NQF and for licensing those out of scope of the NQF in their jurisdictions (box 3.16).

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| Box 3.16 Service approvals and licensing |
| ‘Service approvals and licensing’ is defined as complying with regulations covering operational requirements, such as the number of children services can care for, safety standards and the qualification of carers. It has been identified for development and reporting in future. Descriptive information is reported for some jurisdictions in the interim. This information includes the type and number of services approved and licensed, where approval and licensing is indicative of regulatory control over services.  This indicator does not provide information on the degree to which service approvals and licensing translates into higher quality service outcomes above the minimum standards of care. State and Territory governments also undertake other activities aimed at the promotion of quality, such as publishing curriculum materials and other resources, and providing education to the sector.  Data for this indicator are not available for the 2014 Report. |
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Service approval and licensing requirements establish the foundations for quality of care by stipulating enforceable standards to support the health, safety, welfare and developmental needs of children in formal education and care services. The service models covered by legislation vary across jurisdictions (table 3.7).

Table 3.7 State and Territory approvals and licensing of early childhood education and care services, 2013**a**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Service model | NSW | Vic | Qld | WA | SA | Tas | ACT | NT |
| Centre‑based long day careb | N | N/L | N | N | N | N | N | N |
| Occasional carec | R | N/L | L | L | R | L | L | X |
| Family day care services | N | N | N | N | N | N | N | N |
| Outside school hours careb | N | N/L | N | N | N | N | N | N |
| Home‑based care | R | .. | X | X | R | L | na | X |
| Other cared | R | L | X | X | R | L | L | N |
| Preschool/kindergartene | N | N/L | N | G | N | G/R | N | N |

**N** = Services are regulated under the *National Quality Framework* (NQF) and require a Provider Approval, Service Approval and a Nominated Supervisor who holds a Supervisor Certificate to operate. **L** = Services require a licence to operate. **R** = Services require registration or approval to operate. **G** = Services are provided by State/Territory governments. **X** = Services do not require licence, registration or approval to operate, but can be required to meet regulatory standards.

**a** Early childhood education and care services are regulated in accordance with the requirements of the relevant legislation in each jurisdiction. **b** In Victoria a small number of long day care and outside school hours care services have been exempted from the NQF and are licensed under Victorian law. **c**In Victoria occasional care services can be regulated under NQF as an approved associate service or be licensed under Victorian law. **d** Other care refers to all other government regulated care, for example, nannies, playschools, three year old kindergarten and in‑home care. Jurisdictions can licence some, but not all, types of other care services. In Victoria other care refers to early intervention and short‑term services. In SA other care includes rural and mobile care services. In Tasmania other care includes in‑home care services (which are licensed under family day care services). Not all other care services require registration or licensing. In the NT other care refers to three year old kindergarten services which are regulated under the NQF. **e**In Victoria two preschool services are exempted from the NQF and are licensed under Victorian law. In Queensland preschool services are licensed under state‑based legislation. In Tasmania, kindergartens not in government schools are registered with the Schools Registration Board. **na** Not available. .. Not applicable

*Source*: State and Territory governments (unpublished).

State and Territory governments also monitor and inspect early childhood education and care services. Table 3.8 provides an overview of the monitoring and inspection regimes that operate across jurisdictions.

There are broad commonalities in the monitoring and inspection regimes across jurisdictions. However, variability in the recording of breaches and the penalties applied for breaches affect the comparability of data across jurisdictions. This has hindered reporting of comparable data across jurisdictions for monitoring and inspection.

Table 3.8 State and Territory monitoring and inspection regimes, for approved and licensed early childhood education and care services, 2012‑13

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monitoring activities | Unit | NSW | Vic | Qld | WA | SA | Tas | ACT | NT |
| Proactive monitoringa |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Required frequency of inspections |  | Annual | Risk based | .. | 1‑3 years depending on prior rating | na | Various based on the principle of earned autonomy | Yearly | Biannual |
| Estimated share announced visitsb | % | 43 | 46 | na | 23 | 63 | 70 | 50 | 81 |
| Estimated share unannounced inspectionsc | % | 57 | 54 | na | 77 | 37 | 30 | 50 | 19 |
| Reactive monitoringd |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Data on substantiated breaches arising from complaintse |  | ✓ | ✓ | x | ✓ | x | ✓ | ✓ | ✓ |
| Sanctions for breachesf |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Under‑performing services incur  follow‑up or more frequent inspections |  | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Prosecutions initiated against services during 2012‑13g | no. | 3 | – | na | 3 | na | – | na | – |

**a**Proactive monitoring refers to the ongoing program of visits/inspections to services that are determined by legislation and/or the monitoring policies in each jurisdiction. b Announced visits are scheduled with the service provider including but not limited to consultative and advisory meetings. Assessment and rating visits under the NQS are included. c Unannounced inspections of services are used to assess performance against licence conditions including, but not limited to, investigations of complaints. Unannounced inspections allow the operation of the service to be monitored under normal operational circumstances. d A reactive monitoring regime can be triggered by either a complaint or a service’s failure to comply with legislative requirements.   
e See detailed data in attachment tables 3A.65, 3A.72, 3A.79, 3A.86, 3A.93, 3A.100, 3A.107 and 3A.114.   
f Jurisdictions can apply a range of actions to underperforming services, which can include administrative and/or statutory sanctions including prosecution. Not all sanctions are included. g Prosecutions refer to all prosecutions against services that are brought under the relevant children’s services Act in each jurisdiction. **na**Not available. ..Not applicable. –Nil or rounded to zero.

*Source*: State and Territory governments (unpublished).

##### Standards — achievement of the National Quality Standard

‘Achievement of the *National Quality Standard’* is an indicator of governments’ objective to ensure that early childhood education and care services meet the standards deemed necessary to provide a safe and nurturing environment, and to meet the educational and developmental needs of children (box 3.17).

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| Box 3.17 Achievement of the *National Quality Standard* |
| ‘Achievement of the *National Quality Standard’* is defined as the proportion, for each of the seven quality areas under the NQF, of approved services with a rating of ‘Meeting NQS’ or ‘Exceeding NQS’. There are two types of approved services under the NQF:   * Centre‑based care service: an education and care service other than a family day care service. This includes most long day care, preschool and outside school hours care services that are delivered at a centre * Family day care service: an education and care service delivered through the use of two or more educators to provide education and care for children in residences, whether or not the service also provides education and care to children at a place other than the residence.   The seven measures reported are:   * Quality Area 1 ‑ Educational program and practice * Quality Area 2 ‑ Children’s health and safety * Quality Area 3 ‑ Physical environment * Quality Area 4 ‑ Staffing arrangements * Quality Area 5 ‑ Relationships with children * Quality Area 6 ‑ Partnerships with families and communities * Quality Area 7 ‑ Leadership and service management.   To determine a rating for each quality area within a service, firstly all 58 elements, located across the 18 standards, are assessed as being ‘met’ or ‘not met’. If all elements in a standard are met, the standard will be rated as ‘Meeting NQS’ or ‘Exceeding NQS’. Each quality area is then rated by calculating the rating of all of the standards within that quality area. If all standards are met, the quality area will be rated as ‘Meeting NQS’. If at least two of the standards are rated ‘Exceeding NQS’ and all other standards are met, the quality area will be rated ‘Exceeding NQS’. A large number of services have a rating of ‘Working Towards NQS’ as the NQS sets a higher benchmark for all children’s education and care services across Australia. Services are expected to work towards meeting the higher benchmark.  A high proportion of services meeting or exceeding NQS suggests a high quality of service to children and parents across Australia.  Data reported for these measures are:   * comparable (subject to caveats) across jurisdictions * complete (subject to caveats) for the current reporting period. All required data as at 30 June 2013 are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.  Source: ACECQA (2013). |
|  |

Data on the numbers and proportions of approved services with a quality rating by service type are provided in table 3.9. Nationally, 19.3 per cent of services had received a quality rating at 30 June 2013. The majority of services with a quality rating were centre‑based care services. However, a greater proportion of family day care services were assessed and rated by 30 June 2013 than centre‑based care services. State and Territory data are presented in table 3A.41.

