

New South Wales' Implementation Plan

NATIONAL PARTNERSHIP AGREEMENT ON UNIVERSAL ACCESS
TO EARLY CHILDHOOD EDUCATION - 2015

PART 1: PRELIMINARIES

1. This Implementation Plan is a schedule to the National Partnership Agreement on Universal Access to Early Childhood Education 2015 (NP UAECE or National Partnership hereafter), and should be read in conjunction with that Agreement.
2. The objective of the NP UAECE is to reaffirm the commitment to universal access to quality early childhood education programme(s), with a focus on improved participation of vulnerable and disadvantaged children, and in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation.

PART 2: TERMS OF THIS IMPLEMENTATION PLAN

3. This Implementation Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Education and Training, and the State of New South Wales, represented by the Minister for Early Childhood Education.
4. As a schedule to the NP UAECE, 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 New South Wales' capacity to achieve the outcomes of the NP UAECE by the expiry of the National Partnership.
5. This Implementation Plan supports the national approach to the regulation and quality assessment of education and care services consistent with the National Quality Framework.
6. This Implementation Plan will cease on completion or termination of the NP UAECE, including the processing of final payments against performance benchmarks.
7. This Implementation Plan may be varied by written agreement between the Commonwealth and State Ministers with responsibility for Early Childhood Education under the overarching NP UAECE.
8. 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

9. The NP UAECE reaffirms the commitment to provide universal access to, and improved participation by, children in quality early childhood education in the year before full-time school, with a focus on vulnerable and disadvantaged children and in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation.
10. Commonwealth, State and Territory governments will collaborate to develop a nationally agreed definition of vulnerable and disadvantaged children over time. Until this definition is agreed, vulnerable and disadvantaged children in New South Wales are defined for the purpose of this Agreement as those from Indigenous families and from families holding a low income Health Care Card or, in the case of children participating in early childhood education in long day care settings, families accessing the maximum Child Care Benefit.
11. New South Wales will address a range of critical gaps identified in the Review of the National Partnership on Universal Access to Early Childhood Education. For example, New South Wales supports universal access for all children by:
 - a) working with the Commonwealth and the Australian Bureau of Statistics to improve the quality of the national data collection to better reflect actual numbers of children enrolled and attending preschool in Long Day Care (LDC) centres.
 - b) continuing to deliver a preschool funding model that provides differential funding for preschools according to the Socio-Economic Index for Areas (SEIFA) in which they are located.
 - c) continuing support for children from Indigenous and vulnerable and disadvantaged backgrounds, including that every Indigenous child in a remote community in their year before school has access to a quality early childhood education.
 - d) delivering an Operational Support Program that maintains the viability of services, particularly in small, rural and /or vulnerable and disadvantaged communities.
12. New South Wales will direct funding to support participation in all preschool programmes regardless of whether programmes are delivered through schools (government and non-government), standalone preschools or LDC centres. For example:
 - a) an LDC grants programme will be offered to all LDCs that are regulated under the National Quality Framework and not currently receiving funding from the State Government.
 - b) Early Childhood Scholarships are available across all service types in the early childhood sector to increase the quality of the early childhood teaching workforce. Educators have the opportunity to upgrade their qualifications to a degree in early childhood education or undertake postgraduate study in special education, to support children's participation in quality preschool programmes.
 - c) a Preschool Funding Model for community preschools, with higher subsidies for children from disadvantaged and vulnerable backgrounds, thereby helping to support children's participation in quality preschool programmes.

13. The project elements planned are detailed below:

Table 1: Project elements

Short description	Planned start date	Planned end date
<p><i>1. Preschool Funding Model associated initiatives:</i> The Preschool Funding Model (PFM) scales subsidies for community preschools as closely as possible to the circumstances of each child's household, so that fees are better-aligned with the parents' capacity to contribute and are not a barrier to access for the most vulnerable and disadvantaged families. Included under the PFM are:</p> <p><i>Preschool Disability Support Program:</i> Supports participation of children with disabilities in quality preschool programmes. The model distributes funding according to need, using a sliding scale across three levels of disability.</p> <p><i>Operational Support Program:</i> Implements strategies to improve viability of services in disadvantaged areas.</p> <p><i>Thin Market Funding Program:</i> Supports services to remain financially viable during the transition period to the PFM.</p> <p><i>Additional PFM Measures include:</i></p> <ul style="list-style-type: none"> o Capital funding for services; o An expansion of the cluster management trial; o Research partnerships between the Department, universities and the sector; o Collection of data from Long Day Care services; o Funding in support of engagement and outreach support; and o Alignment of secondary grants programmes with the funding reform directions and universal access principles. 	<p>All initiatives have commenced, aside from the <i>Thin Market Program</i>, which starts in 2016.</p>	<p>All initiatives are ongoing, except the <i>Operational Support Program</i>, which is planned to cease in 2016.</p>
<p><i>2. Long Day Care Grants Program:</i> The proposed LDC Grants Program is designed to support participation in quality preschool programmes for children in their year before full-time school.</p> <p>A one-off grant will be offered to all LDC services that are regulated under the National Quality Framework, and are not currently in receipt of funding from the State Government.</p> <p>Funding will be calculated at the per-child level and allocated to services (or providers where they exist) for use on initiatives to support participation in quality preschool programmes that are delivered by an Early Childhood Teacher (ECT), using the Early Years Learning Framework (EYLF).</p> <p>Services (or providers where they exist) will be required to certify that they will meet these requirements as well as report</p>	<p>2015</p>	<p>December 2015</p>

