

# New South Wales Implementation Plan

NATIONAL PARTNERSHIP ON UNIVERSAL ACCESS TO EARLY  
CHILDHOOD EDUCATION – 2018 AND 2019

## PART 1: PRELIMINARIES

1. This Implementation Plan is a schedule to the National Partnership on Universal Access to Early Childhood Education – 2018 and 2019 (the National Partnership) and should be read in conjunction with that Agreement.
2. The objective of the National Partnership is to facilitate children’s early learning and development and transition to school, by maintaining universal access to, and improving participation in, affordable, quality early childhood education programs for all children.
3. This objective is to be achieved through universal access to quality early childhood education program(s) for 600 hours per year, delivered by a qualified early childhood teacher who meets National Quality Framework requirements, and with a focus on participation by Indigenous, vulnerable and disadvantaged children, regardless of the setting in which programs are delivered.
4. Children living in remote Indigenous communities remain a focus for universal access.

## PART 2: TERMS OF THIS IMPLEMENTATION PLAN

5. This Implementation Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Education, and the state of New South Wales (NSW), represented by the Minister for Early Childhood Education.
6. As a schedule to the National Partnership, the purpose of this Implementation Plan is to provide the public with an indication of how universal access is intended to be delivered and demonstrate NSW’s capacity to achieve the outcomes of the National Partnership.
7. This Implementation Plan will cease on completion or termination of the National Partnership, including final performance reporting and processing of final payments against performance benchmarks or milestones.
8. This Implementation Plan may be varied by written agreement between the Commonwealth and State Minister responsible for it under the overarching National Partnership.
9. The Parties to this Implementation Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties’ commitment to the plan and its full implementation.

## PART 3: STRATEGY FOR IMPLEMENTATION

## Project information

10. The National Partnership reaffirms the commitment to provide universal access to, and improved participation by, children in quality early childhood education programs in the year before full-time school, with a focus on Indigenous and vulnerable and disadvantaged children and in a manner that meets the needs of children, parents and communities at a cost which does not present a barrier to participation.
11. The project elements planned are shown in Table 1:

**Table 1: Project elements**

No	Title	Short description	Planned start date	Planned end date	Dependent on projects
1	<b>Start Strong Model</b>	<p><b>Start Strong</b> – needs-based funding investment aimed at making 600 hours of preschool participation more affordable in centre-based preschool and long day care services. Start Strong provides increased support to children who enrol for 600 hours in the year before school, and to three-year-old children from low income and Aboriginal backgrounds and children with disability and/or additional needs.</p> <p>The 2018/19 NSW State Budget extended the Start Strong program to include funding for all three year old children in community preschools in accessing 600 hours of quality ECE in the two years before school, effective from 1 January 2019.</p>	1 Jan 2017	31 Dec 2019 (with a commitment to 2021 by NSW)	N/A
	<b>Community Preschools</b>	<p>Under Start Strong, per-child base funding rates have increased across all socio-economic bands. These rates start at \$4,250 and increase to \$6,600 for services in the most disadvantaged areas. Children aged three and over from Aboriginal and low income families receive the maximum base funding equity rate of \$6,600 regardless of socio-economic band.</p>	1 Jan 2017		
			1 Jan 2019		





No	Title	Short description	Planned start date	Planned end date	Dependent on projects
		children and families to actively participate in early childhood education and to support the learning of Aboriginal children within the Early Learning Years Framework are funded. Programs include, <b>Ninganah No More</b> Aboriginal language program to increase the level of Aboriginal languages being taught in early childhood services across NSW. <b>Aboriginal Families as Teachers</b> to strengthen the ability of Aboriginal families to build a rich home learning environment. The program also focuses on supporting active participation in early childhood education and <b>Deadly Teachers Solid Jarjums program</b> to increase the number of early education services embedding Aboriginal perspectives and pedagogies drawing on local Aboriginal culture.	July 2018	31 Dec 2019	
			July 2018	31 Dec 2019	
			April 2019		

12. As required by clause 22 (d) of the National Partnership, strategies are in place to ensure that funding is directed to support participation by all children in all quality early childhood education programs, regardless of whether programs are delivered through schools (government and non-government), standalone preschools or long day care centres. These strategies are included as project elements throughout this plan.
13. As required by clause 22 (e) of the National Partnership, state specific data and implementation issues are identified below. Each of the identified issues includes strategies to overcome or address them.
  - (a) Data accuracy for Indigenous sub-indicators will require careful consideration, given the volatility of estimates of Indigenous cohort level population that are used to calculate performance against these indicators.