Table 3.9 Approved services with a quality rating, by service type, Australia, June 2013**a, b**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Number of approved services with a  quality rating | Number of approved services | Proportion of approved services with a  quality rating |
| Centre‑based care | 2 439 | 12 740 | 19.1 |
| Family day care | 128 | 544 | 23.5 |
| **Total** | **2 567** | **13 284** | **19.3** |

a As at 30 June 2013. Data for the number and proportion of approved services with a quality rating are available at a national level only for centre‑based care and family day care services. b Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

*Source*: ACECQA (2013) *NQF Snapshot Q2 2013;* table 3A.41.

Nationally, the proportion of services assessed from June 2012 to June 2013 with a rating level of meeting or exceeding the NQS varied by quality area:

* 66.1 per cent of services met or exceeded the NQS in Quality Area 1: Educational program and practice (44.2 per cent met, 21.9 per cent exceeded)
* 74.8 per cent of services met or exceeded the NQS in Quality Area 2: Children’s health and safety (53.6 per cent met, 21.2 per cent exceeded)
* 70.0 per cent of services met or exceeded the NQS in Quality Area 3: Physical environment (49.0 per cent met, 21.0 per cent exceeded)
* 88.2 per cent of services met or exceeded the NQS in Quality Area 4: Staffing arrangements (61.4 per cent met, 26.8 per cent exceeded)
* 84.3 per cent of services met or exceeded the NQS in Quality Area 5: Relationships with children (49.0 per cent met, 35.3 per cent exceeded)
* 81.7 per cent of services met or exceeded the NQS in Quality Area 6: Partnerships with families and communities (50.8 per cent met, 30.9 per cent exceeded)
* 73.5 per cent of services met or exceeded the NQS in Quality Area 7: Leadership and service management (45.9 per cent met, 27.6 per cent exceeded)   
  (figure 3.13).

State and Territory data for each quality area are presented in tables 3A.42**-**A.48.

Figure 3.13 Proportion of approved services with a quality rating, by quality rating level and quality area, Australia, June 2013**a, b, c**

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| Figure 3.13 Proportion of approved services with a quality rating, by quality rating level and quality area, Australia, June 2013  More details can be found within the text surrounding this image. |

QA 1 = Educational program and practice. QA 2 = Children’s health and safety. QA 3 = Physical environment. QA 4 = Staffing arrangements. QA 5 = Relationships with children. QA 6 = Partnerships with families and communities. QA 7 = Leadership and service management.

a As at 30 June 2013. b The percentages for Significant Improvement Required are zero per cent for QA 1, 0.2 per cent for QA 2, zero per cent for QA 3, 0.1 per cent for QA 4, 0.1 per cent for QA 5, zero per cent for QA 6 and 0.1 per cent for QA 7. c Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

*Source*: ACECQA (2013) *NQF Snapshot* *Q2 2013;* tables 3A.42‑48*.*

##### Overall quality rating for services

Data on approved services with a quality rating by overall quality rating level and service type are provided in table 3.10. Services that receive an overall rating of Meeting NQS can be rated as Meeting NQS in all seven quality areas or have a mix of quality areas rated Meeting NQS and Exceeding NQS. Services receive an overall rating of Exceeding NQS if four or more quality areas are rated as Exceeding NQS, including two of the four following quality areas: Quality Area 1, Quality Area 5, Quality Area 6 and Quality Area 7 (ACECQA 2013). Nationally, centre‑based and family day care services are more likely to be rated as Working Towards NQS (43.6 per cent and 44.5 per cent respectively) than the other quality rating levels. State and Territory data are presented in table 3A.41.

Table 3.10 Approved services with a quality rating, by quality rating level and service type, Australia, June 2013**a, b**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Significant Improvement required | | Working Towards NQS | | Meeting NQS | | Exceeding NQS | | Total |
|  | no. | % | no. | % | no. | % | no. | % | no. |
| Centre‑based carec | 5 | 0.2 | 1 064 | 43.6 | 811 | 33.3 | 559 | 22.9 | 2 439 |
| Family day cared | 1 | 0.8 | 57 | 44.5 | 40 | 31.3 | 30 | 23.4 | 128 |
| **Total** | **6** | **0.2** | **1 121** | **43.7** | **851** | **33.2** | **589** | **22.9** | **2 567** |

a As at 30 June 2013. Data are available at a national level only for centre‑based care and family day care.   
b Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

*Source*: ACECQA (2013) *NQF Snapshot Q2 2013;* table 3A.41*.*

##### Health and safety — hospital separations for external causes of injury

‘Hospital separations for external causes of injury’ (occurring in early childhood education and care) is a proxy indicator of governments’ objective to ensure that early childhood education and care services meet the care, educational and developmental needs of children in a safe and nurturing environment (box 3.18).

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| Box 3.18 Hospital separations for external causes of injury |
| ‘Hospital separations for external causes of injury’ is defined as the number of hospital separations for children aged 0–4 years resulting from an external cause of injury occurring in ‘school’ as a proportion of total hospital separations for children aged 0–4 years resulting from an external cause of injury. For children aged 0–4 years, ‘school’ incorporates a range of formal early childhood education and care settings including kindergarten, preschool and centre‑based child care services.  Low or decreasing hospitalisations for external causes of injury for children aged 0–4 years occurring in a ‘school’ can indicate better performance towards achieving the objective of providing the care, educational and developmental needs of children in a safe and nurturing environment.  All hospital separation data need to be interpreted with care. Nationally, no place of occurrence was reported for some hospitalisations of children aged 0–4 years. As a result, this indicator should be interpreted as the minimum number of hospital separations for an external cause of injury that occurred in early childhood education and care services.  Data reported for this indicator are:   * comparable (subject to caveats) across jurisdictions and over time * complete (subject to caveats) for the current reporting period. All required 2011‑12 data are available for all jurisdictions.   Data quality information for this indicator is under development. |
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Limiting the data to children aged 0–4 years reduces the likelihood that the ‘school’ place of occurrence includes children in full time compulsory schooling, which children generally attend when they are aged 5 years or over. For children in the older age group, it is not possible to separate injuries that occur in early childhood education and care from those that occur in a full time school setting, so they are excluded from the indicator.

The data can capture children who were injured at these ‘school’ services without necessarily attending them. Family day care services, which are typically provided in the carer’s home, are not likely to be covered under ‘schools’. External cause refers to the environmental event, circumstance or condition that causes the injury. People admitted to hospital as a result of a pre‑existing illness or condition (such as asthma) are excluded.

Nationally, in 2011‑12, there were 34 436 injuries to children aged 0–4 years that resulted in a hospital admission (table 3A.49). Males accounted for approximately 58.2 per cent of these admissions. In total, the most common causes of injury to children aged 0–4 years were falls (30.5 per cent), complications of medical and surgical care (25.1 per cent) and exposure to mechanical forces (21.9 per cent) (Australian Institute of Health and Welfare [AIHW] unpublished). Males and females generally experienced similar causes of injury.

Nationally, in 2011‑12, 33.1 per cent of injuries requiring hospitalisation occurred in the child’s home. This reflects that children in this age group spend the majority of their time in the home and about half do not attend formal care. Across jurisdictions, on average 2.5 per cent of injuries were reported as occurring at a ‘school’ (which includes day nursery, centre‑based child care, and public or private kindergartens and preschools) (figure 3.14).

Figure 3.14 Hospital separations for external causes of injury for children aged 0–4 years, proportion by place of occurrence, 2011‑12**a, b, c, d**

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| Figure 3.14 Hospital separations for external causes of injury for children aged 0-4 years, proportion by place of occurrence, 2011-12  More details can be found within the text surrounding this image. |

a External cause refers to the environmental event, circumstance or condition that causes the injury. People admitted to hospital as a result of a pre‑existing illness or condition, such as asthma, are excluded. b A hospital separation is an episode of care for a person admitted to a hospital. c Separations without an external cause and those for which care type was reported as newborn with no qualified days, and records for hospital boarders or posthumous organ procurement are excluded. d Due to the high levels of non‑reporting for place of occurrence, all hospital separations data need to be interpreted with care. e The definition of school will include a range of different formal early childhood education and care services’ settings including kindergarten, preschool and child care services.

*Source*: AIHW (unpublished) *Australian Hospital Statistics 2011‑12*; table 3A.49.

##### Client satisfaction — substantiated breaches arising from complaints

‘Substantiated breaches arising from complaints’ is an indicator of governments’ objective to ensure that government funded or provided early childhood education and care services meet the needs and expectations of users (box 3.19).

