

Queensland's 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) – 2015 and should be read in conjunction with that Agreement.
2. The objective of the NP UAECE is to reaffirm 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 Queensland, represented by the Minister for Education and Minister for Tourism, Major Events, Small Business and the Commonwealth Games.
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 Queensland's 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 covers the period from 1 January 2015 to 31 December 2015 and 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 Queensland Minister 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 Indigenous and 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. This will be progressed through the Early Childhood Policy Group.
11. For the purposes of reporting, Queensland will continue to use the Socio-Economic Indexes for Areas (SEIFA) measure (in particular the bottom quintile of statistical local areas) as a proxy measure of vulnerable and disadvantaged children. This will be supplemented by programme level information, for example, provision of subsidies to low income families in more socio-economically advantaged areas (to be defined in supplementary data reports).
12. As required by clause 21 (b) of the NP UAECE, address critical gaps in support as identified in the Review of the previous NP UAECE, as follows:
 - (a) Queensland's strategy under the NP UAECE is two-fold: to continue to deliver the initiatives that have been very successful in significantly increasing participation; and to focus efforts to improve participation by Indigenous and vulnerable and disadvantaged children.
 - (b) For Aboriginal and Torres Strait Islander children, Queensland will continue and strengthen a range of targeted strategies to support increased enrolment and inclusion in kindergarten programmes.
 - (c) Queensland's strategy 'Solid partners Solid futures' is an action plan for Aboriginal and Torres Strait Islander early childhood education. This strategy will ensure Aboriginal and Torres Strait Islander children from 0 to 8 years of age will learn, thrive and make successful transitions from home to early childhood education and care and school.
 - (d) Queensland has commenced a number of initiatives, both state-wide and location-specific, to address kindergarten participation challenges for Indigenous and vulnerable and disadvantaged children and families. These complement existing Queensland Government programmes and where possible, include integrated and collaborative approaches across target groups. They are designed to progressively grow culturally competent and inclusive early childhood practice and support early childhood educators.
 - (e) Queensland will continue to support a mixed market model of provision of early childhood education programmes. Under this model, the non-government sector is primarily responsible for the delivery of kindergarten programmes across a range of settings including standalone kindergartens, private and not-for-profit Long Day Care services and some non-state schools.
13. As required by clause 21 (e), the following strategies are to ensure that funding is directed to support participation in all preschool programmes, regardless of whether programmes are delivered through schools (government and non-government), standalone preschools or Long Day Care centres:

- (a) Queensland has a mixed market model of provision of early childhood education programmes, with the non-government sector primarily responsible for the delivery of programmes (particularly kindergarten programmes) across a range of settings including stand-alone community-managed kindergarten services, private and not-for-profit Long Day Care (LDC) services and some non-state schools.
- (b) Services offering an approved kindergarten programme (i.e. compliant to the requirements of universal access) can apply for funding under the Queensland Kindergarten Funding Scheme (QKFS) if they operate a community kindergarten service; kindergarten service by a non-state school; limited hours care service; or LDC service. To be eligible, an LDC service must be approved to receive Commonwealth Child Care Benefit payments on behalf of eligible families within the kindergarten programme, and therefore the QKFS subsidy is lower for LDC providers.

Table 1: Project elements

No.	Short description	Planned start date	Planned end date	Dependent on projects
1	Creating additional funded kindergarten places to meet demand	1 Jan 2015	31 Dec 2015	
2	Funding approved kindergarten programme delivery across a range of settings	1 Jan 2015	31 Dec 2015	
3	Supporting access for vulnerable and disadvantaged children	1 Jan 2015	31 Dec 2015	1,2,3,5,6
4	Supporting access for Indigenous children	1 Jan 2015	31 Dec 2015	1,2,5,6
5	Enhancing quality standards of kindergarten programmes	1 Jan 2015	31 Dec 2015	1,2,6
6	Maintaining community and sector awareness and engagement	1 Jan 2015	31 Dec 2015	
7	Supporting and improving data collection	1 Jan 2015	31 Dec 2015	

Estimated costs

14. The maximum financial contribution to be provided by the Commonwealth for the project to Queensland is \$85,614,340, payable in accordance with 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 Queensland retains the flexibility to move funds between components and/or years. 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
Maximum total Commonwealth contribution*	\$25.7m	\$60.0m	\$85.6m

*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 by Queensland.
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 below.

