## Data quality information — Early childhood education and care, chapter 3

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| Data quality information |
| Data quality information (DQI) provides information against the seven Australian Bureau of Statistics (ABS) data quality framework dimensions, for a selection of performance indicators and/or measures in the Early childhood education and care (ECEC) chapter. DQI for additional indicators will be progressively introduced in future reports.  Technical DQI has been supplied or agreed by relevant data providers. Additional Steering Committee commentary does not necessarily reflect the views of data providers. |
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### Participation rates for special needs groups in preschool

#### The proportion of children aged 3–5 years enrolled in preschool – Non‑English speaking backgrounds; Disability

Data quality information for this indicator has been developed by the Secretariat in consultation with the State and Territory governments, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Equity — Access | |
| Indicator | Participation rates for special needs groups in preschool | |
| Measure/s (computation) | Definition  The proportion of children aged 3–5 years enrolled in a preschool program who are from special needs groups – Non‑English speaking backgrounds; Disability.  Numerator:  Number of children aged 3–5 years enrolled in a preschool program who are from special needs groups – Non‑English speaking backgrounds; Disability.  Denominator:  Number of children aged 3–5 years enrolled in a preschool program.  Computation:  The number of children (by special need group) aged 3–5 years enrolled in a preschool program divided by the number of children aged 3–5 years enrolled in a preschool program. | |
| Data source/s | Numerator/denominator:  State and Territory governments (unpublished). | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Preschool data are collected by individual State and Territory departments. Additional information on the separate institutional environments is outlined below:   * NSW – In NSW preschool data are collected by the Department of Education and Communities (DEC) as part of its role in providing and monitoring funding for the community preschool sector. Government funded preschool services are required to participate in the ECEC preschool census each year as part of their funding agreement. NSW DEC also collects data on children who are enrolled in 100 DEC preschools as part of the NSW annual government school census. Data are not collected from the long day care sector. Data on children with disability attending Early Intervention classes at NSW schools have been collected since 2012. * Victoria – Data were collected by the Department of Education and Early Childhood Development (DEECD) during the August Census Data Collection reported for the census week 29 July – 3 August. Completion of this data collection was compulsory for all funded service providers as part of their service agreement with DEECD. In 2013, DEECD collected data from 1095 funded service providers which offered a kindergarten program at 2090 kindergarten services. Funded kindergarten services in Victoria include sessional kindergarten services and long day care services which offer an integrated kindergarten program. (NOTE: In previous years, data were collected and reported in the Report from the Confirmed Kindergarten Funding Data Collection reported as at 30 June). * Queensland – Data are collected in an annual Early Childhood Education and Care services census (online). Census participants include all Queensland Government approved/licensed ECEC services as well as a small number of services, not requiring approval, that are funded or provided by the Queensland Government to provide education and care to specific groups of children, such as eKindy which delivers an online kindergarten program to isolated children. For services that receive funding under the Queensland Kindergarten Funding Scheme, participation is mandatory. * WA – The organisation responsible is the WA Department of Education (DoE). * SA – Data collected by the Department of Education and Child Development (DECD) as part of the termly preschool staffing collection from SA government funded preschool service providers. * Tasmania – Data collected by the Tasmanian Department of Education from 216 preschool providers, using National Minimum Dataset specifications. This number includes services provided by government and non‑government. All receive government funding. * ACT – ACT government preschool data are collected by the Education and Training Directorate. Government managed and funded preschool services are required to participate in the ECEC preschool census each year. From 2013, most non‑government preschools provided ECEC data for submission to the ECEC preschool census. * NT – Data are collected by the Department of Education as part of the annual Age/Grade Census. | |
| Relevance | Information on the relevance of State and Territory preschool data collected by individual State and Territory departments is outlined below.   * NSW – The community preschool census and government school census collect a range of data relevant to the funded or government operated segments of the preschool sector such as service operating characteristics, staff employed, gender, disability, language background, low income status, Indigenous status, attendance/enrolment patterns and staff qualifications. * Victoria – Information is collected on: * Service providers and management models * Service level data: early childhood teachers and the other educators delivering the kindergarten program, attendance patterns, and fees paid * Child level data: children enrolled, gender, birthdates, disability, languages aside from English spoken at home, and indigenous status.   All DEECD funded service providers are required to undertake the data collection. Therefore, full coverage of kindergarten programs in the year before school delivered through these service providers was achieved. There is no current requirement for unfunded organisations to supply data to DEECD.   * Queensland – Data collected from the Census enable Queensland Department of Education, Training and Employment (DETE) to report on a variety of matters, such as the performance of the ECEC sector, to the Queensland and Australian Governments, and the community. The data are used to provide evidence for policy and program development and planning and to monitor outcomes of early childhood initiatives. * WA – The data collected through the School Census by the DoE are used to meet national reporting requirements, including meeting the reporting requirements of the National Early Childhood Education and Care Collection (NECECC). Full coverage is achieved for all government and non‑government schools and community kindergartens with a preschool program. * SA – collection is mandatory and there is full coverage for DECD funded or provided preschool services. * Tasmania – data collected for preschool providers in a registered kindergarten. * ACT – collection is mandatory and there is full coverage for the Directorates funded or provided preschool services. * NT – Data collected through the Age/Grade Census are used to meet a range of reporting obligations including national reporting to ECEC NMDS. Enrolments are from registered preschool programs and four government funded remote Catholic schools, collected at unit record level and available by remoteness area. | |
| Timeliness | Information on the timeliness of State and Territory preschool data collected by individual State and Territory departments is outlined below.   * NSW – The ECEC preschool census is conducted annually over a representative fortnight. In 2013 the collection period was 29 July to 9 August. The Government School Mid‑Year Census is conducted annually in August. * Victoria – The August Census Data Collection was undertaken for the reference period 29 July – 3 August 2013. * Queensland – The Census is an annual collection, with the most current year data census commencing in the week beginning 29 July 2013. * WA – The collection was undertaken at 2 August 2013 with a reference period of 29 July to 2 August. * SA – Data collected in late May 2014. * Tasmania – Data are collected annually, for a two week reference period in late July to early August 2013. * ACT – The ECEC preschool census is conducted annually over a representative fortnight. In 2013 the collection period was 29 July to 9 August. The ACT public school census is conducted annually in August which encompasses all school levels from preschool to year 12. * NT – Data are collected through the annual Age/Grade Census which was undertaken on Friday 2 August 2013. Additional preschool data are collected for the one week reference period 28 July – 1 August 2013. | |
| Accuracy | Due to different methods of data collection, not all jurisdictions are able to identify duplicate records of children. Double counting of children may occur due to:   * Children moving interstate during a preschool year * Children attending multiple providers to access an appropriate amount of care * Children attending multiple service types * Children attending preschool for greater than one year.   These factors can lead to an overestimation of children enrolment in some states and territories (for example, where enrolment rates exceed 100 per cent).  There are differences in collection dates, reference periods and age reference dates.  Additional information on the accuracy of State and Territory preschool data collected by individual State and Territory departments is outlined below.   * NSW – For the ECEC preschool census, data are collected from government funded community preschools through a web based portal. The web based portal has data validation software to reduce data entry errors. The Department also carries out data verification checks by comparing enrolment and service characteristic variations across years. For the government school mid‑year census, the results on children attending Government preschools or children with disabilities attending Early Intervention classes at NSW schools are validated by a process in which data are extracted from the school enrolment system and presented back to schools for signoff. There is no current requirement for unfunded preschools to supply data to the Department of Education and Communities. Preschool programs are provided in preschools and long day care centres in NSW. However, children undertaking a preschool program in a long day care setting are not captured in the collection, resulting in an undercount. * Victoria – The August Census data collection was conducted through a web‑based data collection and funding system. The system had in‑built data validation checks to reduce data entry errors (e.g. validation checks on birthdate ranges of children). The system also performed checks to ensure that service providers entered all mandatory data to ensure there are no missing data fields. DEECD regional staff also performed verification checks on all funded service providers by comparing enrolment variations across years to ensure accuracy of data entry. * Queensland – Data have been adjusted for partial non‑responses at the service and preschool program levels through an imputation process, and incorrect responses corrected via validation and error checking processes. No adjustments for undercounts have been applied and no standard errors are applied to this data item. * SA – Data are collected using a web based data system that includes data validation rules to improve accuracy. Data received by DECD are then subject to further validation checks and corrections where required, primarily to ensure the accuracy of staffing and funding entitlements for SA government funded or provided preschool services. * Tasmania – All kindergartens reported enrolment data for the reference period in 2013. Duplicate students attending more than one kindergarten are identified and allocated the same statistical linkage key. * ACT – Data are collected from government preschools through the Directorate’s information systems and via preschool census returns. The Directorate has defined processes to validate and verify the data by comparing enrolment and service characteristic variations across years. These processes include children with disabilities attending classes at ACT public preschools. There is no current requirement for preschools in receipt of government funding to supply data to the Directorate. However, most independent schools with preschool services provided data to the ECEC. * NT – Data collected through the annual Age/Grade Census and validated by all schools. The NT is able to report the number of children attending preschool programs within the government sector and enrolled in preschool in the year before full time school. | |
| Coherence | Data for Australia for children from non‑English speaking backgrounds and children with disability are the total of the sum of states and territories for which data are available, and should not be interpreted as national data.  Data on children with disability are not directly comparable because the definition of disability varies across jurisdictions.  Children enrolled in preschool can be counted in more than one special needs group. | |
| Accessibility | Information on the accessibility of State and Territory preschool data collected by individual State and Territory departments is outlined below. Preschool data for all jurisdictions are published by the ABS in Preschool Education, Australia (cat. no. 4240.0). Data on children from non‑English speaking backgrounds and children with disability are not available in the ABS publication.   * NSW – Limited data are collected for national and state reporting requirements. * Victoria – Limited data are collected for funding purposes and State and National Reporting requirements. * Queensland – Fact sheets on the sector are available on the Early Childhood Education and Care website. This information includes attendance rates, management types, locations of services and staff qualifications and experience for all services (inclusive of both funded and unfunded services) across the state. * SA – Limited data are collected for national and state reporting requirements. Summary data are published annually on the department website. Unpublished data can be supplied on request. * ACT – Limited data are collected for funding purposes and ACT and national reporting requirements. | |
| Interpretability | Limited supporting documentation is available.   * Victoria – Information such as ‘frequently asked questions’ fact sheets were made available on the DEECD website and on the web‑based data collection and funding system. Help text was also in‑built on the system which provided clarification of terminology and provided explanations on the data required to be collected. If service providers required clarification about the collection process, they were also able to contact their regional office.   The DEECD provides information on funding criteria and data collection responsibilities in the publication ‘The Kindergarten Guide 2013’, which is available on the DEECD website.   * Queensland provided a range of information to assist in the collection and reporting of data, such as explanatory notes for providers. supporting documentation are available from the Queensland DETE website. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool * fata on children with disability are not directly comparable because the definition of disability varies across jurisdictions * in NSW, preschool programs are provided in preschools and long day care centres. However, children undertaking a preschool program in a long day care setting are not captured in the collection, resulting in an undercount. There is no current requirement for unfunded preschools in NSW to supply data to the Department of Education and Communities. | |