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| Box 3.19 Substantiated breaches arising from complaints |
| ‘Substantiated breaches arising from complaints’ is defined as the number of substantiated breaches arising from complaints divided by the total number of registered or licensed services. Results are presented by service model.  All else being equal, a low or decreasing rate of breaches arising from complaints can suggest a higher quality service. A high or increasing rate of complaints does not necessarily mean that a jurisdiction has lower service safety and quality, it might mean it has a more effective reporting and monitoring regime.  Complaints data need to be interpreted with care, because:   * one complaint can include multiple breaches. Breaches identified as a result of normal monitoring and inspection visits are excluded from these data * clients who are well informed can be more likely to make a complaint than less informed clients. Some jurisdictions give priority to developing client groups who are well informed, as part of improving their service delivery * the number of approved care providers or parent users per service differs in each service across states and territories * complaints management systems vary across jurisdictions.   Data reported for this indicator are:   * comparable (subject to caveats) within some jurisdictions over time but are not comparable across jurisdictions * incomplete for the current reporting period. All required data were not available for Queensland and SA.   Data quality information for this indicator is under development. |
|  |
|  |

Breaches of legislation, regulations or conditions vary in circumstance and severity. Some breaches can have serious implications for the quality of care provided to children (such as requirements to undertake criminal record checks for staff and requirements to install smoke detectors). Other breaches do not necessarily directly affect the quality of care (such as requirements to display licensing information). Similarly, action taken by regulatory authorities in response to a breach can range from a requirement to comply within a specified time frame through to licensing action or prosecution.

NSW, Victoria, WA, Tasmania, the ACT and the NT provided data on the number of substantiated breaches arising from complaints and allegations of regulation breaches made to the State and Territory government regulatory bodies in 2012‑13 (tables 3A.65, 3A.72, 3A.86, 3A.100, 3A.107 and 3A.114). The proportion of substantiated breaches arising from complaints against which action was taken is also presented.

#### Efficiency

Differences in reported efficiency results across jurisdictions can reflect differences in counting and reporting rules for financial data and in reported expenditure (which are partly due to different treatments of various expenditure items). Information on the comparability of expenditure is shown in table 3A.7.

##### Inputs per output unit — total government recurrent expenditure on early childhood education and care per child in the community

‘Total government recurrent expenditure on early childhood education and care per child in the community’ is an indicator of governments’ objective to maximise the availability and quality of services through the efficient use of public resources (box 3.20).

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| Box 3.20 Total government recurrent expenditure on early childhood education and care per child in the community |
| ‘Total government recurrent expenditure on early childhood education and care per child in the community’ is defined as Australian Government recurrent expenditure and State and Territory government recurrent expenditure on early childhood education and care per child aged 0–12 years in the community.  All efficiency data should be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower expenditure per child can indicate greater efficiency of government expenditure.  All Australian Government recurrent expenditure reported for this indicator is provided for child care services, whereas State and Territory government recurrent expenditure covers both child care and preschool services. Expenditure data per child are reported separately for the Australian Government and each State and Territory government, as well as total expenditure per child.  Government expenditure includes recurrent expenditure on child care and preschool services. Unit cost data for early childhood education and care do not yet contain an estimate of user cost of capital.  Data reported for this indicator are:   * comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions * complete (subject to caveats) for the current reporting period. All required 2012‑13 data are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
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Nationally, the average annual growth rate of Australian Government real recurrent expenditure was 5.1 per cent between 2008‑09 and 2012‑13 (figure 3.15).

Figure 3.15 Australian Government real recurrent expenditure on child care services per child aged 0–12 years in the community (2012‑13 dollars)**a, b, c, d, e**

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| Figure 3.15 Australian Government real recurrent expenditure on child care services per child aged 0-12 years in the community (2012-13 dollars)  More details can be found within the text surrounding this image. |

a Includes recurrent expenditure on child care services. b Estimated resident population as at 31 December in each year, based on the *2011 Census of Population and Housing.* The Australian total includes children in other territories. c Time series financial data are adjusted to 2012‑13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012‑13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details. d The Australian total includes a component of expenditure that cannot be disaggregated by State and Territory. eExpenditure includes payment of CCTR.

*Source*: Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.50.

Additional time series data from 2003‑04 are presented for Australian Government real recurrent expenditure on child care services per child in table 3A.50.

Data were supplied by all State and Territory governments on their expenditure for both child care and preschool services. Differing collection methods and changes to policies make it difficult to compare expenditure across jurisdictions and over time. Nationally in 2012‑13, State and Territory government recurrent expenditure was $326 per child (figure 3.16), increasing from $221 in 2008‑09.

Figure 3.16 State and Territory government real recurrent expenditure on early childhood education and care per child aged 0–12 years in the community (2012‑13 dollars)**a, b, c**

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| Figure 3.16 State and Territory government real recurrent expenditure on early childhood education and care per child aged 0-12 years in the community (2012-13 dollars)  More details can be found within the text surrounding this image. |

a Includes State and Territory recurrent expenditure on child care and preschool services. b Estimated resident population as at 31 December in each year, based on the 2011 Census of Population and Housing.   
c Time series financial data are adjusted to 2012‑13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012‑13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details.

*Source*: State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.51.

Additional time series data from 2003‑04 are presented for State and Territory government real expenditure on early childhood education and care in table 3A.51.

Figure 3.17 shows the combined recurrent expenditure from both the Australian Government and the State and Territory governments per child in the community aged 0–12 years over the period 2008‑09 to 2012‑13. Nationally, the combined recurrent expenditure was $1752 in 2012‑13, an increase of $362 since 2008‑09.

Figure 3.17 Total government real recurrent expenditure on early childhood education and care per child aged 0–12 years in the community (2012‑13 dollars)**a, b, c, d**

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| --- |
| Figure 3.17 Total government real recurrent expenditure on early childhood education and care per child aged 0-12 years in the community (2012-13 dollars)  More details can be found within the text surrounding this image. |

a Includes recurrent expenditure on child care and preschool services from both Australian Government (for child care services only) and State and Territory governments (for child care services and preschool services). b See notes to figures 3.15 and 3.16 for further detail on the Australian Government’s and State and Territory governments’ recurrent expenditure data. c Estimated resident population as at 31 December in each year, based on the 2011 Census of Population and Housing. d Time series financial data are adjusted to 2012‑13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator   
(2012‑13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details.

*Source*: Department of Education (unpublished); State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; tables 3A.50 and 3A.51.

##### Inputs per output unit — Australian Government recurrent expenditure per child attending approved child care

‘Australian Government recurrent expenditure per child attending approved child care’ is an indicator of governments’ objective to maximise the availability and quality of services through the efficient use of taxpayer resources (box 3.21).

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| Box 3.21 Australian Government recurrent expenditure per child attending approved child care |
| ‘Australian Government recurrent expenditure per child attending approved child care’ is defined as Australian Government recurrent expenditure per child aged  0–12 years attending Australian Government approved child care services in Australia.  All efficiency data should be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower recurrent expenditure per child can indicate greater efficiency of government expenditure.  Data reported for this indicator are:   * comparable (subject to caveats) across jurisdictions and over time * complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
|  |
|  |

Figure 3.18 shows Australian Government recurrent expenditure on each child aged 0–12 years attending Australian Government approved child care services. Nationally in 2013, Australian Government recurrent expenditure per child attending approved child care services was $5194.

Figure 3.18 Australian Government recurrent expenditure per child aged   
0–12 years attending Australian Government approved child care services, March quarter 2013**a, b, c**

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| Figure 3.18 Australian Government recurrent expenditure per child aged 0-12 years attending Australian Government approved child care services, March quarter 2013  More details can be found within the text surrounding this image. |

a Includes recurrent expenditure for some children aged over 12 years, including Indigenous children and children with special needs. b Children can use more than one type of care. Children are counted once for each type of care they use. c Attendance data relate to March quarter 2013.

*Source*: Department of Education (unpublished); table 3A.52.

### Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5).

##### Family work‑related needs

‘Family work‑related needs’ is an indicator of governments’ objective for child care to provide support for families in caring for their children, to allow the needs of the family to be met (box 3.22).