Short description	Planned start date	Planned end date
<p>against the number of 4–5 year-old children participating in a quality preschool programme in the year prior to school. Reporting must occur through the Child Care Management System (CCMS) during the ABS Early Childhood Education and Care census window.</p>		
<p><i>3. Scholarship programmes offered across all preschool settings to support:</i></p> <ul style="list-style-type: none"> ○ Diploma qualified educators complete an early childhood teaching degree. ○ Early childhood teachers to undertake a post-graduate special education course. 	January 2013	December 2018
<p><i>4. Transition to School Statement:</i></p> <p>Roll out of a Statement (across all preschool settings), designed to assist in the transition of children from preschool to their first year of full-time school.</p>	September 2014	Ongoing
<p><i>5. Data collection improvements:</i></p> <p>Continuation of ongoing collaborative work between the Department, relevant Commonwealth agencies and the ABS, to improve the accuracy of the National Early Childhood Education and Care Collection (National Collection). Particular focus is on improving data on delivery of preschool programmes within LDC settings, including:</p> <ul style="list-style-type: none"> ○ Working with the ABS, the Early Childhood Policy Group and the Data Strategy Group to improve the quality of LDC data collection methods in the National Collection. ○ Identifying and working with LDC services that do not currently provide accurate information on preschool programmes through the CCMS; and subsequently determining how to account for this data alongside that which is already collected through the CCMS for the National Collection. ○ Communicating with the LDC sector on the benefits of completing the preschool component of the CCMS. 	Ongoing	Ongoing

Estimated costs

14. The maximum financial contribution to be provided by the Commonwealth for the project to New South Wales is \$129,432,131 payable in accordance with the performance milestones and 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 New South Wales 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

	2014-15	2015/16	Total
(\$ million)	\$38.8	\$90.6	\$129.4
*maximum total Commonwealth contribution			

* The Commonwealth is using \$1.5 million of the allocated \$406 million under the NP UAECE for national data development activities.

Programme 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 as defined by New South Wales in Clause 10.
17. The way in which these project elements will achieve the outcomes and objectives set out in the National Partnership is detailed in Table 3 overleaf.

Table 3: Programme logic

No.	Project elements	Outputs (services delivered)	Outcomes	Reform/Project Objectives
1.	<i>Revised "base" subsidies for community based preschools targeted to children in their year before school</i>	Subsidy amounts for each service scaled according to the SEIFA of the suburb in which the service is located.	Universal access to and improved participation in affordable, quality early childhood education programmes.	Universal Access to quality early childhood education, with a focus on improved participation of vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation.
	<i>Preschool Disability Support Program</i>	Implementation of a funding model which includes loadings for disability at three levels, and a universal disability loading for all preschools.	Support participation of children with disabilities in quality preschool programmes.	Universal Access to quality early childhood education, with a focus on improved participation of vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation.
	<i>Operational Support Program</i>	Supports long-term sustainability through implementation of strategies to maximise enrolments, attendance and appropriate fee structure to reduce cost as a barrier to participation.	Provide support that maintains the viability of services, particularly in small, rural and/or disadvantaged areas.	Universal Access to quality early childhood education, with a focus on improved participation of vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation.

No.	Project elements	Outputs (services delivered)	Outcomes	Reform/Project Objectives
	<i>Thin Market Funding Program</i>	Recognises that some services require additional support to accommodate operational changes during the transition to the PFM.	Support continued access to early childhood education locally.	Universal Access to quality early childhood education, with a focus on improved participation of vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation.
	<i>Increased loadings for community preschools based on their location</i>	Extra per child funding for services located in ARIA + Remote and Very Remote locations and additional loadings for services in Outer Regional locations. Extra funding per child for mobile services.	Universal access to and improved participation in affordable, quality early childhood education programmes. Indigenous children have access to and participate in an affordable, quality early childhood programme.	
	<i>More funding for children from Indigenous and vulnerable and disadvantaged backgrounds</i>	Indigenous and vulnerable and disadvantaged children to receive funding at the highest rate per child, with subsidies for up to two consecutive years per child.	Indigenous children have access to and participate in an affordable, quality early childhood programme. Universal Access to and improving participation in affordable, quality early childhood education programmes, with a focus on improved participation of vulnerable and disadvantaged	Children living in remote Indigenous communities remain a focus for Universal Access with an ongoing commitment to ensure that every Indigenous child in a remote community in their year before school has access to a quality early childhood education programme. Universal Access to quality early childhood education, with a focus on improved participation of vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation.

No.	Project elements	Outputs (services delivered)	Outcomes	Reform/Project Objectives
			children.	
	<i>Reformed funding arrangements in support of children with additional needs</i>	Refocusing of programmes for children with additional needs, with consolidated funding streams and better-targeting.	Vulnerable and disadvantaged children have access to and participate in an affordable, quality early childhood education programme.	Universal access to quality early childhood education programmes, with a focus on improved participation of vulnerable and disadvantaged children.
	<i>Measures in support of funding reform</i>	<p>A range of measures, including capital funding for preschools; expanded cluster management arrangements; research partnerships with universities; scholarships for educators; engagement and outreach support; long day care data collection and alignment of secondary grants programmes with funding reform directions.</p> <p>Reform funding arrangements for mobile preschools to improve service delivery and universal access in rural and remote areas.</p>	<p>Universal access to and improved participation in affordable, quality early childhood education programmes.</p> <p>Indigenous children have access to and participate in an affordable, quality early childhood programme.</p>	Universal Access to quality early childhood education, with a focus on improved participation of vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation.
2.	<i>Long Day Care (LDC) Grants Program</i>	<p>A one-off grant will be offered to all LDC services that are regulated under the National Quality Framework (NQF), and are not currently in receipt of funding from the State Government.</p> <p>The grants support participation in quality preschool programmes within the context of quality improvement and better data.</p>	<p>Universal access to and improved participation in affordable, quality early childhood education programmes.</p> <p>Improve data collection</p>	Universal Access to quality early childhood education, with a focus on improved participation of vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation.

No.	Project elements	Outputs (services delivered)	Outcomes	Reform/Project Objectives
		Improve reporting of preschool delivery within LDC settings.	methods to more accurately capture the extent of preschool delivery within LDCs.	
3.	<i>Scholarship programmes offered across all preschool settings</i>	Funding provided to support quality teaching under the Early Years Learning Framework. Two scholarship programmes are offered: scholarships for diploma qualified educators to upgrade their qualification to a degree in early childhood education – mainstream and rural and remote applicants only, and scholarships for post graduate study in Special Education. Provide career development opportunities to early childhood education staff. Increase services' access to early childhood teachers to meet NQF requirements.	Increase the quality of the early childhood teaching workforce, across all preschool settings.	Universal Access to quality early childhood education, with a focus on improved participation of vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation.
4.	<i>Transition to School Statement</i>	Provision of a standardised tool for use by all early childhood settings and families to help ensure all children have a smooth transition into school. Includes support for early childhood educators and school teachers to encourage its use and improve transition generally (including workshops, and community language translations).	Support improved outcomes for students in their first year of full-time school. Strengthens relationships and information sharing between families, early childhood settings and schools.	Universal Access to quality early childhood education, with a focus on improved participation of vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation.