#### The proportion of children aged 3–5 years enrolled in a preschool program who are from the special needs groups – Aboriginal and Torres Strait Islander; Regional areas; Remote areas

Data quality information for this indicator has been developed by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Equity — Access | |
| Indicator | Participation rates for special needs groups in preschool | |
| Measure/s (computation) | Definition  The proportion of children aged 3–5 years enrolled in preschool – Aboriginal and Torres Strait Islander; Regional areas; Remote areas.  Numerator:  Number of children aged 3–5 years enrolled in preschool – Aboriginal and Torres Strait Islander; in inner/outer regional Australia; in remote/very remote Australia.  Denominator:  Number of children aged 3–5 years enrolled in a preschool program.  Computation:  The number of children (by special need group) aged 3–5 years enrolled in a preschool program divided by the number of children aged 3–5 years enrolled in a preschool program. | |
| Data source/s | Numerator/denominator:  ABS (2014) *Preschool Education, Australia, 2013* (cat. no. 4240.0). | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website. | |
| Relevance | In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments’ endorsement of a new *National Partnership on Early Childhood Education* (NP ECE). The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the *National Information Agreement on Early Childhood Education and Care* (NIA ECEC). The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.  The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This 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. Long day care centres that do not operate a preschool program are considered out of scope.  The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. 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.  The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.  A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  Regional and remote areas are based upon the ABS’ Australian Statistical Geography Standard (ASGS) 2011. The ASGS replaced the Australian Standard Geographical Classification (ASGC) 2006. The ASGS is based on the 2011 Census of Population and Housing and represents a more comprehensive, flexible and consistent way of defining Australia’s statistical geography than the previous classification. | |
| Timeliness | The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period. | |
| Accuracy | Data for the NECECC have been compiled according to the National standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.  Data limitations for the 2013 collection include:   * a small level of under‑coverage of the preschool programs in some sectors, particularly programs delivered to three year olds * comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non‑government sector or unfunded preschools * children enrolled in multiple preschool programs are not identifiable within all jurisdictions * differences between data element collection methodologies and alignment to National data standards across jurisdictions.   Care needs to be taken interpreting data relating to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.  Where information on the child’s usual place of residence is not available ‑ that is, where insufficient information on the child’s address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website. | |
| Coherence | Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.  Children enrolled in preschool can be counted in more than one special needs group.  Earlier reports classified regional and remote areas according to the ASGC. This Report uses the ASGS 2011. | |
| Accessibility | The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.  If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070. | |
| Interpretability | National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool * comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non‑government sector or unfunded preschools * preschool programs are provided in preschools and long day care centres. However, 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. | |

#### The proportion of children enrolled in a preschool program in the year before full time schooling (YBFS) who are disadvantaged

Data quality information for this indicator has been developed by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Equity — Access | |
| Indicator | Participation rates for special needs groups in preschool | |
| Measure/s (computation) | Definition  The proportion of children enrolled in a preschool program who are disadvantaged.  Numerator:  Number of children aged 4 and 5 years enrolled in a preschool program in the YBFS who reside in an area with a Socio‑Economic Indexes for Areas (SEIFA) Index of Relative Socio‑Economic Disadvantage (IRSD) quintile of 1.  Denominator:  Number of children aged 4 and 5 years enrolled in a preschool program in the YBFS.  Computation:  The number of children aged 4 and 5 years enrolled in a preschool program in the YBFS who are disadvantaged divided by the number of children aged 4 and 5 years enrolled in a preschool program in the YBFS. | |
| Data source/s | Numerator/denominator:  ABS (2014) *Preschool Education, Australia, 2013* (cat. no. 4240.0). | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website. | |
| Relevance | In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments’ endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.  The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This 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. Long day care centres that do not operate a preschool program are considered out of scope.  The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. 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.  The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.  A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  Children who are disadvantaged are defined as residing in an area with a SEIFA IRSD quintile of 1 (based on the 2011 Census of Population and Housing). The SEIFA IRSD summarises a range of information about the economic and social resources of people and households within an area. 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. | |
| Timeliness | The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period. | |
| Accuracy | Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.  Data limitations for the 2013 collection include:   * a small level of under‑coverage of the preschool programs in some sectors, particularly programs delivered to three year olds * comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non‑government sector or unfunded preschools * children enrolled in multiple preschool programs are not identifiable within all jurisdictions * differences between data element collection methodologies and alignment to National data standards across jurisdictions.   Where information on the child’s usual place of residence is not available ‑ that is, where insufficient information on the child’s address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website. | |
| Coherence | Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions. | |
| Accessibility | The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.  If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070. | |
| Interpretability | National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool * comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non‑government sector or unfunded preschools * preschool programs are provided in preschools and long day care centres. However, 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 * use of SEIFA IRSD to define children who are most disadvantaged needs to be interpreted with care as it pertains to the area in which the child resides, rather than to the child specifically. | |