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| Box 3.22 Family work‑related needs |
| ‘Family work‑related needs’ is defined as the proportion of children aged 0–12 years in families participating in the labour force for whom formal child care, or additional hours of formal child care, was required for work‑related reasons.  Families participating in the labour force include single parent families where the lone parent is employed or unemployed, and couple families where both parents are employed or unemployed.  A lower or decreasing proportion indicates more families’ work‑related needs for formal child care, or additional hours of formal care, are being met.  This measure addresses the impact of child care services on families’ ability to participate in the labour force. Development is underway into measures of the impact of early childhood education and care on other family needs.  Data reported for this indicator are:   * comparable (subject to caveats) across jurisdictions and over time * complete (subject to caveats) for the current reporting period. All required 2011 data are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
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Data for this indicator were obtained from the ABS *2011 Childhood Education and Care Survey* (CEaCS). Box 3.23 includes further information about the 2011CEaCS.

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| Box 3.23 ABS Childhood Education and Care Survey |
| The *Childhood Education and Care Survey* (CEaCS) was conducted for the first time in June 2008, integrating the ABS Child Care Survey (last conducted in 2005) with a new topic on Early Years Learning, and was conducted again in 2011. In 2011, the CEaCS collected information on children aged 0–12 years living in a sample of private dwellings.  The CEaCS collected information on families’ requirements for formal child care or preschool services (or additional formal child care or preschool services) for their children (rather than the steps taken to obtain formal child care or preschool services) and whether the families would have used formal child care or preschool services if they became available.  Estimates from the surveys are subject to sampling variability. Estimates for the smaller jurisdictions are based on small sample sizes and are subject to higher sampling error, in particular data for Tasmania, the ACT and the NT. Aggregated survey data also need to be interpreted with care, because oversupply and undersupply of child care places can be specific to particular areas, including small and remote communities.  In addition, the CEaCS is a household survey, with parents responding to questions on use of services. Some children attend a preschool program within a child care setting, for example in a long day care service, where the costs would generally be higher than in preschool. It is expected that the parent would report the service model as a long day care centre, rather than preschool, but the parent might report the service model as preschool. |
| *Source*: ABS (2012). |

Nationally, 2.8 per cent of children aged 0–12 years from families participating in the labour force required formal child care, or additional formal child care for work‑related reasons in 2011 (table 3A.53).

##### Demand for formal care

**‘**Demand for formal care’ is an indicator of governments’ objective to ensure that early childhood education and care services meet the requirements of all Australian families. Expressed need for formal child care or preschool services or additional formal child care or preschool services indicates the extent to which early childhood education and care services are not meeting demand by families (box 3.24).

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| Box 3.24 Demand for formal care |
| ‘Demand for formal care’ is defined as the proportion of children aged 0–12 years for whom formal child care or preschool services or additional formal child care or preschool services were required.  A low or decreasing proportion of children for whom additional services are required indicates demand by families is being met to a greater extent.  Data reported for this indicator are:   * comparable (subject to caveats) across jurisdictions and over time * complete (subject to caveats) for the current reporting period. All required 2011 data are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
|  |
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The 2011 CEaCS collected data on whether any or additional formal child care or preschool services were required currently, or in the next 12 months. Nationally in 2011, formal child care or preschool or additional formal child care or preschool services were required for 16.4 per cent of children aged 0–12 years (figure 3.19). In 2011, formal child care or additional formal child care services were required for approximately 614 900 children aged 0–12 years, and any or additional preschool services were required for 401 700 children (table 3A.54).

Data on demand for formal child care or preschool from the 2008 and 2011 CEaCS are presented in tables 3A.53 and 3A.54. The two surveys differ, as the 2008 survey collected data on additional formal child care or preschool service currently required, while the 2011 data are for additional formal child care or preschool services required currently or in the next 12 months. The collection method for additional care requirements also changed between 2008 and 2011. For these reasons, the 2008 survey data are not comparable with data from the 2011 survey.

Figure 3.19 Proportion of children aged 0–12 years who required any or additional formal child care or preschool, 2011**a, b, c, d**

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| Figure 3.19 Proportion of children aged 0-12 years who required any or additional formal child care or preschool, 2011  More details can be found within the text surrounding this image. |

a As data for this indicator are from a survey, the *2011 Childhood Education and Care Survey (CEaCS),* they are subject to error. Error bars represent the 95 per cent confidence interval associated with each point estimate. b Data for this indicator are not intended for use as a measure of unmet demand (box 3.23).   
c Includes both current and future requirements for any or additional formal child care or preschool for: children who do not currently use any child care or preschool; children who need additional child care or preschool services; or children who require a different type of service other than the child care or preschool service currently being used. d The 2011 CEaCS excluded people living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.

*Source*: ABS (unpublished) *Childhood Education and Care, Australia, June 2011*, Cat. no. 4402.0; table 3A.54.

Reasons for needing any or additional formal child care or preschool in 2008 and 2011 are included in table 3A.55 and barriers to access identified by respondents are included in table 3A.56.

##### Out‑of‑pocket costs of child care

‘Out‑of‑pocket costs of child care’ is an indicator of governments’ objective that all Australian families have equitable access to early childhood education and care irrespective of their financial circumstances (box 3.25).

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| Box 3.25 Out‑of‑pocket costs of child care |
| ‘Out‑of‑pocket costs of child care’ is defined as the proportion of weekly disposable income that families spend on child care services before and after the payment of child care subsidies, for families with a 60:40 income split and gross annual income of $35 000, $55 000, $75 000, $95 000, $115 000 and $135 000. Families are assumed to have either one or two children who attend full time care (equal to 50 hours per child per week) in centre‑based long day care and family day care.  Lower out‑of‑pocket cost for child care as a proportion of weekly disposable income (after child care subsidies) represents more affordable child care. Similar percentages across income groups suggest a more equitable outcome.  Care needs to be exercised when interpreting results, because a variety of factors (including for example rates, rental costs and localised costs of living) can influence child care costs.  Data reported for this indicator are:   * comparable (subject to caveats) across jurisdictions and over time * complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.   Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014. |
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Nationally, out‑of‑pocket costs of child care as a proportion of weekly family income after subsidies in 2013 showed less variation across income bands than before subsidies were taken into account (figure 3.20).

Figure 3.20 Out‑of‑pocket costs of child care for families with children in full time centre‑based long day care, as a proportion of weekly disposable income, by gross annual family income, 2013

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| Figure 3.20 Out-of-pocket costs of child care for families with children in full time centre-based long day care, as a proportion of weekly disposable income, by gross annual family income, 2013  More details can be found within the text surrounding this image. |

*Source*: Department of Education (unpublished); table 3A.57.

Nationally, for centre‑based long day care, the out‑of‑pocket costs (after subsidies) for families with one child were between 8.4 per cent and 9.7 per cent of weekly disposable income, and between 13.9 per cent and 17.3 per cent of weekly disposable income for families with two children (figure 3.21).

Figure 3.21 Out‑of‑pocket costs for centre‑based long day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2013

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| Figure 3.21 Out-of-pocket costs for centre-based long day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2013  (a) Families with one child  More details can be found within the text surrounding this image.  Figure 3.21 Out-of-pocket costs for centre based long day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2013  (b) Families with two children  More details can be found within the text surrounding this image. |

*Source*: Department of Education (unpublished); table 3A.57.

Nationally, for family day care, the out‑of‑pocket costs (after subsidies) for families with one child were between 8.1 per cent and 9.2 per cent of weekly disposable income, and between 13.3 per cent and 16.4 per cent of weekly disposable income for families with two children (figure 3.22).

Figure 3.22 Out‑of‑pocket costs for family day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2013

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| Figure 3.22 Out-of-pocket costs for family day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2013  (a) Families with one child  More details can be found within the text surrounding this image.  Figure 3.22 Out-of-pocket costs for family day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2013  (a) Families with two children  More details can be found within the text surrounding this image. |

*Source*: Department of Education (unpublished); table 3A.58.

##### Children’s needs

‘Children’s needs’ is an indicator of governments’ objective to provide early childhood education and care that meets the care, educational and developmental needs of children, in a safe and nurturing environment (box 3.26).