No.	Project elements	Outputs (services delivered)	Outcomes	Reform/Project Objectives
5.	<i>Data collection improvements</i>	<p>More accurate data on the participation of children in early childhood education programmes in New South Wales.</p> <p>Improved consistency in the National Collection including through the removal of undercounting in the LDC sector in New South Wales.</p>	Improved evidence base to inform the development of policy to increase participation in early childhood education.	Universal Access to quality early childhood education, with a focus on improved participation of vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation.

Risk management

18. The New South Wales Department of Education and Communities has a risk management plan in place. Risks have been identified and actively managed. They are described in a risk log and categorised in terms of impact, likelihood and prescribed mitigation strategies.

New South Wales' Context

19. New South Wales is committed to participation in the National Partnership Agreement on Universal Access to Early Childhood Education, 2015. Participation in the National Partnership is central to the State's strategy for achievement of its *NSW 2021* target that all children have access to quality early childhood education in their year before school. *NSW 2021* is the Government's comprehensive plan to rebuild the economy, return quality services, improve infrastructure, restore accountability to Government, and strengthen the local environment and communities.
20. Public investment in the sector during the term of the previous National Partnership on Universal Access has delivered measurable improvements in the quality and extent of early childhood education in New South Wales.
21. For example, the most recent published report of jurisdictional progress towards achieving the goals (for the year 2012) notes increases in the proportion of children enrolled in a quality preschool programme for at least 15 hours per week, and a growing cohort of children receiving 12-15 hours per week. The progress report also notes a boost in the number of early childhood workers qualified at diploma level and above, ahead of the target figure for the year.¹
22. In addition, through the additional public investment delivered through the previous National Partnership on Universal Access, New South Wales achieved the goal that every child has access to a quality early childhood education programme in the 12 months before full-time schooling by June 2013.

¹ National Partnership Early Childhood Education Progress Report, accessible via the Department of Education website, education.gov.au

Key factors that have influenced the proposed direction are set out below in Table 4.

Table 4: Links with existing reforms or projects

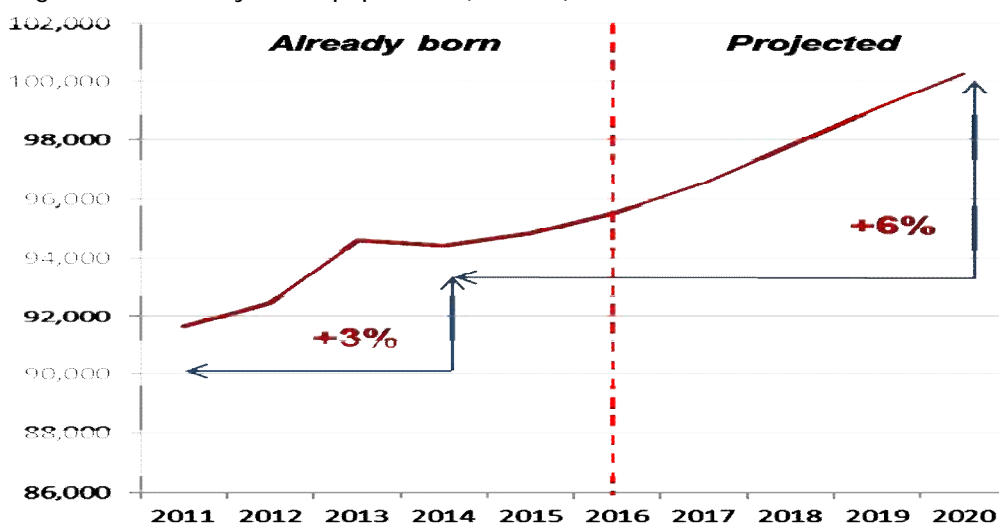
Proposed project elements	Existing reforms or projects	Complementary nature of activities
1. Preschool Funding Model associated initiatives	The Preschool Funding Model was introduced in 2014 as a result of the Brennan Review.	Facilitates increased participation for vulnerable and disadvantaged children as well as Indigenous children.
2. Long Day Care Grants Program	Supports children’s participation in quality preschool programs in LDCs.	Complements existing support for children attending community preschools.
3. Scholarship Programmes offered across all preschool settings	Support educators and services to meet the qualification requirements in the National Quality Framework, particularly in rural and remote communities.	Increases the number of early childhood teachers to help address the shortage of university qualified staff and provide quality preschool education to all children.
4. Transition to School Statement	Development and trialling of a strengths-based NSW Transition to School Statement to make it easier for early childhood services, families and schools to share information.	Complements the Early Years Learning Framework, and the National Quality Agenda – supporting collaborative partnerships between families and communities. Assists achievement of more successful participation for vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities.
5. Data collection improvements	Ongoing collaboration between the Department, relevant Commonwealth agencies and the ABS, to improve the accuracy of the National Data Collection.	Improving data on delivery of preschool programmes within LDC settings.

Challenges

23. In some areas, however, challenges have remained, particularly in relation to affordability for families in NSW and in engaging the minority of families who do not participate in any form of early childhood education.
24. Charting directions and options for addressing these challenges was the task of the Review of Government Funding for Early Childhood Education, the Government’s response to which forms the centrepiece of strategies detailed in this plan to address the Partnership deliverables.
25. The Review was established in 2011 to provide recommendations to the Government on how New South Wales could better target its investment to support all children having universal access to quality early learning. Appointed as Reviewer was respected social policy academic Professor Deborah Brennan of the University of New South Wales.
26. The Review delivered its report in April 2012. The Department of Education and Communities was then tasked to undertake detailed modelling of the Review’s recommendations, using actual service data that was not available to Professor Brennan. This work was completed in early 2013, leading to a Government announcement in March 2013 outlining reform directions for the sector.
27. The Government’s reform directions respond to a range of challenges to achieving universal participation as identified by the Brennan Review. These include an increase in the target cohort population and comparatively lower rates of participation by disadvantaged families. Activity under the National Partnership will focus on addressing these challenges and their underlying causes.