### Children using child care

#### The proportion of children using Australian Government Child Care Benefit (CCB) approved plus State and Territory government funded and/or provided child care

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education and State and Territory governments with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Effectiveness — Access | |
| Indicator | Children using child care | |
| Measure/s (computation) | Definition  The proportion of children using Australian Government CCB approved plus State and Territory government funded and/or provided child care.  Numerator:  Number of children attending Australian Government CCB approved and State and Territory government funded and/or provided child care by age groups 0–5; 6–12;  0–12 years).  Denominator:  Estimated resident population (ERP) as at 31 December by ge groups 0–5; 6–12;  0–12 years).  Computation:  The number of children attending Australian Government CCB approved and State and Territory government funded and/or provided child care divided by the total ERP, by age groups 0–5; 6–12; 0–12 years | |
| Data source/s | Numerator/s:  Australian Government Department of Education (unpublished); State and Territory governments (unpublished)  Denominator/s:  ABS (unpublished) *Australian Demographic Statistics* (Cat. no. 3101.0). | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Australian Government CCB approved child care services data are collected through the Child Care Management System (CCMS) by the Department of Social Services (DSS) under the Family Assistance (Administration) Act. These data are compiled for this Report by the Australian Government Department of Education.  State and Territory child care data are collected by individual State and Territory departments. Additional information on the separate institutional environments is outlined below:   * NSW – NSW does not collect data on child care use. * Victoria – In 2013, Victoria funded approximately 100 organisations offering child care to parents enrolled in Adult and Community Further Education (ACFE) courses. These are mainly neighbourhood model occasional care services. No data were collected on funded places or staff characteristics for these services in 2013. * Queensland – Data are collected in an annual Early Childhood Education and Care services census (online). Census participants include all Queensland Government approved/licensed ECEC services, as well as a small number of services, not requiring approval, that are funded or provided by the Queensland Government to provide education and care to specific groups of children, such as eKindy which delivers an online kindergarten program to isolated children. For services that receive funding under the Queensland Kindergarten Funding Scheme, participation is mandatory. * SA – Data are collected by DECD as part of the annual children’s services census from sites operating a playcentre program or are providing rural care or occasional care. The census is mandatory for rural and occasional care. * Tasmania – Data are compiled by the Department of Education for funded child care services. Through their funding agreement, these services are required to provide data in August of each year. Data are not provided for licensed but unfunded services. * NT – Information on approved education and care services is collected by the Department of Education through the National Quality Agenda Information Technology System (NQAITS).   ERP data are obtained from the ABS. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see the ABS website. | |
| Relevance | Australian Government CCB approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available.  The relevance of State and Territory child care data collected by individual State and Territory departments is outlined below.   * NSW – Data are not available for child care use. * Queensland – Data are collected from the Census enable Queensland DETE to report on a variety of matters, such as the performance of the ECEC sector, to the Queensland and Australian Governments, and the community. The data are used to provide evidence for policy and program development and planning and to monitor outcomes of early childhood. * SA – As the census is mandatory there is full coverage for playcentres, rural and occasional care services. * Tasmania – Data are provided for each child care service funded by the State Department of Education. Services provide the data for each of the children attending in the data week. * NT *–* Utilisation information is provided by approved Centre based long day care and kindergarten services through funding agreements.   Rates of the population are based on as a proportion of the ERP collected by the ABS. | |
| Timeliness | Australian Government CCB approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis.  State and Territory child care data are collected by individual State and Territory departments through various independent data collections. Data are collected in the first half of the financial year reported in this Report and therefore are collected approximately 18 months prior to publication. Additional information is outlined below.   * Queensland – The census is an annual collection, with the most current year data census commencing Monday 29 July 2013. Data relating to vacation care was collected during a separate period. * SA – Data are collected annually with reference period usually July/August of financial year. * Tasmania – Data are collected annually in August of the financial year. * NT – Approved services that are eligible to receive funds, are required to provide data quarterly to the Department of Education by the month following the end of each quarter.   ABS population estimates used for the denominator of population rates are available each year. | |
| Accuracy | Australian Government CCB approved child care services data are collected through an electronic administrative system and all approved services are represented.  Additional information on the accuracy State and Territory child care data collected by individual State and Territory departments is outlined below.   * Queensland – Data have been adjusted for partial non‑responses at the service level through imputation, and incorrect responses corrected through a validation and error checking process. No adjustments for undercounts have been applied and no standard errors are applied to this data item. It is possible that due to the aggregate nature of the collection, there may be an issue of duplicate records (that is children being counted in multiple child care services either multiple providers or multiple service types) within the reference week which could lead to an overestimation of children using child care. * SA – Data are collected in a paper based survey from playcentres, rural care and submitted electronically by occasional care services. Duplicate records or undercounts are not identifiable as the information is either aggregate or de‑identified and cannot be matched across sites. * Tasmania – Data are completed by staff in each funded service to the Department of Education and includes all child care services funded by the State. Services report on actual age of each child attending during the data week. Services provide attendance records with data collection sheets and these are used for validation. However as dates of birth of the children are not provided age validations cannot be made. * ACT – The ACT does not collect data on the number of children using child care services. * NT – All eligible education and care services submit data electronically, that is linked to the ongoing eligibility of funding. Data quality is well managed through the NQAITS’s application submission processes.   In addition, across each data collection, the proportion of children attending child care in the population are based on ERP denominator at 31 December, and therefore a variation between the jurisdiction data collection period for the numerator and the denominator vary. | |
| Coherence | Australian Government CCB approved child care services have been measured consistently since the introduction of the CCMS. The definitions remain unchanged.  Additional information on the coherence of State and Territory child care data collected by individual State and Territory departments is outlined below.   * NSW – Did not collect data from child care services in 2013. * Queensland – Age range scope of the data for the numerator and denominator are comparable. * SA – The method of collection from occasional care services has changed from paper based to using a web based data system, but the data collected and definitions remain unchanged. * Tasmania – Data collection in place for over 10 years and data appear to be consistent, taking into account changes in number of services each year (significant given the small number of services). * NT – Utilisation data had been collected from approved services through CSIS until it was replaced in January 2012 by the NQAITS. Data exclude previously funded services that were deemed out‑of‑scope from January 2012.   Rates of the population may differ from those released in previous editions of this publication due to scheduled revisions of the ERP by the ABS. These differences are likely to be very small. | |
| Accessibility | The Australian Government CCB approved child care data at the service level are protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of this Report.  Additional information on the accessibility of State and Territory child care data collected by individual State and Territory departments is outlined below.   * NSW – There is limited data collected for national and state reporting requirements. * Queensland – Fact sheets on the sector are produced each year available on the Early Childhood Education and Care website containing information on attendance rates, management types, locations of services and staff qualifications and experience for all services (inclusive of both funded and unfunded services) across the state. * SA – Unpublished data can be requested. There are some published data available online. * Tasmania – Data provided through internal process within the Department of Education as part of its funding agreement with these services. There are no other processes to collect this data. Currently, these data are not made available publicly apart from this Report. * NT – Some of the required data are available as public information published in the Department of Education’s Annual Report following the end of each financial year. | |
| Interpretability | Limited supporting documentation is available.   * Queensland – Queensland provided a range of information to assist in the collection and reporting of data, such as explanatory notes for providers. Supporting material are available from the Queensland DETE website. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * a number of State and Territory governments (NSW, Vic, WA, ACT and NT) cannot report data for the number of children using State and Territory government funded and/or provided child care, resulting in an undercount * this indicator does not provide information on the parental preferences for using child care, or other factors, such as school starting age, which can affect use of child care. | |