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| Box 3.26 Children’s needs |
| ‘Children’s needs’ has been identified for development and reporting in future. Data are not available for the 2014 Report.  Development work is focused on outcomes measures for children’s needs in the areas of:   * learning and development * health and safety * social and emotional wellbeing. |
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Development is underway into a broad set of measures for children’s needs using data from the Longitudinal Study of Australian Children (LSAC) (box 3.27) and/or the Australian Early Development Index (AEDI) (box 3.28).

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| Box 3.27 Longitudinal Study of Australian Children |
| The Longitudinal Study of Australian Children (LSAC) is a longitudinal study on a discrete cohort of children that aims to examine the impact of Australia’s unique social, economic and cultural environment on children growing up in Australia today (AIFS 2005a).  The LSAC was initiated and is funded by the Department of Social Services, with the Australian Institute of Family Studies (AIFS) having responsibility for the design and management of the study.  The sampling unit for the LSAC is the child. During 2004, the study recruited a sample of 5107 infants (children aged 0–1 year at the time) and 4983 children (children aged 4–5 years at the time) (see AIFS 2005a for more details).  LSAC and outcomes for children  The LSAC Outcome Index, attached to each infant and child in the study, is a composite measure that indicates how children are developing across physical, social/emotional and learning domains of competence. It provides a means of summarising the development of children across multiple domains and, wherever possible, incorporates both positive and negative outcomes (see AIFS 2005b for more details).  The LSAC Outcome Index is currently being investigated as a possible measure of the developmental outcomes of infants/children in child care/preschool, compared with those infants/children who are not in child care/preschool. |
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| Box 3.28 Australian Early Development Index |
| The Australian Early Development Index (AEDI) is a population based measure of how children have developed by the time they start school across five areas of early childhood development: physical health and wellbeing; social competence; emotional maturity; language and cognitive skills; and communication skills and general knowledge.  The AEDI results provide a snapshot of how children in the local area have developed by the time they start school. They can help governments and communities understand what is working well and what needs to be improved or developed to better support children and their families. Together with other socio demographic and community information, the AEDI results are a powerful tool for influencing planning and policy around early childhood development.  The AEDI has been endorsed by COAG as a national progress measure of early childhood development and all Australian governments have agreed to use the AEDI results to inform early development policy and investments.  The Australian Government and State and Territory governments are working in partnership with The Royal Children’s Hospital Centre for Community Child Health in Melbourne, the Murdoch Children’s Research Institute and the Telethon Institute for Child Health Research in Perth, to deliver the AEDI. The Social Research Centre managed the 2012 data collection. In 2011, the Australian Government made a commitment to collect these data every three years, representing an investment of $28 million per collection cycle.  The first national collection of the AEDI took place between May and July 2009, with data collected on 97.5 per cent of the estimated five year old population  (261 203 children) in their first year of full time school. The 2012 data collection took place from 1 May 2012 to 31 July 2012. Data were collected on 289 973 children, covering almost 7500 schools and almost 16 500 teachers. AEDI 2012 results represent 96.5 per cent of Australian children enrolled to begin school in 2012.  The 2012 results showed that the majority of children were doing well against each of the five developmental domains. However, 22.0 per cent of children were developmentally vulnerable on one or more domains in 2012, compared with 23.6 per cent in 2009. Nationally, 10.8 per cent of children were developmentally vulnerable on two or more domains in 2012, compared with 11.8 per cent in 2009.  The Child care, education and training sector overview in this Report includes AEDI data on the proportion of children developmentally on track in at least four domains as they entered school in 2012.  Additional information on the AEDI, including access to the 2012 National Report, community maps and community profiles, are available on the AEDI website www.rch.org.au/aedi. |
| Source: Department of Education, Employment and Workplace Relations (DEEWR) (2013 and unpublished). |
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##### Cost‑effectiveness

‘Cost‑effectiveness’ is an indicator of early childhood education and care being provided in an effective and efficient manner (box 3.29).

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| Box 3.29 Cost effectiveness |
| ‘Cost effectiveness’ is an indicator of governments’ objective to provide early childhood education and care in an effective and efficient manner.  This indicator has been identified for development and reporting in future. Data are not available for the 2014 Report. |
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## 3.4 Future directions in performance reporting

The Steering Committee is committed to improving the comparability, completeness and overall quality of reported data for all indicators included within the performance indicator framework.

### Improving reporting of existing indicators

Changes in the early childhood education and care sector have required jurisdictions to revise collection methods, and these revisions have improved the reporting of existing indicators but have reduced the comparability of some time series data. Further work is planned to improve the consistency and comparability of performance information across jurisdictions. Possible improvements in data quality may occur from future developments in the National ECEC Collection and an increasing proportion of approved services assessed and rated against the NQS.

### Future indicator development

The Steering Committee will continue to improve the appropriateness and completeness of the performance indicator framework. Future work on indicators will focus on:

* reporting on child care and preschool service availability
* developing indicators to measure the extent to which early childhood education and care services meet children’s needs
* developing a cost effectiveness indicator.

#### Potential sources of information

Data developments in future reports may be influenced by:

* developments under the *National Information Agreement on Early Childhood Education and Care* (NIA ECEC) on 6 November 2009. The Agreement provides a framework for cooperation between the Australian, State and Territory governments and information agencies to develop the information base required for the COAG early childhood reform agenda. The Agreement is an important step in national efforts to improve the quality and reliability of early childhood education and care data
* developments under the COAG agreed *National Quality Agenda for Early Childhood Education and Care*
* development of ongoing national data collections, including the LSAC (box 3.27) and the AEDI (box 3.28).

## 3.5 Jurisdictions’ comments

This section provides comments from each jurisdiction on the services covered in this chapter.

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| **“** | Australian Government comments | **”** |
| The Australian Government is committed to creating a flexible, accessible and affordable quality child care and early learning system for the 21st century which meets the needs of both modern Australian families and the economy. Major initiatives include:   * the Government has tasked the Productivity Commission with an inquiry into how the child care and early learning system can be made more flexible, affordable and accessible. The inquiry will be broad ranging, focusing on parents’ work and study needs, the needs of rural, regional and remote families, shift workers, out of pocket costs and the needs of vulnerable children * the Australian Government supports the *National Quality Framework* introduced on 1 January 2012 in its goal of improving outcomes for children, delivering longer term social and emotional benefits. The Government’s focus is on removing unnecessary regulatory burden to ensure that services can spend less time doing paperwork and more time with the children * the Australian Government has committed to reinstating the $12.6 million funding for Occasional Care which is particularly needed in rural and regional areas. This restoration will be fully in place from 1 July 2014 * over the four years to 2016‑17, the Government will provide more than $28 billion for child care and early learning including $12.3 billion in Child Care Benefit and $12.8 billion in Child Care Rebate to help more than 900 000 Australian families annually with the cost of child care * the 2013 National Early Childhood Education and Care Workforce Census (National ECEC Workforce Census) data collection was conducted between May and July 2013. Information was collected from services about their workforce, service usage, and quantum of children in care and accessing preschool programs. In addition, individual staff members were surveyed about their role, qualifications, nature of employment, earnings and career intentions. A report on the National ECEC Workforce Census will be released in 2014 * the release of the results from the second national data collection for the Australian Early Development Index (AEDI), which showed the majority of Australian children are doing well on each of the five AEDI developmental domains. It also showed that between the first collection in 2009 and the 2012 collection the proportion of children developmentally vulnerable on one or more of the AEDI domains showed a significant improvement * continuing the Home Interaction Program for Parents and Youngsters in  50 existing communities across Australia and expanding into 25 new Indigenous focussed locations from early 2014. Funding has been allocated for an additional 25 Indigenous focused sites from 2015. |