1: Increases in the target cohort population

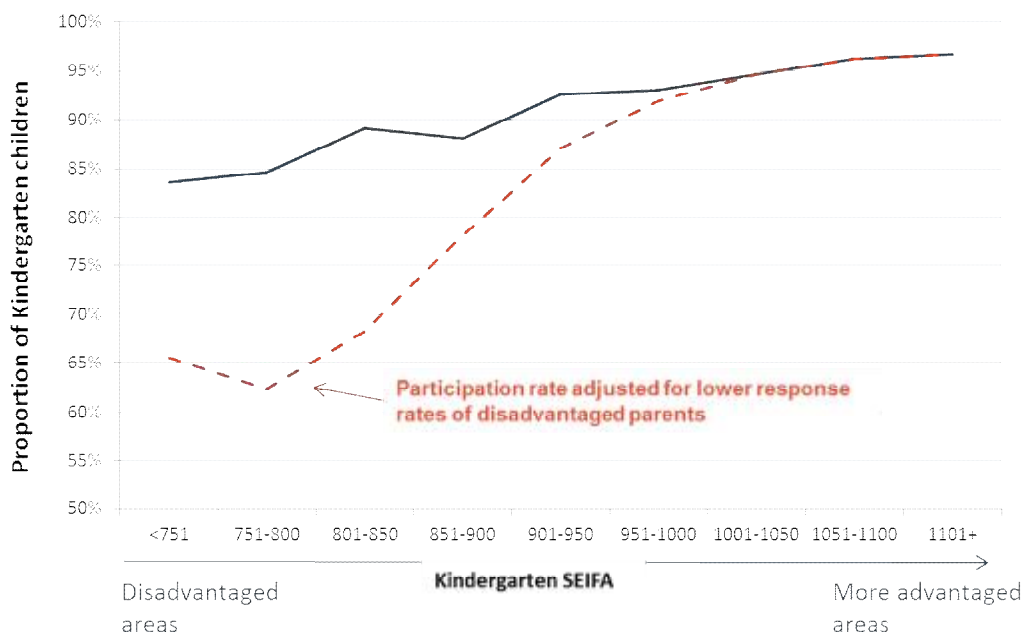
Figure 1: NSW four year old population (forecast)



28. Figure 1 shows that the number of four year olds in NSW is growing at an accelerated rate, with approximately 6,000 more children in this age group compared with the number in 2013. The data show that growth is also anticipated to be fastest in Indigenous communities.

2: Engaging a higher proportion of disadvantaged families

Figure 2: participation of Kindergarten children in ECEC in their year prior to school



29. The data in Figure 2 show that some children are not accessing quality preschool programmes in NSW before they start school and that some children living in more disadvantaged areas do not access preschool in any setting – including in long day care.

3: Promoting affordability

30. NSW data show that although fees for children in some disadvantaged areas are lower compared with more advantaged areas, there are inconsistencies, with some services in advantaged areas charging low fees and conversely, some services in disadvantaged areas charging high fees.

4: Better targeting of per-child subsidies

31. The Brennan Review stressed that to respond to State and national policy priorities within a finite budgetary environment, NSW should focus its investment in early childhood education more specifically on children in their year prior to school and in support of universal access. Services should also be supported consistent with their current enrolment and community profile.

Strategies

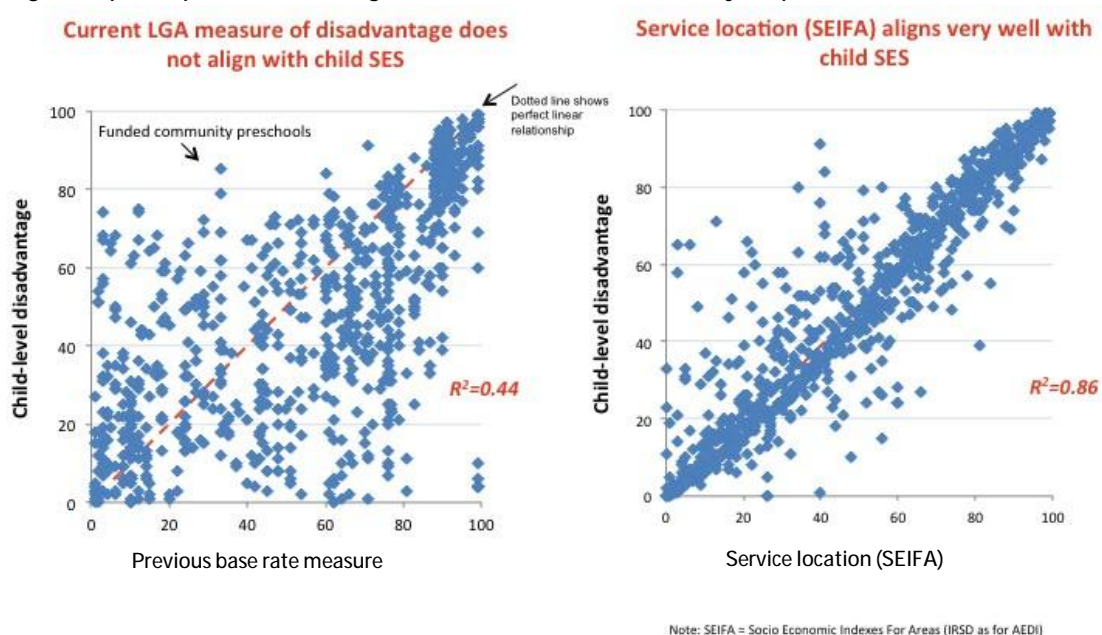
32. Under the Preschool Funding Model, funding is targeted to those children who need it most, including four and five-year-old children in their year before school, and three-year-old children from Indigenous or vulnerable and disadvantaged backgrounds. Key features include:

Revised base subsidies for community based preschools

33. Base subsidies for all community preschools will be scaled as closely as practical to the individual circumstances of each enrolled child's household.