### Children enrolled in preschool

#### The proportion of children who are enrolled in a preschool program in the year before full time schooling (YBFS)

Data quality information for this indicator has been developed by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Effectiveness — Access | |
| Indicator | Children enrolled in preschool | |
| Measure/s (computation) | Definition  The proportion of children who are enrolled in a preschool program in the YBFS.  Numerator:  Number of children aged 4 and 5 years who are enrolled in a preschool program in the YBFS.  Denominator:  Estimated number of children aged 4 years, as at 30 June.  Computation:  The number of children aged 4 and 5 years enrolled in a preschool program in the YBFS divided by the estimated number of children aged 4 years. | |
| Data source/s | Numerator:  ABS (2014) *Preschool Education, Australia, 2013* (cat. no. 4240.0).  Denominator:  ABS (2013) *Australian Demographic Statistics, Jun 2013* (cat. no. 3101.0). | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website. | |
| Relevance | In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments’ endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.  The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This 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. Long day care centres that do not operate a preschool program are considered out of scope.  The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. 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.  The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.  A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  Rates of the population are based on the proportion of the ERP collected by the ABS. | |
| Timeliness | The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period.  ABS population estimates used for the denominator of population rates are available each year. | |
| Accuracy | Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.  Data limitations for the 2013 collection include:   * a small level of under‑coverage of the preschool programs in some sectors, particularly programs delivered to three year olds * comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non‑government sector or unfunded preschools * children enrolled in multiple preschool programs are not identifiable within all jurisdictions * differences between data element collection methodologies and alignment to National data standards across jurisdictions.   Where information on the child’s usual place of residence is not available ‑ that is, where insufficient information on the child’s address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website. | |
| Coherence | Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.  Data for the proportion of children enrolled in a preschool program in the year before full time schooling are based on the number of 4 year old children in the population, even though older or younger children can be enrolled in a preschool program. This can result in an overestimation of the proportion of children enrolled in a preschool program in the year before full time schooling (for example, where enrolment rates exceed 100 per cent). | |
| Accessibility | The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.  If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070. | |
| Interpretability | National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool * comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non‑government sector or unfunded preschools * preschool programs are provided in preschools and long day care centres. However, 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. | |

#### The proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS

Data quality information for this indicator has been developed by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Effectiveness — Access | |
| Indicator | Children enrolled in preschool | |
| Measure/s (computation) | Definition  The proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS.  Numerator:  Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years who are enrolled in a preschool program in the YBFS.  Denominator:  Estimated number of Aboriginal and Torres Strait Islander children aged 4 years, as at 30 June.  Computation:  The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program in the YBFS divided by the estimated number of Aboriginal and Torres Strait Islander children aged 4 years. | |
| Data source/s | Numerator:  ABS (2014) *Preschool Education, Australia, 2013* (cat. no. 4240.0).  Denominator:  ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2021 to 2026* (cat. no. 3238.0). | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  Population estimates are obtained from the ABS.  Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026 (cat. no. 3238.0) is compiled based on experimental population estimates derived from the 2011 Census of Population and Housing and Post Enumeration Survey, and assumptions derived from analysis of data sourced from a variety of institutional environments. Detailed quality information for this product is available via the ABS website, see Data Quality Statement.  For information on the institutional environment of the ABS including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website. | |
| Relevance | In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments’ endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.  The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This 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. Long day care centres that do not operate a preschool program are considered out of scope.  The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. 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.  The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.  A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001). | |
| Timeliness | The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period. | |
| Accuracy | Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.  Care needs to be taken interpreting data relating to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.  Data limitations for the 2013 collection include:   * a small level of under‑coverage of the preschool programs in some sectors, particularly programs delivered to three year olds * comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non‑government sector or unfunded preschools * children enrolled in multiple preschool programs are not identifiable within all jurisdictions * differences between data element collection methodologies and alignment to National data standards across jurisdictions.   Where information on the child’s usual place of residence is not available ‑ that is, where insufficient information on the child’s address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website. | |
| Coherence | Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.  Data for the proportion of children enrolled in a preschool program in the year before full time schooling are based on the number of 4 year old children in the population, even though older or younger children can be enrolled in a preschool program. This can result in an overestimation of the proportion of children enrolled in a preschool program in the year before full time schooling (for example, where enrolment rates exceed 100 per cent). | |
| Accessibility | The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.  If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070. | |
| Interpretability | National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool * comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non‑government sector or unfunded preschools * preschool programs are provided in preschools and long day care centres. However, 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. | |

#### The proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS by remoteness area (national data only)

Data quality information for this indicator has been developed by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Effectiveness — Access | |
| Indicator | Children enrolled in preschool | |
| Measure/s (computation) | Definition  The proportion of Aboriginal and Torres Strait Islander children who are enrolled in a preschool program in the YBFS by remoteness area (national data only).  Numerator:  Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years who are enrolled in a preschool program in the YBFS by remoteness area.  Denominator:  Estimated number of Aboriginal and Torres Strait Islander children aged 4 years, as at 30 June by remoteness area.  Computation:  The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years enrolled in a preschool program in the YBFS divided by the estimated number of Aboriginal and Torres Strait Islander children aged 4 years by remoteness area. | |
| Data source/s | Numerator:  ABS (2014) *Preschool Education, Australia, 2013* (cat. no. 4240.0).  Denominator:  ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2021 to 2026* (cat. no. 3238.0). | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  Population estimates are obtained from the ABS.  Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026 (cat. no. 3238.0) is compiled based on experimental population estimates derived from the 2011 Census of Population and Housing and Post Enumeration Survey, and assumptions derived from analysis of data sourced from a variety of institutional environments. Detailed quality information for this product is available via the ABS website, see Data Quality Statement.  For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website. | |
| Relevance | In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments’ endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.  The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This 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. Long day care centres that do not operate a preschool program are considered out of scope.  The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. 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.  The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.  A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  Remoteness area in previous reports was based upon the ABS’ ASGC 2006. For the 2015 Report, remoteness area is based upon the ABS’ ASGS. The ASGS is based on the 2011 Census of Population and Housing. | |
| Timeliness | The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period. | |
| Accuracy | Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.  Care needs to be taken interpreting data relating to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.  Data limitations for the 2013 collection include:   * a small level of under‑coverage of the preschool programs in some sectors, particularly programs delivered to three year olds * comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non‑government sector or unfunded preschools * children enrolled in multiple preschool programs are not identifiable within all jurisdictions * differences between data element collection methodologies and alignment to National data standards across jurisdictions.   Where information on the child’s usual place of residence is not available ‑ that is, where insufficient information on the child’s address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website. | |
| Coherence | Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.  Data for the proportion of children enrolled in a preschool program in the year before full time schooling are based on the number of 4 year old children in the population, even though older or younger children can be enrolled in a preschool program. This can result in an overestimation of the proportion of children enrolled in a preschool program in the year before full time schooling (for example, where enrolment rates exceed 100 per cent). | |
| Accessibility | The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.  If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070. | |
| Interpretability | National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * data for this measure are not available on a jurisdiction basis (i.e. State and Territory proportions by remoteness area are not available). | |