### Estimated costs

14. The maximum financial contribution to be provided by the Commonwealth for the project to NSW is **\$252.1 million** payable in accordance with the milestones and performance benchmarks set out in the National Partnership. All payments are exclusive of GST.
15. The estimated overall budget (exclusive of GST) is set out in Table 2. The budget is indicative only and NSW retains the flexibility to move funds between components and/or years, as long as outcomes are not affected. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

**Table 2: Estimated financial contributions\***

(\$ million)	2017-18	2018-19	2019-20	Total
Elements 1 & 2#	37.0	124.9	90.2	252.1
*Total estimated budget	37.0	124.9	90.2	252.1
less estimated Commonwealth contribution	37.0	124.9	90.2	252.1
equals estimated balance of non-Commonwealth contributions	*	*		*
<b>Total Commonwealth contribution</b>	<b>37.0</b>	<b>124.9</b>	<b>90.2</b>	<b>252.1</b>

\* States and territories are responsible for the provision of early childhood education and NSW allocates its own source funding accordingly. Table 2 only includes funding under the National Partnership. Funding is based on enrolment growth projected for 2018 and 2019, based on enrolment data from the ABS' *Preschool Education, Australia, 2016*. Amounts do not add up due to rounding.

# The maximum Commonwealth financial contributions have been allocated to each project element on a pro-rata basis and are indicative only

## Program logic

16. The project elements detailed in this Implementation Plan will achieve the outcomes and objectives stated in the National Partnership, including for vulnerable and disadvantaged children and Indigenous children.
17. The manner in which these project elements will achieve the outcomes and objectives set out in the National Partnership is detailed in Table 3 below.

**Table 3: Program logic**

Project elements	Outputs	Outcomes	Reform / Project Objectives	Responsibilities
Elements 1 & 2 – Start Strong Model and Targeted Initiatives	<p>Implementing accessible quality early childhood education programs that meet the needs of parents and communities at a cost which does not present a barrier to participation, particularly for vulnerable and disadvantaged children.</p> <p>Delivering strategies and actions targeting the participation of Indigenous children, including in remote areas.</p> <p>Delivering strategies and actions targeting the participation of vulnerable and disadvantaged children.</p>	<p>All children, including vulnerable and disadvantaged children, have access to, and participate in, an affordable, quality early childhood education program.</p> <p>All Indigenous children have access to, and participate in, an affordable, quality early childhood education program.</p>	<p>To facilitate children’s early learning and development and transition to school, by maintaining universal access to, and improving participation in, affordable, quality early childhood education programs for all children.</p>	NSW

Project elements	Outputs	Outcomes	Reform / Project Objectives	Responsibilities
	Supporting all children's quality early childhood education participation, regardless of whether quality early childhood education programs are delivered through schools (non-government and government), standalone preschools, or long day care centres.			

## Risk management

18. The NSW Department of Education has a risk management plan in place. Risks have been actively identified, entered into a risk log and categorised in terms of impact and likelihood.