34. While the Brennan Review recommended tying subsidy rates to the situation of each enrolled child's family, subsequent analysis has shown that enrolment profiles at each service are too volatile to provide for stable and predictable funding levels for services based on the circumstance of each enrolled child.
35. In light of this factor NSW has put in place a framework whereby subsidy amounts are linked to the Socio Economic Index For Areas (SEIFA) of the suburb in which each service is located.
36. Department of Education and Communities modelling based on sample data shows a high degree of correlation between the SEIFA of each service and the SEIFA of families with children enrolled at each service. The results of the modelling are shown in Figure 3 below. Included for comparison is a distribution based on Local Government Area (LGA). Under the previous funding model, NSW community preschools received funding at differential rates based on LGA.

Figure 3: participation of Kindergarten children in ECEC in their year prior to school



Higher per child amounts, particularly for vulnerable and disadvantaged children

37. Partnership funding will continue to be used to provide higher per-child amounts to services, with the highest increases for the most vulnerable and disadvantaged children. Per child funding for these children has increased significantly over previous levels.
38. Funding to support access to preschool for children from the most vulnerable and disadvantaged families is available at higher rates irrespective of the SEIFA of the service's suburb, for a maximum of two consecutive years.
39. Children from Indigenous families also qualify for support at the highest rate, with each child eligible for up to two consecutive years of support.
40. The higher funding is complemented by other targeted programmes being developed by NSW to encourage the participation of more families, particularly families in communities that show a historically low rate of engagement in early childhood education. These families are predominantly located in areas of relative socio-economic disadvantage.

More funding for remote services

41. The new system also features increased funding for services in remote areas. The funding, in the form of loadings, is to recognise the higher average operational costs for services in outlying areas and is calibrated using the Accessibility/Remoteness Index of Australia.
42. Services in the ARIA+ Very Remote, Remote and Outer Regional areas will qualify for increased funding in steps aligned to the degree of remoteness.

Funding for children with special needs

43. The Brennan Review identified opportunities to streamline and improve ways in which services are supported to enrol children with additional support needs, including children with disabilities and those with limited English language proficiency.
44. To achieve more transparent and efficient resourcing of services in support of these children, the Supporting Children with Additional Needs and Intervention Support Programs (birth to school entry-age component) has been combined into a single programme, which provides more funding support.
45. This means a more streamlined and transparent approach that will link the aims and outcomes of the programmes with the State Plan and National Partnership objectives for engagement and participation of vulnerable and disadvantaged children.
46. Similarly, funding to assist children from culturally and linguistically diverse backgrounds is recalibrated to focus more specifically on supporting the needs of children with limited English language proficiency.
47. From 2015 the Preschool Disability Support Programme will replace the Supporting Children with Additional Needs (SCAN) programme and Intervention Support Program (ISP) for community preschools.
48. Services will apply for funding to support the participation of children with disability for up to 600 hours per year. Children will be funded according to three levels of support, so that higher funding rates are available for children with higher level needs.
49. In addition, a per-child disability loading based on the number of eligible children will be provided to all community preschool services to support the inclusion of children with low-level needs.

Teacher Quality

50. The Brennan Review recognised that an appropriately qualified early childhood education workforce is required to achieve universal access to high quality early childhood education and care.
51. New South Wales has established two scholarship programmes to support educators upgrade their qualifications, and provide the workforce with opportunities for career development within the sector.
52. Early Childhood Teaching Scholarships are available to existing diploma-qualified educators who will undertake an early childhood teaching qualification. There is a

particular focus on educators working in rural and remote areas, particularly areas with identified shortages of early childhood teachers.

53. A further scholarship programme under the Preschool Disability Support Program will offer up to 20 scholarships each year for early childhood teachers working in a NSW community preschool to undertake a post-graduate Special Education course. This programme will increase the capacity of preschool educators to support the needs of children with disability.
54. New South Wales will commence a grants programme in 2015 to support the delivery of early childhood education consistent with the EYLF, by a qualified ECT. Subsidies will be made available to all long day care centres which provide early childhood education consistent with the EYLF, and all NQF-approved preschool services that are not currently in receipt of government funding.

Funding reform - support elements

55. Supporting the reformed funding framework for preschools will be a range of measures to build capacity and quality, as well as ensure better alignment of the aims and objectives of ancillary State grants programmes with the State and national priorities for access to and participation in early childhood education.
56. The range of measures will include
 - Capital funding for preschools;
 - Expanded cluster management arrangements;
 - Facilitation of partnerships between the Department of Education and Communities, universities and the sector, particularly in disadvantaged communities;
 - Engagement and outreach support for services in areas with concentrations of vulnerable and disadvantaged families;
 - Improved data collection, including preschool participation in the State's long day care sector;
 - Alignment of the aims and objectives of a range of State grant programmes towards achievement of Partnership goals for access and participation;
 - Operational support to support eligible preschools operate efficient and effective services and maximise the attendance of children in their year before school.

Transition to school statement

57. The transition to school statement will support families, early childhood services and schools to share information which will support the transition of children into schooling. The tool encourages collaboration between early childhood services and schools to enhance children's learning and wellbeing, linking the statement to Quality Area 6 of the National Quality Standard.
58. The Statement is completed by the child's early childhood educator, in cooperation with the family. All information is provided voluntarily. The Statement is then communicated to the child's intended school where it provides the school and teachers with information they can use in planning and preparing for the child's arrival and transition into the new learning environment.

PART 4: PERFORMANCE AND REPORTING ARRANGEMENTS

Performance indicators, benchmarks and targets

59. Key indicators, data sources and benchmarks for assessing and monitoring performance are set out in Part 4 and Schedule A of the NP UAECE.
60. With regard to reporting on attendance, New South Wales has agreed targets for 2014 and 2015 with the Commonwealth, as set out in Table 5 below, and will report on progress towards these targets as part of the National Collection.

Table 5: Bilaterally-agreed attendance target/s

Population group	Baseline data (2012) ²	2013 Result	2014 Target	2015 Target	Nationally Agreed Target
All children aged 4 and 5 years at 31 July	88.4 per cent	98.4 per cent	90.0 per cent	90 per cent	<i>90 per cent of enrolled children attending an early childhood education programme to be achieved over time</i>
Vulnerable and disadvantaged children aged 4 and 5 years at 31 July ³	99.3 per cent	99.0 per cent	No less than 90 per cent	No less than 90 per cent	
Indigenous children aged 4 and 5 years at 31 July ⁴	95.7 per cent	97.3 per cent	No less than 90 per cent	No less than 90 per cent	

Monitoring and reporting

61. 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 NP UAECE are set out in Schedule A of the NP UAECE.
62. These data and performance specifications will be used to report New South Wales performance, except for the supplementary data agreed by the Parties to this Plan in Schedule B.1 of this Plan.