### Children attending preschool

#### The proportion of children who are attending a preschool program in the YBFS

Data quality information for this indicator has been developed by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Effectiveness — Access | |
| Indicator | Children attending preschool | |
| Measure/s (computation) | Definition  The proportion of children who are attending a preschool program in the YBFS.  Numerator:  Number of children aged 4 and 5 years who are attending a preschool program in the YBFS.  Denominator:  Estimated number of children aged 4 years, as at 30 June.  Computation:  The number of children aged 4 and 5 years attending a preschool program in the YBFS divided by the estimated number of children aged 4 years. | |
| Data source/s | Numerator:  ABS (2014) *Preschool Education, Australia, 2013* (cat. no. 4240.0).  Denominator:  ABS (2013) *Australian Demographic Statistics, Jun 2013* (cat. no. 3101.0). | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website. | |
| Relevance | In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments’ endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.  The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This 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. Long day care centres that do not operate a preschool program are considered out of scope.  The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. 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.  The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.  A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  Rates of the population are based on the proportion of the ERP collected by the ABS. | |
| Timeliness | The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period.  ABS population estimates used for the denominator of population rates are available each year. | |
| Accuracy | Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.  Data limitations for the 2013 collection include:   * a small level of under‑coverage of the preschool programs in some sectors, particularly programs delivered to three year olds * comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non‑government sector or unfunded preschools * children enrolled in multiple preschool programs are not identifiable within all jurisdictions * differences between data element collection methodologies and alignment to National data standards across jurisdictions.   Where information on the child’s usual place of residence is not available ‑ that is, where insufficient information on the child’s address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website. | |
| Coherence | Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.  Data for the proportion of children attending a preschool program in the year before full time schooling are based on the number of 4 year old children in the population, even though older or younger children can attend a preschool program in the YBFS. This can result in an overestimation of the proportion of children attending a preschool program in the year before full time schooling (for example, where enrolment rates exceed 100 per cent). | |
| Accessibility | The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.  If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070. | |
| Interpretability | National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool * comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non‑government sector or unfunded preschools * preschool programs are provided in preschools and long day care centres. However, 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. | |

#### The proportion of Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS by remoteness area (national data only)

Data quality information for this indicator has been developed by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Effectiveness — Access | |
| Indicator | Children attending preschool | |
| Measure/s (computation) | Definition  The proportion of Aboriginal and Torres Strait Islander children who are attending a preschool program in the YBFS by remoteness area (national data only).  Numerator:  Number of Aboriginal and Torres Strait Islander children aged 4 and 5 years who are attending a preschool program in the YBFS by remoteness area.  Denominator:  Estimated number of Aboriginal and Torres Strait Islander children aged 4 years, as at 30 June by remoteness area.  Computation:  The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years attending a preschool program in the YBFS divided by the estimated number of Aboriginal and Torres Strait Islander children aged 4 years by remoteness area. | |
| Data source/s | Numerator:  ABS (2014) *Preschool Education, Australia, 2013* (cat. no. 4240.0)  Denominator:  ABS (2014) *Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2021 to 2026* (cat. no. 3238.0). | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  Population estimates are obtained from the ABS.  Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026 (cat. no. 3238.0) is compiled based on experimental population estimates derived from the 2011 Census of Population and Housing and Post Enumeration Survey, and assumptions derived from analysis of data sourced from a variety of institutional environments. Detailed quality information for this product is available via the ABS website, see Data Quality Statement.  For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website. | |
| Relevance | In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments’ endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.  The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This 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. Long day care centres that do not operate a preschool program are considered out of scope.  The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. 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.  The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.  A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  Remoteness area in previous reports was based upon the ABS’ ASGC 2006. For the 2015 Report, remoteness area is based upon the ABS’ ASGS. The ASGS is based on the 2011 Census of Population and Housing. | |
| Timeliness | The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period. | |
| Accuracy | Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.  Care needs to be taken interpreting data relating to Aboriginal and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous status.  Data limitations for the 2013 collection include:   * a small level of under‑coverage of the preschool programs in some sectors, particularly programs delivered to three year olds * comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non‑government sector or unfunded preschools * children enrolled in multiple preschool programs are not identifiable within all jurisdictions * differences between data element collection methodologies and alignment to National data standards across jurisdictions.   Where information on the child’s usual place of residence is not available ‑ that is, where insufficient information on the child’s address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website. | |
| Coherence | Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.  Data for the proportion of children attending a preschool program in the year before full time schooling are based on the number of 4 year old children in the population, even though older or younger children can attend a preschool program in the YBFS. This can result in an overestimation of the proportion of children attending a preschool program in the year before full time schooling (for example, where enrolment rates exceed 100 per cent). | |
| Accessibility | The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.  If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070. | |
| Interpretability | National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * data for this measure are not available on a jurisdiction basis (i.e. State and Territory proportions by remoteness area are not available). | |

#### The proportion of children enrolled in a preschool program in the YBFS who are attending by Indigenous status

Data quality information for this indicator has been developed by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Effectiveness — Access | |
| Indicator | Children attending preschool | |
| Measure/s (computation) | Definition  The proportion of children enrolled in a preschool program in the YBFS who are attending by Indigenous status.  Numerator:  Number of children aged 4 and 5 years who are attending a preschool program in the YBFS by Indigenous status.  Denominator:  Number of children aged 4 and 5 years who are enrolled in a preschool program in the YBFS by Indigenous status.  Computation:  The number of children aged 4 and 5 years attending a preschool program in the YBFS divided by the number of children aged 4 and 5 years enrolled in a preschool program in the YBFS by Indigenous status. | |
| Data source/s | Numerator/denominator:  ABS (2014 and unpublished) *Preschool Education, Australia, 2013* (cat. no. 4240.0) | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website. | |
| Relevance | In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments’ endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.  The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This 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. Long day care centres that do not operate a preschool program are considered out of scope.  The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. 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.  The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.  A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  Rates of the population are based on the proportion of the ERP collected by the ABS. | |
| Timeliness | The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period.  ABS population estimates used for the denominator of population rates are available each year. | |
| Accuracy | Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.  Data limitations for the 2013 collection include:   * a small level of under‑coverage of the preschool programs in some sectors, particularly programs delivered to three year olds * comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non‑government sector or unfunded preschools * children enrolled in multiple preschool programs are not identifiable within all jurisdictions * differences between data element collection methodologies and alignment to National data standards across jurisdictions.   Where information on the child’s usual place of residence is not available ‑ that is, where insufficient information on the child’s address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website. | |
| Coherence | Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions. | |
| Accessibility | The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.  If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070. | |
| Interpretability | National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * enrolment and attendance data are very similar for some jurisdictions because enrolment requires the child to have attended that program for at least one hour during the reference period, or were absent due to illness or extended holiday leave and are expected to return. A child is considered to be attending a preschool program if the child is enrolled and has attended for at least one hour during the reference period. Also, in WA attendance rates have been applied to enrolment counts to estimate the number of children attending. This results in the proportion equalling 100 per cent. | |

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

#### The proportion of Australian Government CCB approved child care services providing non‑standard hours of care

Data quality information for this indicator has been developed by the Australian Government Department of Education, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Effectiveness — Access | |
| Indicator | Non‑standard hours of care in child care services | |
| Measure/s (computation) | Definition  The proportion of CCB approved child care services providing non‑standard hours of care. The definition of non‑standard hours is based on the opening and closing times of services.  Numerator:  Number of CCB approved child care services providing non‑standard hours of care by child care service type.  Denominator:  Total number of CCB approved child care services by child care service type (long day care, outside school hours care, family day care, occasional care, vacation care and in home care).  Computation:  The number of CCB approved child care services providing non‑standard hours of care divided by the total number of CCB approved services by child care service type (long day care, outside school hours care, family day care, occasional care, vacation care and in home care). | |
| Data source/s | Australian Government Department of Education (unpublished) | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | CCMS data are collected by the DSS under the Family Assistance (Administration) Act. Data from CCMS is compiled by the Department of Education. | |
| Relevance | Approved CCB child care service data, collected at a service level and geocoded and boundary tagged, so all geographies are available. | |
| Timeliness | Data are collected weekly, available since services transitioned to CCMS between 2008 and June 2009. Data are reported on a weekly basis on MyChild.gov.au. | |
| Accuracy | Data sourced from CCMS are collected via an electronic administrative system. | |
| Coherence | Data sourced from the CCMS are based on the operating hours of services | |
| Accessibility | Data at the service level are protected under the Family Assistance (Administration) Act. To date data have only been released for purposes of this Report. | |
| Interpretability | A high or increasing proportion of services providing non‑standard hour of care can suggest a greater flexibility of services to meet the needs of families. Care should be taken when interpreting results because information is not provided on the demand for non‑standard hours of care or whether available non‑standard hours services meet the needs of users. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * this indicator does not provide information on the demand for non‑standard hours of care or whether available non‑standard hours services meet the needs of users. | |