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| **“** | New South Wales Government comments | **”** |
| The NSW Government recognises that early learning begins at birth and that the early years of a child’s life are crucial to a child’s development and learning. The NSW Government is committed to supporting a sector that provides quality early childhood education and care which is responsive to the needs of children and their families, whatever their circumstances may be. The Government’s State Plan goal is for all children to have access to a quality early childhood education program in the 12 months prior to formal schooling.  In 2012‑13, funding available through the *National Partnership Agreement on Early Childhood Education* enabled the NSW Government to maintain increased levels of renewable funding to community preschools and to assist them to further reduce fees for children in their year before school through additional one‑off funding, further improving access to preschool programs.  A number of initiatives funded through the *National Partnership* to increase the participation of children in quality early childhood education were also developed. These projects include:   * scholarships for qualified early childhood educators to upgrade their qualification * the development of a transition to school statement to support children moving from early childhood education settings to school * trials of cluster management for community preschools focusing on consolidating administrative functions to improve service sustainability * targeted capital funding in rural and regional areas where children are missing out on preschool because of a lack of facilities.   Significant progress continued to be made in 2013 to increase preschool participation for all children, and especially for those from Indigenous and disadvantaged backgrounds. This progress will be further enhanced through initiatives to be implemented as part of the new *National Partnership Agreement on Universal Access to Early Childhood Education.*  Assessment and rating visits under the *National Quality Framework* commenced in June 2012. A total of 1189 assessments were conducted in 2012‑13. The processes for conducting and reviewing assessments was evaluated and modified over the course of the year to streamline procedures and fine‑tune reports.  Due to the integrated nature of early childhood education and care in NSW, the structure of the Report continues to pose difficulties in accurately reporting NSW data, and when comparing the performance of NSW with that of other jurisdictions. The chapter continues to distinguish preschool services from child care services, whereas in NSW many children participate in preschool programs delivered in long day care settings. |

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| **“** | Victorian Government comments | **”** |
| In 2012‑13, the Department continued to increase access to quality early childhood education and care services to support the early learning and development needs of a growing population.  Victoria continued to have the lowest percentage of developmentally vulnerable children in Australia, with the 2012 Australian Early Development Index (AEDI) report showing the percentage of developmentally vulnerable 5 year olds in Victoria fell from 20.3 per cent in 2009 to 19.5 per cent in 2012.  In 2012, 99.1 per cent of children attended a preschool program in the year before school and substantial progress was made in achieving universal access to 15 hours of kindergarten. Victoria has taken a staged approach to implementing 15 hours to allow time for the planning, infrastructure, workforce and service models to be in place, with the great majority of services offering  15 hour programs in 2013.  In 2013 the Early Start Kindergarten grant, which provides three year old Aboriginal and Torres Strait Islander children and children known to Child Protection with access to a free kindergarten program, was increased to enable vulnerable children to attend kindergarten for up to 15 hours per week.  In recognition of the complex barriers faced by vulnerable families, the Government also funded the Access to Early Learning service model, which provides additional support to families facing complex issues that create barriers to their child’s engagement with early childhood education.  Victoria has been successfully implementing the National Quality Framework, and by 30 June 2013, 762 services had been granted their final rating (20 per cent of all services – just above the national average of 19 per cent). Approximately 23 per cent of rated services were rated as ‘Exceeding’ the National Quality Standard, 51 per cent as ‘Meeting’ and 26 per cent as ‘Working Towards’ the Standard. This compared to 44 per cent of services assessed as ‘Working Towards’ the Standard nationally.  Victoria continued to implement the Victorian Early Years Learning and Development Framework (VEYLDF) to support early childhood practitioners to implement high‑quality pedagogy and practice that will improve outcomes for all Victorian children. To support the VEYLDF’s introduction, professional development opportunities were offered at low cost to early childhood professionals, with over 5000 attending training (also available online). Targeted early childhood education and care services also received intensive coaching, and networks were established to test assessment approaches and tools.  Victoria allocated $42 million in grants through the Children’s Facilities Capital Program including $14.5 million to establish 11 integrated children’s centres, $10.5 million to establish 20 new early learning facilities and $17 million in renovation and refurbishment grants to extend or upgrade 64 centres across Victoria. |

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| **“** | Queensland Government comments | **”** |
| The Department of Education, Training and Employment is committed to providing all Queensland children with the opportunity to access safe and quality early childhood education and care regardless of where they live or the economic or other circumstances of their families. Initiatives progressed towards achieving these objectives include:   * establishing extra kindergarten services in areas of need with a total of  126 services established on state and non‑state schools since 2009 * the commencement of e‑kindy in Term 1, 2013 after the pilot program received positive feedback from families. As of Semester 2, 2013,  169 children were enrolled in e‑kindy * continuing to provide access to integrated early childhood education, parenting and family support and child and maternal health services through funding of 25 child and family hubs, 4 early years centres operating across  15 communities and 10 children and family centres * developing and implementing an integrated early childhood development framework that presents a flexible model and aligns with the *National Quality Standard* to strengthen the approach to integrated service delivery * implementing a suite of strategies to increase kindergarten access and participation of all children. Strategies include disability support funding, specialised equipment and transport grants, an Aboriginal and Torres Strait Islander cultural competence professional development program and  pre‑kindergarten grants to support Aboriginal and Torres Strait Islander children and children from a culturally and linguistically diverse background to transition into kindergarten * continuing state‑wide assessment and rating visits under the *National Quality Framework.* Approximately 128 officers have successfully completed nationally consistent training in the *National Quality Standard* assessment and rating process * state‑wide professional development offered to all early childhood officers in regulating the sector in accordance with the *National Quality Framework* * continuing state‑wide sector awareness campaigns to support the implementation of the *National Quality Framework* * enactment of the *Education* *and Care Services* *Act 2013* to regulate early childhood education and care services that are not captured under the *National Quality Framework* * increasing awareness and use of the Australian Early Development Index (AEDI) through delivery of state‑wide training sessions and the Queensland AEDI Community Action Grant program. |

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| **“** | Western Australian Government comments | **”** |
| Since the mid‑90s, four year old children in all urban, rural and remote communities in Western Australia (WA) have had universal access to 11 hours per week of Kindergarten (preschool) at a school. Kindergarten hours have now increased to a minimum of 15 hours per week. Kindergarten is not compulsory, however participation is normalised and in 2013, 99 per cent of age‑eligible children enrolled. Kindergarten is free of compulsory charges in public schools and an average of 75 per cent of the cost is borne by the State in  non‑government schools.  Implementation of the *National Quality Standard* (NQS) will improve program quality across the early years of schooling. Scholarships were provided in 2013 to 600 Kindergarten education assistants to acquire a Certificate III and training on the NQS has been developed for teachers and all primary school principals.  In 2013 Pre‑primary became compulsory for children who reached the age of  5 years on or before 30 June. This is the first full time year of schooling and is the Foundation year of the *Australian Curriculum*.  There are three Early Learning and Care Centres and three Children and Family Centres operating on or close to public school sites. Two more Children and Family Centres will open in 2014. Ten State‑funded Child and Parent Centres have been established on public school sites, with a further six sites commencing over the next four years. These centres improve access to a range of programs and services for families with young children from birth.  To assist communities in responding to the 2012 Australian Early Development Index (AEDI) results which were released in March 2013, WA implemented a Local Champions Program. This program promotes collaborative  community‑driven initiatives in which the AEDI is used to inform local policy, planning and resource allocation to improve outcomes for children.  Following the commencement of the *Education and Care Services National Law (WA) Act 2012* and its *Regulations,* issues requiring legislative amendments have been identified across jurisdictions. Where applicable, corresponding WA Regulations will be amended to reflect the National Regulations.  The 2013 Early Childhood Education and Care Workforce Review is reviewing progress towards meeting workforce and qualification requirements of the National Law, due to commence on 1 January 2014. Consultations were undertaken in WA with key stakeholders and Phase one has been completed.  The 2014 Review of the *National Partnership Agreement on the National Quality Agenda* will review progress toward achieving its objectives and outcomes and the extent to which the *National Quality Framework* has been embedded. WA will form part of the Review Working Group.  Assessment and rating of education and care services commenced in  November 2012 and 10 per cent of services have been rated, as at September 2013. WA continues to visit child care services that are out of scope of the *National Law* and regulates them under the *Child Care Services Act 2007*. |