²New South Wales 2012 Annual Report under the NP ECE. Calculation of target is attendance divided by enrolment. Attendance is the number of children aged 4 and 5 years old as at 31 July of the collection year who are attending a quality preschool programme in the year before full-time schooling that is available for at least 600 hours. Enrolment is the number of children aged 4 and 5 years old as at 31 July of the collection year who are enrolled in a quality preschool programme in the year before full-time schooling that is available for at least 600 hours.

³Based on methodology used for the NSW 2012 Annual Report under the NP ECE for reporting of participation of children from low income families. Preschool participation in long day care is captured through attendance data only. Figures for this indicator currently do not include NSW Government preschools, nor children who are both vulnerable and disadvantaged and Indigenous.

⁴Based on methodology used for the NSW 2012 Annual Report under the NP ECE for reporting of participation of Indigenous children. Preschool participation in long day care is captured through attendance data only.

Sign off

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

Signature

Date

The Hon Leslie Williams MP
Minister for Early Childhood Education

Signature

Date

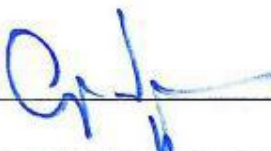
The Hon Christopher Pyne MP
Minister for Education and Training

Sign off

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

Signature  Date 15.6.15

The Hon Leslie Williams MP
Minister for Early Childhood Education

Signature  Date 18/6/15

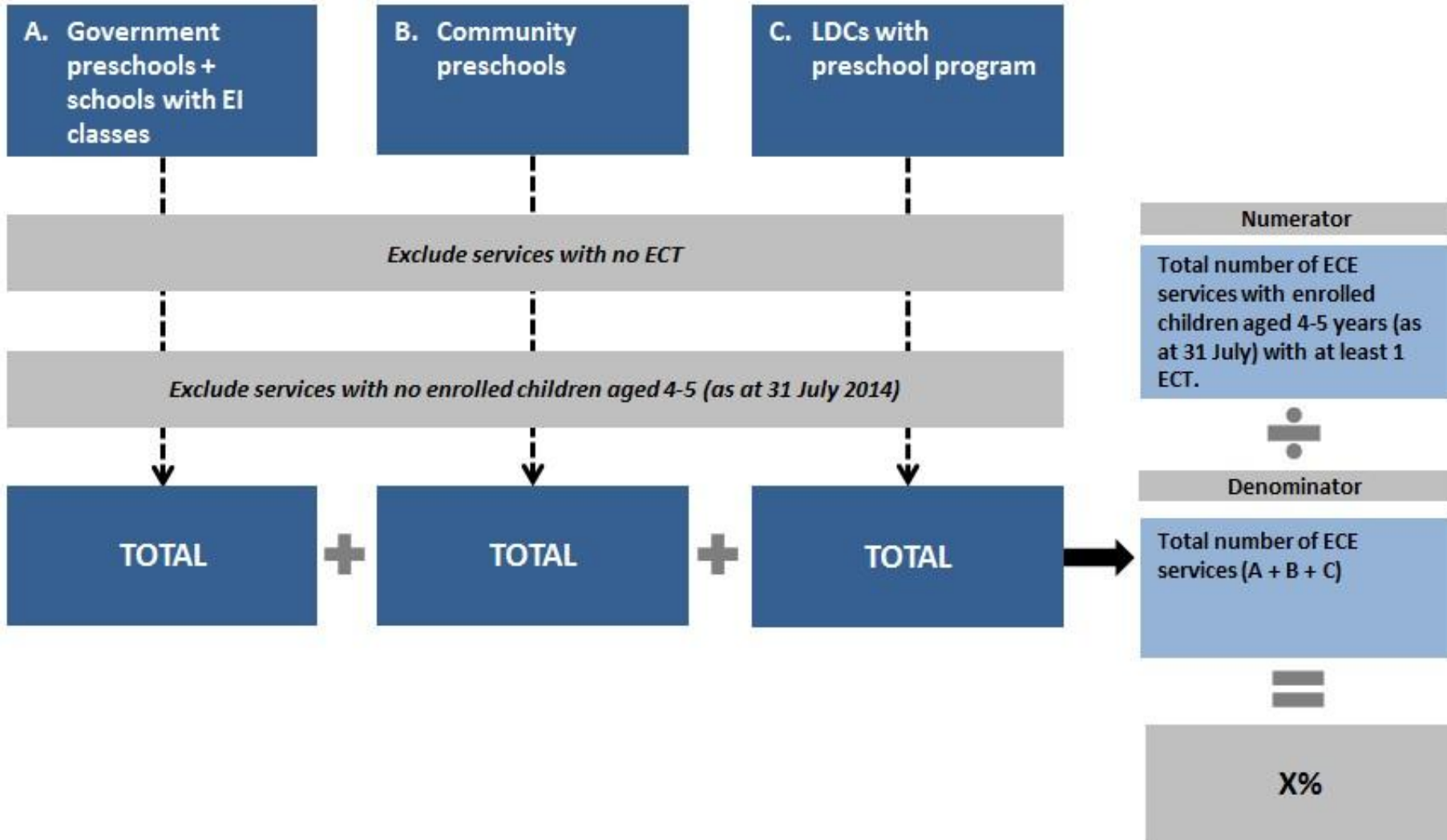
The Hon Christopher Pyne MP
Minister for Education and Training

Supplementary Data

New South Wales supplementary data specifications specified in the flow charts overleaf – these reflect the approach taken under the previous National Partnership and therefore provide a framework for the current NP UAECE, which may require refinement to improve measurement.