### Child care service costs

#### The median weekly cost for 50 hours of care by child care service type

Data quality information for this indicator has been developed by the Australian Government Department of Education, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Effectiveness — Appropriateness — Service affordability | |
| Indicator | Child care service costs | |
| Measure/s (computation) | Definition  The median weekly cost for 50 hours of Australian Government CCB approved long day care and family day care. | |
| Data source/s | Australian Government Department of Education (unpublished). | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Australian Government CCB approved child care services data are collected through the CCMS by the DSS under the Family Assistance (Administration) Act. These data are compiled for this Report by the Department of Education. | |
| Relevance | Australian Government CCB approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available. | |
| Timeliness | Australian Government CCB approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis. | |
| Accuracy | Median costs are based on 50 hours of care in the reference week. | |
| Coherence | Australian Government CCB approved child care services has been consistent since the introduction of the CCMS. The definitions remain unchanged. | |
| Accessibility | The Australian Government CCB approved child care data at the service level are protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of this Report. | |
| Interpretability | 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 Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * 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. | |

### Preschool service costs

#### The median per hour cost of preschool programs (after subsidies) per child enrolled

Data quality information for this indicator has been developed by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Effectiveness — Appropriateness — Service affordability | |
| Indicator | Preschool service costs | |
| Measure/s (computation) | Definition  The median per hour cost (after subsidies) of preschool programs per child enrolled. | |
| Data source/s | ABS (unpublished) *Preschool Education, Australia, 2013* (cat. no. 4240.0). | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Australian government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001). For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website. | |
| Relevance | In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments’ endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.  The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This 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. Long day care centres that do not operate a preschool program are considered out of scope.  The operational collection scope of child information for the NECECC consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. 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.  The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.  A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001). | |
| Timeliness | The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period. | |
| Accuracy | Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.  Data limitations for the 2013 collection include:   * a small level of under‑coverage of the preschool programs in some sectors, particularly programs delivered to three year olds * comprehensive child unit record level data are not currently available for all jurisdictions, particularly for the non‑government sector or unfunded preschools * children enrolled in multiple preschool programs are not identifiable within all jurisdictions * differences between data element collection methodologies and alignment to National data standards across jurisdictions.   Where information on the child’s usual place of residence is not available ‑ that is, where insufficient information on the child’s address was collected or, where no address details have been provided, remoteness area in 2013 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website. | |
| Coherence | Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions. | |
| Accessibility | The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC.  If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070. | |
| Interpretability | National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * preschool services 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 * cost information is not collected for all preschool programs. Caution should therefore be used when interpreting median costs. | |

### Staff quality in ECEC

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

Data quality information for this indicator has been developed by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Effectiveness — Quality — Access | |
| Indicator | Staff quality in ECEC | |
| Measure/s (computation) | Definition  The proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified.  Numerator:  Number of episodes of workers (all roles) delivering a preschool program with qualification of Graduate 4 years and above or Bachelor degree pass (3 years or equivalent).  Denominator:  Number of episodes of workers (all roles) delivering a preschool program (i.e. irrespective of workers qualifications).  Computation:  The number of episodes of workers delivering a preschool program who are at least three year university trained and early childhood qualified divided by the total number of episodes of workers delivering a preschool program. | |
| Data source/s | Numerator/denominator: ABS (2014 and unpublished) *Preschool Education, Australia, 2013* (cat. no. 4240.0). | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Preschool Education, Australia, 2013 (cat. no. 4240.0) is compiled from data from the NECECC. The NECECC is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for ECEC. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001).  For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see the ABS website. | |
| Relevance | In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments’ endorsement of a new NP ECE. The NECECC was conducted for the fourth time in 2013 as part of data improvement projects under the NP ECE and the NIA ECEC. The aim of the NECECC is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2013 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.  The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the NECECC is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This 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. Long day care centres that do not operate a preschool program are considered out of scope.  The operational collection scope of worker information for the NECECC consists of all paid employees who were working at an in‑scope service provider during the reference period are in‑scope of the collection. This includes both contact and non‑contact workers, and is irrespective of whether the worker delivered a preschool program during the reference week.  The collection date for the NECECC is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a reference period of 29 July 2013 – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.  A summary of jurisdictional collection reference periods for 2013 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001). | |
| Timeliness | The NECECC was conducted for the fourth time in 2013 and will continue to be conducted annually. Information from the 2013 collection was released within 8 months of the August 2013 reference period. | |
| Accuracy | Data for the NECECC have been compiled according to the National standards outlined in the ECEC NMDS in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2013, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.  Data limitations for the 2013 collection include:   * worker level data in the NECECC do not include a unique identifier and as a consequence they can only be reported as episodes of workers delivering preschool programs * incomplete and inconsistent reporting of workers and worker qualifications * a small level of under‑coverage of the preschool programs in some sectors * differences between data element collection methodologies and alignment to National data standards across jurisdictions.   Worker level data should be used with caution as there is a high likelihood of worker duplication across and within source data files, due to the same worker delivering preschool programs at multiple service providers during the reference period.  For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001). More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website. | |
| Coherence | Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2013 (cat. no. 4240.0) may not be directly comparable across all jurisdictions. | |
| Accessibility | The ABS publication Preschool Education, Australia, 2013 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the NECECC. If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1 300 135 070. | |
| Interpretability | National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2013 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the NECECC data. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * worker level data in the NECECC do not include a unique identifier and as a consequence they can only be reported as episodes of workers delivering preschool programs. These data should be used with caution as there is a high likelihood of worker duplication across and within source data files, due to the same worker delivering preschool programs at multiple service providers during the reference period. | |

### Achievement of the National Quality Standard(NQS)

#### The proportion of National Quality Framework (NQF) approved services with an quality rating of ‘Meeting NQS’ or ‘Exceeding NQS’ overall and by each of the quality areas.

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Children’s Education and Care Quality Authority (ACECQA), with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Effectiveness — Quality — Standards | |
| Indicator | Achievement of the NQS | |
| Measure/s (computation) | Definition:  The proportion of approved services with a rating of ‘meeting NQS’ or ‘exceeding NQS’ for each of seven quality areas:   * 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 * Overall   Numerator:  Number of approved services with a rating of ‘meeting NQS’ or ‘exceeding NQS’ for each quality area and overall.  Denominator:  Number of approved services with a quality rating.  Computation:  The number of approved services with a rating of ‘meeting NQS’ or ‘exceeding NQS’ for each quality area and overall divided by all approved services with a quality rating. | |
| Data source/s | ACECQA NQF Snapshot Q2 2014. | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | The NQF was introduced on 1 January 2012, with the assessments beginning in mid‑2012. The NQF operates under an applied law system, comprising the Education and Care Services National Law and Education and Care Services National Regulations. The NQS is schedule 1 to the National Regulations.  The NQS is a key aspect of the NQF and sets a national benchmark for ECEC, and outside school hours care services in Australia. The NQS also promotes continuous quality improvement.  ACECQA guides the implementation of the NQF nationally and ensures consistency in delivery.  SA has set up a new independent regulatory authority for children’s education and care services, while other regulatory authorities mainly operate within existing state and territory government departments. | |
| Relevance | The NQF applies to most long day care, family day care, outside school hours care and preschools in Australia. NQF information is entered into the national database – the NQAITS.  The data cover services with a quality rating. At 30 June 2014, 40 per cent of services have a quality rating. Future reports will incorporate quality ratings data for an increasing proportion of services.  WA has completed the smallest proportion of quality ratings. The assessment and rating process started later there because the law only came into effect in WA un August 2012. SA also has a relatively lower proportion of quality rated services than other jurisdictions. | |
| Timeliness | Updated quality ratings are published weekly through the NQAITS national register , and after a 14 day review period has elapsed. A quarterly report is also published which provides analysis on children’s education and care services assessed and rated against the NQS in Australia at the end of each quarter.  As the NQF progresses, every service in the country will be assessed against the new quality standard.  Reporting is based on services rated up to the most recent point in time  (30 June 2014). Any service that received a final quality rating within 14 days of the report cut‑off data (30 June 2014) was excluded from the total reported population of approved and rated services. This means that reported data are consistent with the data that was available from the national register at 30 June 2014. | |
| Accuracy | Some jurisdictions have rated only a small number of services and the services rated are not selected randomly so may not be representative of all services. | |
| Coherence | Every service receives a rating for seven quality areas and an overall rating. There are five rating levels within the national quality rating and assessment process. The lower four rating levels are administered by state and territory regulatory authorities. The highest rating level ‘excellent’ is administered by ACECQA, and on application.  Some jurisdictions have rated only a small number of services and the services rated are not selected randomly so may not be representative of all services. | |
| Accessibility | A quarterly snapshot report is published by ACECQA which provides analysis on children’s education and care services assessed and rated against the NQS in Australia at the end of each quarter.  Ratings for services against each quality area and an overall rating are published weekly on the national register of services on the ACECQA website and on the MyChild website. | |
| Interpretability | The ACECQA website contains detailed information on the NQS and assessment and ratings. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * 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, care must be taken in drawing conclusions about education and care services that are yet to be rated based on those that have been rated to date * reporting is based on services rated up to the most recent point in time (30 June 2014). As more services are assessed reporting will become increasingly comprehensive. It is currently based on the 40 per cent of services that have received a quality rating since the start of the assessment and ratings process in June 2012. | |