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| **“** | South Australian Government comments | **”** |
| The South Australian (SA) Government, through the Department of Education and Child Development (DECD) and the ‘Every Chance for Every Child’ strategic priority, recognises that early learning begins at birth and that early childhood development is crucial for the improvement of children and young people’s education, safety, health and development outcomes.  Since 2012, the SA Government has been consulting on legislation to articulate and entrench the importance of children and families in SA, including a proposal to establish a Commissioner for Children.  The DECD ‘Brighter Futures’ initiative, also begun in 2012, is a collective of organisational transformation programs designed to deliver improved benefits for children, young people and families through an integrated DECD.  The ‘Literacy and Numeracy Strategy from Birth to 18’ has been introduced to support young people to leave school able to understand and use mathematics, to read, and to communicate orally, in writing and through digital media.  Children’s Centres provide a new service model, with a range of early childhood services and programs. This includes care and education from birth through to the early years of school, parenting networks, family support and links to health services. In 2012 SA had established 25 children’s centres and a further 9 were under construction.  Child and family health services across 120 centres implemented the new ‘Strong Start’ program, designed to provide support to young children and families. Family Home Visiting services conducted 18 000 visits, and supported 1500 families.  Through the implementation of the three national partnerships on early childhood education and care DECD has:   * established an independent regulatory authority, the Education and Early Childhood Registration and Standards Board, to conduct the rating and assessment process under the *National Quality Standard*. * become an approved provider for 429 preschool services, 45 integrated services and 12 Family Day Care Schemes. * provided 15 hours of early childhood education in the year before school to 96.6 per cent of four year old children * established four Family and Children’s Centres for Aboriginal people in rural and remote areas.   SA led the ‘Engaging Families in the Early Childhood Development Story’ national project, which included the development of a practice guide to support parents' understanding of early childhood development key messages and improve developmental outcomes for children. |

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| **“** | Tasmanian Government comments | **”** |
| The Department of Education has continued its support of the early years, recognising it as one of three main priorities in the Strategic Plan. It is committed to schools developing strong relationships with parents and community services, including strategies and programs that promote and support the importance of the early years for children’s successful learning and development. This commitment extends to supporting education and care services to implement appropriate strategies that reflect the same priorities. These priorities are strengthened with the ongoing implementation of the Council of Australian Governments’ (COAG) National Early Childhood Development Strategy and the *National Partnership Agreements on Early Childhood Education* and the *National Quality Agenda for Early Childhood Education and Care*.  The department acknowledges the wealth of research supporting the benefits of investment in the early years of a child’s life and has therefore made a significant investment into the *Launching into Learning* (LiL) Program and child and family centres, based on the belief that parents are their child’s first and most influential teacher.  The state government’s *Launching into Learning* initiative began in 2006 as a four year, $12.6 million commitment to families and young children aged from birth to four years. In 2012 an additional $1.6 million was committed, making this an annual commitment of $5.85 million.  The most recent analysis from the *Launching into Learning Longitudinal Study 2007–2014 Progress Report 2012* demonstrates that regular participation in LiL consistently and significantly improved educational outcomes across all main performance measures, particularly literacy and numeracy. Strong connections are being developed between LiL and the 12 child and family centre communities to strengthen and support the engagement of families.  As Tasmania’s regulatory authority, the department is responsible for implementing the *National Quality Framework for Early Childhood Education and Care*, supporting the provision of quality early childhood education and care in Tasmania. The Education and Care Unit administers the *Education and Care Services National Law (Tasmania) 2011* and the State *Child Care Act 2001*. The unit has completed the first year of assessment and rating of services using the nationally consistent process and continues with its support and compliance roles.  Throughout the state the *Early Years Learning Framework* provides a curriculum framework for Kindergarten and *education and care* services and programs, while the *Framework for School Aged Care* in Australia guides the provision of quality before school, after school and vacation care programs.  The department has also prioritised improving literacy and numeracy and student safety, health and wellbeing. |

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| **“** | Australian Capital Territory Government comments | **”** |
| The ACT Government have engaged with the Australian Government and other jurisdictions to progress the development of the *National Quality Agenda for Early Childhood Education and Care*. The focus has been on embedding the *Early Years Learning Framework*, the My Time, Our Place Framework and the *National Quality Standard* within education and care services to improve quality, access and affordability.  Education and care services in the ACT are progressively being assessed against the *National Quality Standard* and the Education and Care Services National Regulations.  To support the education and care sector workforce the ACT Government continues to fund a Certificate III in Children’s Services scholarship program, which covers course fees and reimbursement of start‑up costs. Employers are also subsidised to provide study release to students during their work hours. This initiative meets the requirements of the *National Quality Framework*.  The ACT Government is committed to the *National Partnership Agreement on Universal Access to Early Childhood Education*, through the provision of high quality and accessible early childhood programs. In 2013, the ACT Education and Training Directorate offered 15 hours of preschool education in all public preschool units, with a focus on increasing the participation of Aboriginal and Torres Strait Islander children.  In 2012‑13, the Directorate continued its support of early childhood services with a further allocation of $2.5 million to both upgrade community facilities and improve childcare centres. The improvement works at childcare centres are scheduled in the 2013‑14 financial year. A total of $900 000 has been allocated for child care centre improvements. |

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| **“** | Northern Territory Government comments | **”** |
| The Northern Territory (NT) Department of Education (DoE) oversees a range of early childhood education and care programs across the NT. DoE regulates services, delivers and oversees programs, provides policy advice and financial assistance to promote children’s early learning and development, as well as parenting information and education.  Key highlights during the 2012 ‑13 financial period include:   * continuation of the regulatory oversight and quality assessment and rating of the education and care sector under the requirements of the National Quality Framework (NQF) by Quality Education and Care NT * the inclusion of family day care, outside school hours care and preschool services into the NQF regulatory and quality assessment systems * assessment and rating of all long day care services against the National Quality Standard * continuation of the NT Early Childhood Services Subsidy and Long Day Care Upgrade Grants, as well as commencing the new Toy and Equipment Grants for early childhood education and care services * a second round of NT More Early Childhood Teacher Scholarships designed to upgrade qualifications to meet requirements under the National Partnership Agreement (NPA) for Early Childhood Education * the continuation of the Building the Remote Early Childhood Workforce pilot, designed to deliver onsite training in four very remote Indigenous communities to support child and family centres, being established under the NPA on Indigenous Early Childhood Development, Element One * following the innovative NT 2012 AEDI implementation framework, the increase in publishable data being returned from remote communities * the release of NT 2012 AEDI results indicating statistically significant improvements for children, particularly in remote Indigenous communities * the Families as First Teachers program (FaFT) operating for approximately 1700 Indigenous children and families located in 45 remote communities, providing culturally responsive early learning and parent education program for families with children aged 0 – 3 years to help improve development outcomes, increase school readiness, develop a culture of attendance and give children the best start in life * the participation of FaFT in the Australian Research Council linkage grant to the University of Melbourne to evaluate the effectiveness of the Abecedarian approach on child outcomes * 85 per cent of NT Government preschools are providing 15 hours or more per week to meet the requirements under Universal Access to Early Childhood Education. |