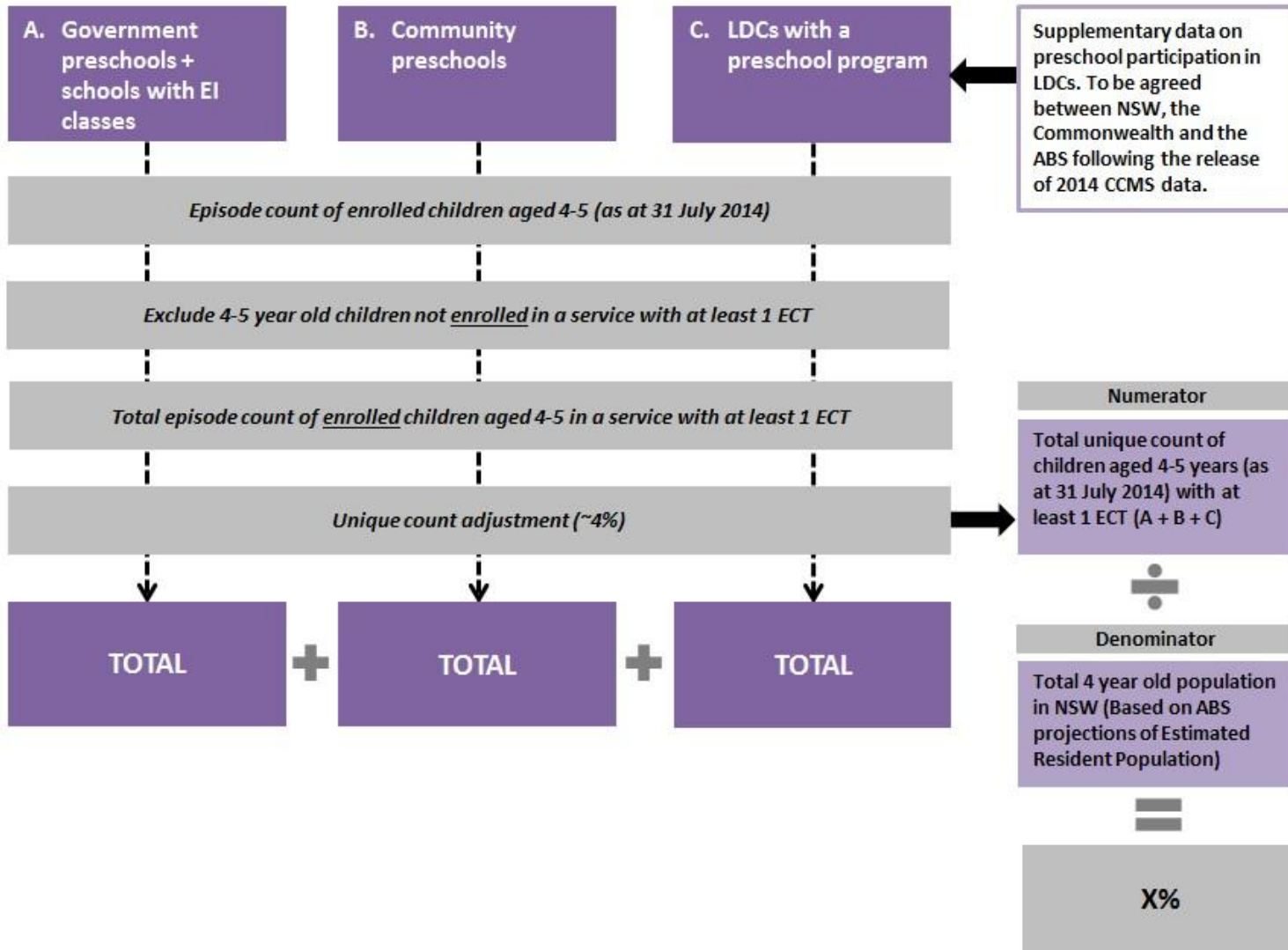
N.B. In the following performance indicators, EI refers to 'Early Intervention'.

The proportion of early childhood education programmes delivered by a qualified early childhood teacher who meets National Quality Framework requirements.