## New South Wales Context

19. In developing this Implementation Plan consideration has been given to the NSW context. Key factors that have influenced the proposed direction are below:
- (a) Changes to the funding system and the resultant Start Strong funding model build on the achievements of the Preschool Funding Model (PFM). The PFM stemmed from a review by Professor Deborah Brennan, which made recommendations to ensure that funding for early childhood education was simpler, better targeted, and easier to understand to support preschool access, including for three-year-old children from disadvantaged backgrounds.
  - (b) Community preschools make up approximately 20 per cent of preschool program provision in NSW, with a further 3 per cent located in schools, and the remaining 78 per cent in long day care.<sup>1</sup> This is in contrast to other jurisdictions with smaller long day care sectors.
  - (c) The profile of preschool services NSW currently funds using both Commonwealth and NSW government funding includes:
    - i. 100 government-run preschools
    - ii. around 740 community preschools
    - iii. over 2600 long day care providers.
  - (d) The NSW Start Strong Preschool Program made \$85 million available for community preschools, targeted at increasing 600 hour enrolments and reducing fees. NSW has committed an additional \$217 million under the 2017-18 NSW Budget to extend Start Strong to 2021.
  - (e) The NSW Start Strong LDC Program made \$30 million in funding available to long day care centres in 2017-18 and \$34 million in 2018-19. The objective is to increase participation of four and five-year-old children in quality preschool programs the year before full-time school. The Start Strong LDC Program will be assessed, and

<sup>1</sup> Rounding means these numbers add to 101 per cent.

future options will be developed to support access and enrolment targets irrespective of setting.

## PART 4: PERFORMANCE AND REPORTING ARRANGEMENTS

### Performance indicators, benchmarks and targets

20. Key indicators, data sources and benchmarks for assessing and monitoring performance are set out in Part 4 and Schedule A of the National Partnership.
21. With regard to reporting on attendance, NSW has agreed a target for 2018 with the Commonwealth, as set out in Table 4 below, and will report on progress towards this target as part of the National Early Childhood Education and Care Collection.

**Table 4: Bilaterally agreed attendance target**

2017 performance	2018 Target	2019 Target	Performance Benchmark/Target
96%	90%	90%	Annual targets agreed in Implementation Plans taking into account a jurisdiction's starting point and moving to 90 per cent over time.

Payments under this agreement are not tied to achievement of attendance targets.

As per previous agreements, the methodology for calculation of performance related to attendance targets will be where a child has participated in a quality preschool program for a minimum of one hour during the collection period.

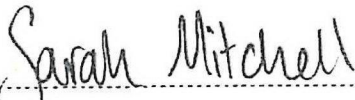
### Monitoring and reporting

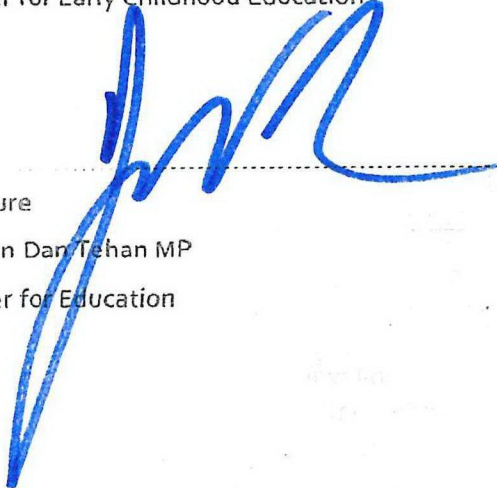
22. Commonwealth and State based collections or data sources and methodologies, agreed by both the Parties to this Plan, to measure progress against the performance milestones and benchmarks and targets in the National Partnership, are set out in Part 4 and Schedule A of the National Partnership.
23. These data and performance specifications will be used to report NSW's performance, except for the supplementary data agreed by the Parties to this Implementation Plan.
24. Supplementary data reports must contain the following details for each Performance Indicator where the method is not consistent with the Early Childhood Education and Care Minimal Data Set (NMDS):
  - performance Indicator calculation description (numerator, denominator, computation and presentation)
  - numerator Information (collection name and population description)
  - denominator Information (collection name and population description)
  - calculation notes (including any information about how the PI is calculated)
  - methodology
  - rationale for supplementary data and reporting (including any additional information to explain how and why the specifications for the supplementary data differ from the specifications in the NMDS).



**Sign off**

The Parties have confirmed their commitment to this agreement as follows:

  
-----  
Signature Date  
The Hon Sarah Mitchell MLC  
Minister for Early Childhood Education

  
-----  
Signature Date  
The Hon Dan Tehan MP  
Minister for Education