## 3.6 Definitions of key terms

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| **Administration expenditure** | Administration expenditure includes all expenditure by the responsible departments associated with the provision of licensing, advice, policy development, grants administration and training services. Responsible departments include those departments that administer policy for, fund, and license/accredit child care and preschool services in each jurisdiction. |
| **Australian Government approved child care service** | A service approved by the Australian Government to receive Child Care Benefit (CCB) on behalf of families. |
| **Centre‑based  long day care** | Centre based child care services providing all‑day or part‑time care for children (services may cater to specific groups within the general community).  Long day care primarily provides services for children aged 0–5 years. Some long day care may also provide preschool and kindergarten programs and care for school children before and after school and during school holidays, where State and Territory government regulations allow this. The service may operate from stand‑alone or shared premises, including those on school grounds. |
| **Child care services** | The meeting of a child’s care, education and developmental needs by a person other than the child’s parent or guardian. The main models of service are centre‑based long day care, family day care, outside school hours care (before/after school hours and ‘pupil free days’ care), vacation care, occasional care and other care. |
| **Children** | All resident male and female Australians aged 12 years or younger at 30 June of each year (unless otherwise stated). |
| **Children from low income families** | Families who are receiving the maximum rate of CCB. |
| **Children from non‑English speaking backgrounds** | Children living in situations where the main language spoken at home is not English. |
| **Counting rules** | Prescribed standards, definitions and mathematical methods for determining descriptors and performance indicators for monitoring government services. |
| **Disability  related care** | Care of children who have a developmental delay or disability (including an intellectual, sensory or physical impairment), or who have parent(s) with disability. |
| **External cause (of injury)** | The environmental event, circumstance or condition that causes an injury. |
| **Family day care** | Comprises services providing small group care for children in the home environment of a registered carer. Care is primarily aimed at 0–5 year olds, but primary school children may also receive care before and after school, and during school holidays. Educators work in partnership with scheme management and coordination unit staff. |
| **Financial support to families** | Financial support to families includes any form of fee relief paid by governments to the users of early childhood education and care services (for example, CCB). |
| **Formal child care** | Organised care provided by a person other than the child’s parent or guardian, usually outside of the child’s home — for example, centre based long day care, family day care, outside school hours care, vacation care and occasional care (excluding babysitting). |
| **Formal  qualifications** | Early childhood‑related teaching degree (three or four years), a child care certificate or associate diploma (two years) and/or other relevant qualifications (for example, a diploma or degree in child care [three years], primary teaching, other teaching, nursing [including mothercraft nursing], psychology and social work). |
| **Full time equivalent staff numbers** | A measure of the total level of staff resources used. A full time staff member is employed full time and engaged solely in activities that fall within the scope of early childhood education and care services covered in the chapter. The full time equivalent of part time staff is calculated on the basis of the proportion of time spent on activities within the scope of the data collection compared with that spent by a full time staff member solely occupied by the same activities. |
| **Government funded and/or provided** | All government financed services — that is, services that receive government contributions towards providing a specified service (including private services eligible for CCB) and/or services for which the government has primary responsibility for delivery. |
| **Hospital separation** | An episode of care for a person admitted to a hospital. It can be a total hospital stay (from admission to discharge, transfer or death) or portions of hospital stays beginning or ending in a change of type of care (for example from acute to rehabilitation) that cease during a reference period. |
| **Indigenous children** | Children of Aboriginal or Torres Strait Islander origin who self identify or are identified by a parent or guardian to be of Aboriginal or Torres Strait islander origin. |
| **Informal child  care** | Child care arrangements provided privately (for example, by friends, relatives, nannies) for which no government assistance (other than the minimum rate of CCB for Registered Care) is provided. Such care is unregulated in most states and territories. |
| **In‑home care** | Care provided by an approved carer in the child’s home. Families eligible for in‑home care include those where the parent(s) or child has an illness/disability, those in regional or remote areas, those where the parents are working shift work or non‑standard hours, those with multiple births (more than two) and/or more than two children under school age, and those with a breastfeeding mother working from home. |
| **In‑service training** | Formal training only (that is, structured training sessions that can be conducted in‑house or externally), including training in work or own time but not training towards qualifications included in obtaining formal qualifications. It includes:   * management or financial training * training for additional needs children (such as children with disability, Aboriginal or Torres Strait Islander children and children from a culturally diverse background * other child care‑related training * other relevant courses (such as a first aid certificate). |
| **Licensed services** | Those services that comply with the relevant State or Territory licensing regulations. These regulations cover matters such as the number of children whom the service can care for, safety requirements and the required qualifications of carers. |
| **Net capital expenditure** | Expenditure on the acquisition or enhancement of fixed assets, less trade‑in values and/or receipts from the sale of replaced or otherwise disposed of items. Capital expenditure does not include expenditure on fixed assets which fall below threshold capitalisation levels, depreciation or costs associated with maintaining, renting or leasing equipment. |
| **Non‑standard  hours of care** | Defined by service model as:   * centre‑based long day care — providers of service for more than 10 hours per day on Monday to Friday and/or service on weekends * preschool — providers of service for more than six hours per day, for stand‑alone preschools only * family day care — providers of service for more than 50 hours per week and/or service overnight and/or on weekends * outside school hours care: * before/after school care (providers of service for more than two hours before school and three hours after school) * vacation care (providers of service for more than 10 hours per day) * occasional care — providers of service for more than eight hours per day * other — providers of service for more than 10 hours per day. |
| **Occasional care** | Comprises services usually provided at a centre on an hourly or sessional basis for short periods or at irregular intervals for parents who need time to attend appointments, take care of personal matters, undertake casual and part time employment, study or have temporary respite from full time parenting. These services provide developmental activities for children, and are aimed primarily at 0–5 year olds. Centres providing these services usually employ a mix of qualified and other staff. |
| **Other expenditure on service provision** | Expenditure on service provision includes all recurrent expenditure on government funded and/or provided child care and preschool services except administration and financial support to families. It includes one‑off, non‑capital payments to peak agencies that support child care and preschool service providers. |
| **Other services** | Comprise government funded services to support children with additional needs or in particular situations (including children from an Indigenous or NESB, children with disability or of parents with disability, and children living in regional and remote areas). ‘Other services’ include in‑home care which comprises services where an approved carer provides care in the child’s home. |
| **Other territories** | A separate category for data collections, which includes Jervis Bay Territory, the Territory of Christmas Island and the Territory of Cocos (Keeling) Islands. |
| **Outside school  hours care** | Comprises services that provide care for school aged children before school, after school, during school holidays, and on pupil free days. Outside school hours care may use stand‑alone facilities, share school buildings and grounds and/or share facilities such as community halls. |
| **Preschool services** | Comprises services that deliver early childhood education programs provided by a qualified teacher that are aimed at children in the year or two before they commence full time schooling, although different starting ages occur across jurisdictions. |
| **Primary  contact staff** | Staff whose primary function is to provide child care and/or preschool services to children. |
| **Priority of access** | The Australian Government funds child care with a major purpose of meeting the child care needs of Australian families. However, the demand for child care sometimes exceeds supply in some locations. When this happens, it is important for services to allocate available places to those families with the greatest need for child care support.  The Government has determined Guidelines for allocating places in these circumstances. These Guidelines apply to centre based long day care, in‑home care, family day care and outside school hours care services. They set out the following three levels of priority, which child care services must follow when filling vacant places:   * priority 1: a child at risk of serious abuse or neglect * priority 2: a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the Family Assistance Act * priority 3: any other child.   Within these main categories priority should also be given to the following children:   * children in Aboriginal and Torres Strait Islander families * children in families which include a disabled person * children in families on lower incomes * children in families with NESB * children in socially isolated families * children of single parents. |
| **Real expenditure** | Actual expenditure adjusted for changes in prices. Adjustments were made using the GGFCE price deflator and expressed in terms of final year prices. |
| **Recurrent  expenditure** | Expenditure that does not result in the creation or acquisition of fixed assets (new or second hand). It consists mainly of expenditure on wages, salaries and supplements, purchases of goods and services, and the consumption of fixed capital (depreciation). |
| **Regional and  remote areas** | Geographic location is based on the ABS’ Australian Statistical Geography Standard of remoteness areas, which categorises areas as ‘major cities’, ‘inner regional’, ‘outer regional’, ‘remote’, ‘very remote’ and ‘migratory’. The criteria for remoteness areas are based on the Accessibility/Remoteness Index (ARIA+) of Australia, which measures the remoteness of a point based on the physical road distance to the nearest urban centre in each of five size classes.  The ‘regional’ classification used in the chapter is derived by adding data for inner regional and outer regional areas. The ‘remote’ classification is derived by adding data for remote, very remote and migratory areas. |
| **Service model** | The categories for which data were collected, namely:   * centre‑based long day care * family day care * outside school hours care * before/after school care * vacation care * occasional care * other care * preschool services. |
| **Special needs group** | An identifiable group within the general population who can have special difficulty accessing services. Special needs groups for which data are reported in this chapter include: children from NESB; Indigenous children; children from low income families (Australian Government child care only); children with disability; and children from regional or remote areas. |
| **Standard hours of care** | Defined by service model as:   * centre‑based long day care — less than or equal to 10 hours per day on Monday to Friday * preschool — less than or equal to six hours per day on Monday to Friday, for stand‑alone preschools only. * family day care — less than or equal to 10 hours per day on Monday to Friday, where no hours are overnight hours * outside school hours care: * before/after school care — less than or equal to two hours before school and three hours after school * vacation care — less than or equal to 10 hours per day on Monday to Friday * occasional care — less than or equal to eight hours per day Monday to Friday * other care — less than or equal to 10 hours per day Monday to Friday. |
| **Substantiated breach arising from a complaint** | An expression of concern about a child care or preschool service, made orally, in writing or in person to the regulatory authority, which constitutes a failure by the service to abide by the State or Territory legislation, regulations or conditions. This concern is investigated and subsequently deemed to have substance by the regulatory body. |

## 3.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by an ‘3A’ prefix (for example, table 3A.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

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