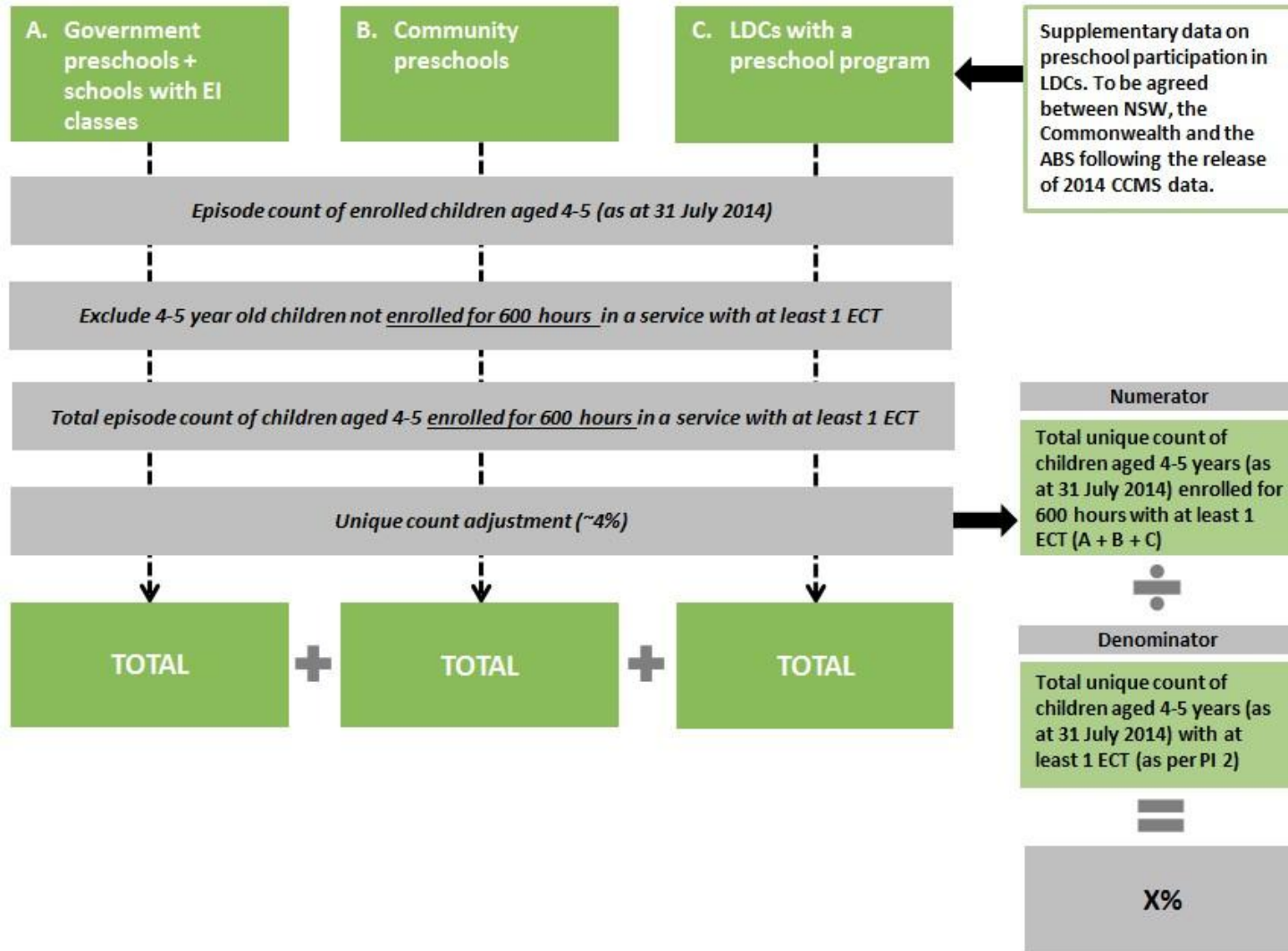


Performance Indicator 2:

The proportion of children enrolled in the year before full time school in quality early childhood education programmes.

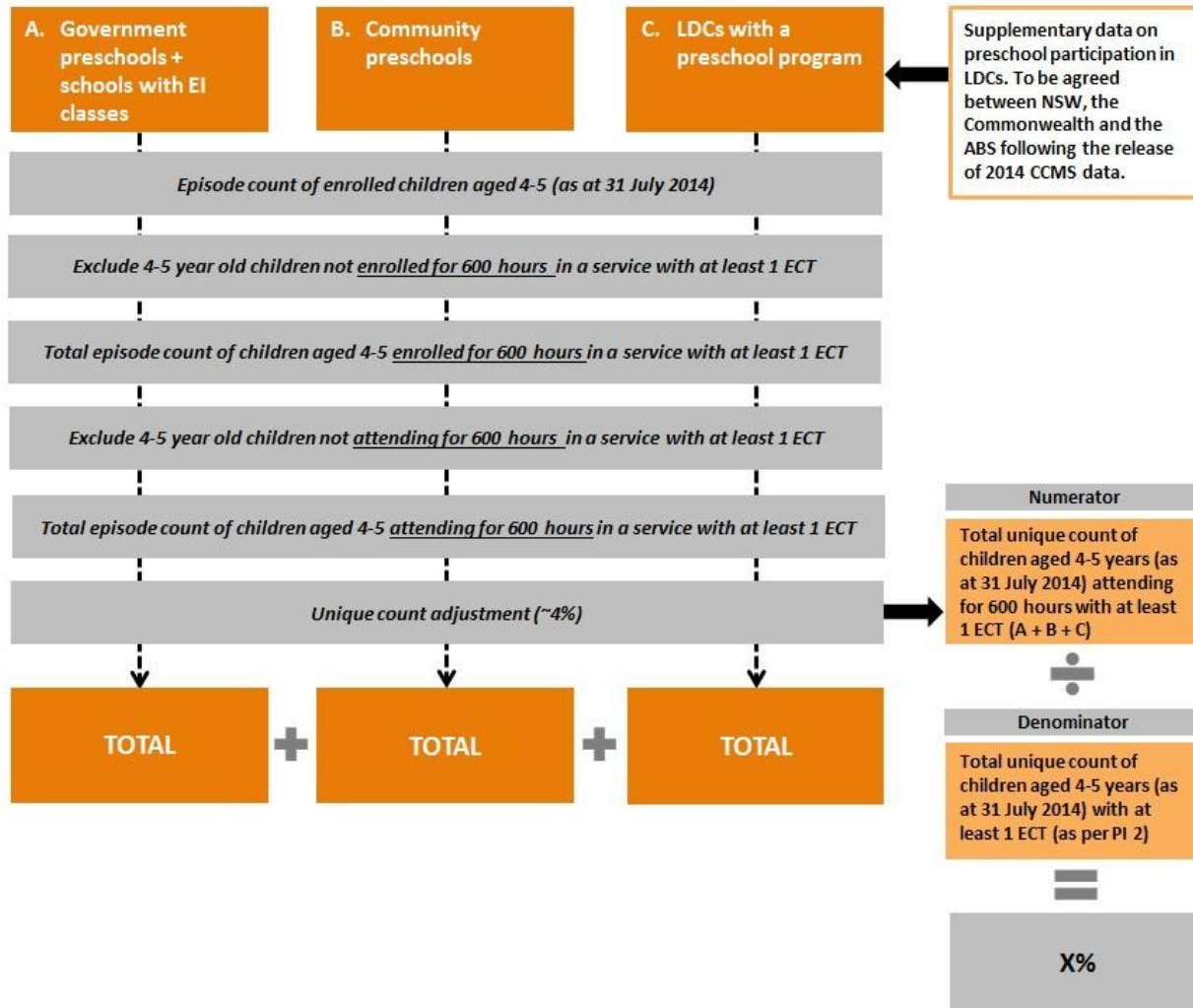


The proportion of enrolled children, enrolled in the year before full time school, in quality early childhood education programmes for 600 hours per year.



Performance Indicator 4:

The proportion of enrolled children, who attend in the year before full time school, quality early childhood education programmes for 600 hours per year.



Notes for Performance Indicators 2, 3 and 4

a) Disaggregation of Indigenous children:

Proportion of 4 and 5 years old children (as at 31 July 2014) that are receiving a ECE programme multiplied by the total number of 4 and 5 year old Indigenous children (as at 31 July 2014) in a LDC setting. This provides the estimate of 4 and 5 year old Indigenous children in LDC receiving an ECE programme.

b) Disaggregation of vulnerable and disadvantaged children: Estimated 4 year old vulnerable and disadvantaged population, derived from the proportion of families with children aged 4 and 5 years old in NSW earning less than or equal to \$46,748 pa (Low Income Health Care Card income limit for single parent with one dependent child as at May 2015), multiplied by the NSW 2011 census based Estimated Residential Population of 4 year olds.