### Total government recurrent expenditure on ECEC per child in the community

#### Australian Government and State and Territory government recurrent expenditure on ECEC per child

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education and State and Territory governments, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Efficiency — Inputs per output unit — Dollars per child | |
| Indicator | Total government recurrent expenditure on ECEC per child in the community. | |
| Measure/s (computation) | Definition  Australian Government and State and Territory government recurrent expenditure on ECEC per child aged 0–12 years in the community.  Numerator:  Australian Government and State and Territory government recurrent expenditure on ECEC.  Denominator:  Number of children aged 0–12 years in the community.  Computation:  Australian Government and State and Territory recurrent expenditure on ECEC divided by the number of children aged 0–12 years in the community. | |
| Data source/s | Numerator:  Australian Government Department of Education and State and Territory governments (unpublished).  Denominator:  ABS (unpublished) *Australian Demographic Statistics, Dec 2013* (cat. no. 3101.0). | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Australian Government child care data are collected by the Department of Education.  State and Territory child care and preschool data are collected by individual State and Territory departments.  ERP data are obtained from the ABS. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see the ABS website. | |
| Relevance | Government recurrent expenditure includes one‑off, non‑capital payments to peak agencies who support child care and preschool service providers.  Rates of the population are based on as a proportion of the ERP collected by the ABS. | |
| Timeliness | Government recurrent expenditure is available annually on a financial year basis.  ABS population estimates used for the denominator of population rates are available each year. | |
| Accuracy | Australian Government data include expenditure for some children aged greater than 12 years, including Aboriginal and Torres Strait Islander children and children with special needs. Children can use more than one type of care. Children are counted once for each type of care they use. | |
| Coherence | Australian Government recurrent expenditure covers 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. | |
| Accessibility | To date government recurrent expenditure data are unpublished and released for purposes of this Report. | |
| Interpretability | All efficiency data need to 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. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * all Australian Government recurrent expenditure reported for this indicator is provided for child care services. All State and Territory government recurrent expenditure reported is for both child care and preschool services * government expenditure includes recurrent expenditure on child care and preschool services. Unit cost data for ECEC do not yet contain an estimate of user cost of capital. | |

### Australian Government recurrent expenditure per child attending CCB approved child care

#### Australian Government recurrent expenditure per child aged 0–12 years attending CCB approved child care services

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Effectiveness — Quality — Standards | |
| Indicator | Australian Government recurrent expenditure per child attending CCB approved child care | |
| Measure/s (computation) | Definition  Australian Government recurrent expenditure per child aged 0–12 years attending Australian Government CCB approved child care services in Australia.  Numerator:  Australian Government recurrent expenditure on CCB approved child care services.  Denominator:  Number of children aged 0–12 years attending Australian Government CCB approved child care services.  Computation:  Australian Government recurrent expenditure on CCB approved child care services divided by the number of children aged 0–12 years attending Australian Government CCB approved child care services. | |
| Data source/s | Australian Government Department of Education (unpublished) | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Australian Government CCB approved child care services data are collected through the CCMS by the DSS under the Family Assistance (Administration) Act. These data are compiled for this Report by the Department of Education. | |
| Relevance | Australian Government CCB approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available. | |
| Timeliness | Australian Government CCB approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis. | |
| Accuracy | Includes expenditure for some children aged greater than 12 years, including Aboriginal and Torres Strait Islander children and children with special needs. Children can use more than one type of care. Children are counted once for each type of care they use. | |
| Coherence | Australian Government CCB approved child care services has been consistent since the introduction of the CCMS. The definitions remain unchanged. | |
| Accessibility | The Australian Government CCB approved child care data at the service level are protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of this Report. | |
| Interpretability | All efficiency data need to 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. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * all Australian Government recurrent expenditure reported for this indicator is provided for child care services * government expenditure includes recurrent expenditure on child care. Unit cost data for ECEC do not yet contain an estimate of user cost of capital. | |

### Family work‑related needs for child care

#### The proportion of children aged 0–12 years in families for whom additional formal child care is currently required for work‑related reasons

Data quality information for this indicator has been developed by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

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| --- | --- | --- |
| Indicator definition and description | |  |
| Element | Outcomes | |
| Indicator | Family work‑related needs for child care | |
| Measure/s (computation) | Definition:  The proportion of children aged 0–12 years, who currently required additional formal child care where the main reason was work‑related.  Numerator:  Number of children aged 0–12 years who currently required additional formal child care where the main reason for care was ‘work‑related’.  Denominator:  All children aged 0–12.  Computation:  The number of children aged 0–12 years who required any formal child care for mainly work‑related reasons, divided by all children aged 0–12. | |
| Data source/s | Numerator/denominator:  ABS (unpublished TableBuilder) *Childhood Education and Care, Australia, June 2011* (cat. no. 4402.0). | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Data are collected and compiled by the ABS through the Childhood Education and Care Survey (CEaCS), conducted throughout Australia in June 2011 as a supplement to the ABS monthly Labour Force Survey. Information was obtained through interviews conducted over a two‑week period between 5‑18 June 2011.  For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see the ABS website. | |
| Relevance | The proportion of children aged 0–12 years who required additional formal child care for mainly work related reasons are available by state/territory disaggregation. Data for the NT were not available for publication, but are included in the total for Australia.  All data are collected to standard classifications as stated in the CEaCS see ABS Explanatory notes. | |
| Timeliness | The reference period for the 2011 CEaCS is June 2011 and data from the 2011 CEaCS was published in May 2012. From 1969 to 2005 the ABS conducted 12 Child Care Surveys and from 1993 the survey has been run every three years. Data from the 2014 CEaCS is expected to be available for the 2016 Report. | |
| Accuracy | Survey information was obtained through interviews with occupants of  5670 dwellings across Australia. The survey sample size for each jurisdiction was: NSW: 1332; Victoria: 1143; Queensland: 1010; WA: 768; SA: 641; Tasmania: 345; ACT: 237 and the NT: 194.  Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey.  Data that have relative standard errors above 25 per cent are indicated (by italics), and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of the ‘Statistical context’ for more information on confidence intervals and relative standard errors.  The survey was conducted in both urban and rural areas in all states and territories, but excluded persons living in very remote parts of Australia who would otherwise have been within scope of the survey. The exclusion of these persons will have only a minor impact on any aggregate estimates that are produced for individual states and territories, except in the NT where such persons account for around 23 per cent of the population.  Non‑sampling errors include inaccuracies that occur because of imperfections in reporting by respondents and interviewers, and errors made in coding and processing data. These inaccuracies may occur in any enumeration whether it be a full count or a sample. Every effort is made to reduce the non‑sampling error to a minimum by careful design of questionnaires, intensive training and supervision of interviewers, and efficient processing procedures | |
| Coherence | The 2011 survey excluded people living in very remote parts of Australia which may impact on data from the NT where this accounts for approximately 23 per cent of the total population. | |
| Accessibility | Predominantly national level information are published in the CEaCS (cat. no. 4220.0) on the ABS website. A range of data cubes, with a focus on state/territory level information, are also available on the ABS website. Additional data can be accessed from the ABS. Costs are associated with additional data and vary depending on the type of request. | |
| Interpretability | CEaCS (cat. no. 4402.0) includes Explanatory notes and a Glossary available on the ABS website. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * excludes persons living in very remote parts of Australia who would otherwise have been within scope of the survey. This affects the comparability of the NT results where such persons account for around 23 per cent of the population * since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. | |

### Demand for ECEC

#### The proportion of children aged 0–12 years for whom additional formal child care or preschool services are currently required

Data quality information for this indicator has been developed by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Outcomes | |
| Indicator | Demand for ECEC | |
| Measure/s (computation) | Definition  The proportion of children aged 0–12 years who currently required additional formal child care or preschool services.  Numerator:  All children aged 0–12 years who currently required additional formal child care or preschool services.  Denominator:  All children aged 0–12 years.  Computation:  The number of children aged 0–12 years who currently required additional formal child care or preschool divided by all children aged 0–12 years. | |
| Data source/s | Numerator/denominator:  ABS (unpublished TableBuilder) *Childhood Education and Care, Australia, June 2011* (cat. no. 4402.0) | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Data are collected and compiled by the ABS through the CEaCS, conducted throughout Australia in June 2011 as a supplement to the ABS monthly Labour Force Survey. Information was obtained through interviews conducted over a two‑week period between 5‑18 June 2011.  For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see the ABS website. | |
| Relevance | The proportion of children aged 0–12 years who currently required additional formal care or preschool services are available by state/territory disaggregation.  All data are collected to standard classifications as stated in the CEaCS see ABS Explanatory notes. | |
| Timeliness | The reference period for the 2011 CEaCS is June 2011 and was published in May 2012. From 1969 to 2005 the ABS conducted 12 Child Care Surveys and from 1993 the survey has been run every three years. Data from the 2014 CEaCS is expected to be available for the 2016 Report. | |
| Accuracy | Survey information was obtained through interviews with occupants of  5670 dwellings across Australia. The survey sample size for each jurisdiction was: NSW: 1332; Victoria: 1143; Queensland: 1010; WA: 768; SA: 641; Tasmania: 345; ACT: 237 and the NT: 194.  Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey.  Data that have relative standard errors above 25 per cent are indicated (by italics), and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.5 of the ‘Statistical context’ for more information on confidence intervals and relative standard errors.  The survey was conducted in both urban and rural areas in all states and territories, but excluded persons living in very remote parts of Australia who would otherwise have been within scope of the survey. The exclusion of these persons will have only a minor impact on any aggregate estimates that are produced for individual states and territories, except in the NT where such persons account for around 23 per cent of the population.  Non‑sampling errors include inaccuracies that occur because of imperfections in reporting by respondents and interviewers, and errors made in coding and processing data. These inaccuracies may occur in any enumeration whether it be a full count or a sample. Every effort is made to reduce the non‑sampling error to a minimum by careful design of questionnaires, intensive training and supervision of interviewers, and efficient processing procedures. | |
| Coherence | The 2011 survey excluded people living in very remote parts of Australia which may impact on data from the NT where this accounts for approximately 23 per cent of the total population. | |
| Accessibility | Predominantly national level information are published in the CEaCS  (cat. no. 4220.0) on the ABS website. A range of data cubes, with a focus on state/territory level information, are also available on the ABS website. Additional data can be accessed from the ABS. Costs are associated with additional data and vary depending on the type of request. | |
| Interpretability | CEaCS (cat. no. 4402.0) includes Explanatory notes and a Glossary available on the ABS website. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * excludes persons living in very remote parts of Australia who would otherwise have been within scope of the survey. This affects the comparability of the NT results where such persons account for around 23 per cent of the population * since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. | |

### Out‑of‑pocket costs of child care

#### The proportion of weekly disposable income that families spend on child care services before and after the payment of child care subsidies

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Outcomes | |
| Indicator | Out‑of‑pocket costs of child care | |
| Measure/s (computation) | Definition  Out‑of‑pocket costs of child care is the proportion of weekly disposable income that families spend on child care services before and after the payment of child care subsidies (against gross annual income of $35 000; $55 000; $75 000; $95 000; $115 000, $135 000 and $150 000).  Numerator:  Out‑of‑pocket cost  Denominator:  Disposable income  Computation:  The average cost of long day care for 1 child using 45 or more hours of care  (pro‑rated to 50 hours) is calculated. Applicable rates of CCB are deducted, then the 50% Child Care Rebate deduction is applied. The remaining figure is the out of pocket cost. This is then expressed as a percentage of disposable income for families in the various income ranges (Income is assumed to be split between 2 people on a 60:40 basis). | |
| Data source/s | Australian Government Department of Education (unpublished) | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | Australian Government CCB approved child care services data are collected through the CCMS by the DSS under the Family Assistance (Administration) Act. These data are compiled for this Report by the Australian Government Department of Education. | |
| Relevance | Australian Government CCB approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available. | |
| Timeliness | Australian Government CCB approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis. | |
| Accuracy | Data sourced from CCMS are collected via an electronic administrative system. | |
| Coherence | Australian Government CCB approved child care services has been consistent since the introduction of the CCMS. The definitions remain unchanged. | |
| Accessibility | The Australian Government CCB approved child care data at the service level are protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of this Report. | |
| Interpretability | Lower out of pocket costs 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, localised living costs) can influence child care costs. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * 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. | |

### ECEC outcomes

#### The proportion of children who have had ECEC experience that are developmentally vulnerable on one or more domains of the Australian Early Development Census (AEDC)

Data quality information for this indicator has been developed by the Secretariat in consultation with the Australian Government Department of Education, with additional Steering Committee comments.

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| Indicator definition and description | |  |
| Element | Outcomes | |
| Indicator | ECEC outcomes | |
| Measure/s (computation) | Definition  The proportion of children who have had ECEC experience that are developmentally vulnerable on one or more domains of the AEDC.  Numerator  The number of children with a valid domain score who have had ECEC experience that are developmentally vulnerable on one or more domains of the AEDC.  Denominator  The number of children with at least one valid domain score on the AEDC who had ECEC experience.  Computation  The number of children who have had ECEC experience and are developmentally vulnerable on one or more domains divided by the number of children with at least one valid domain score who had ECEC experience. | |
| Data source/s | Australian Government (unpublished) *Australian Early Development Census 2012* | |
| Data Quality Framework Dimensions | |  |
| Institutional environment | AEDC data are reported by teachers in the first year of full time school. It is a national collection of all children in the first year of primary school. | |
| Relevance | Data are available on the basis of a specific AEDC local communities and communities, as well as by state and territory. | |
| Timeliness | Data were collected between May and July 2012. | |
| Accuracy | Teachers completed a checklist for each child in the first year of school. This was a census, which assessed almost 290 000 children. | |
| Coherence | The numerator and denominator are from the same collection. | |
| Accessibility | Unpublished data can be requested from the AEDC Data Manager, as long as requests meet the requirements of the AEDC data protocol. This is on a fee for service basis. The AEDC data protocol details the requirements for public release of data. | |
| Interpretability | User guides and explanatory material are available on the AEDC website. | |
| Data Gaps/Issues Analysis | |  |
| Key data gaps /issues | The Steering Committee notes the following issues:   * a range of factors have an impact on the AEDC results including parental and family circumstances and the availability and take‑up of services such as allied health, ECEC and parenting support. ECEC is just one factor contributing to results * not all children in the AEDC data set have a completed response for whether or not they attended ECEC. | |