Outcomes and objectives of the National Partnership

Reference	Outcomes
<i>i</i>	vulnerable and disadvantaged children have access to and participate in an affordable, quality early childhood education programme
<i>ii</i>	Indigenous children have access to, and participate in, an affordable, quality early childhood education programme
<i>iii</i>	all Indigenous four year olds in remote communities have access to early childhood education
Reference	Outputs
<i>(a)</i>	implementing accessible quality early childhood education programme(s) which meet the needs of parents and communities at a cost which does not present a barrier to participation, particularly for vulnerable and disadvantaged children
<i>(b)</i>	delivering strategies and actions targeting the participation of vulnerable and disadvantaged children
<i>(c)</i>	delivering strategies and actions targeting the participation of Indigenous children, including in remote areas
<i>(d)</i>	supporting all children's preschool participation, regardless of whether preschool programme(s) are delivered through schools (non-government and government), standalone preschools or LDC services

Table 3: Programme logic

Project elements	Outputs (services delivered)	Outcomes	Timeframes	NP UA Outcomes	NP UA Outputs
1. Creating additional funded kindergarten places to meet demand	Extra funded kindergarten places	Establish extra kindergarten infrastructure in priority locations Increase proportion of Queensland Kindergarten and Long Day Care ECEC services with an approved funded kindergarten programme	By 31/12/2015	i, ii, iii	a), b), c), d)
2. Funding approved kindergarten programme delivery across a range of settings	Funding subsidies for long day care and kindergarten services	Subsidies support provision of affordable kindergarten programmes, and support participation by target groups	By 31/12/2015	i, ii, iii	a), b), c), d)
	Funding for the ECEC sector to support participation and programme delivery	Approved kindergarten programme providers are able to deliver quality kindergarten programmes and to improve participation and attendance by children	By 31/12/2015	i, ii, iii	a), b), c), d)
3. and 4. Supporting access for Indigenous, vulnerable and disadvantaged children	Funding subsidies to services and families to support participation by Indigenous, vulnerable and disadvantaged children	Indigenous, vulnerable and disadvantaged kindergarten-age children are supported to participate in a quality kindergarten programme that is affordable	By 31/12/2015	i, ii, iii	a), b), c), d)
	Needs-based early childhood education and development in disadvantaged locations	Identify locational needs and establish needs-based early childhood education and development infrastructure/programmes in disadvantaged locations	By 31/12/2015	i, ii, iii	a), b), c), d)
	Pre-Kindergarten Grants	Support Aboriginal and Torres Strait Islander families and families from vulnerable and disadvantaged backgrounds to increase access and participation in kindergarten in priority locations across Queensland	By 31/12/2015	i, ii, iii	a), b), c), d)
	Transition to kindergarten	Embed transition to kindergarten strategies in playgroups targeting vulnerable children/communities	By 31/12/2015	i, ii, iii	a), b), c), d)
	Embedding Aboriginal and Torres Strait Islander Perspectives in Early Childhood (EATSIPEC)	Strengthen the capacity of kindergarten providers to engage with Aboriginal and Torres Strait Islander families and deliver inclusive early childhood education programmes to meet the needs of Aboriginal and Torres Strait Islander children	By 31/12/2015	i, ii, iii	a), b), c), d)

Project elements	Outputs (services delivered)	Outcomes	Timeframes	NP UA Outcomes	NP UA Outputs
	Disability Support Funding	Support for eligible children with a diagnosed or suspected disability in a kindergarten service	By 31/12/2015	i	a), b)
	Transport Solutions	Increase participation of children from priority groups in kindergarten programmes where transport is a barrier to access	By 31/12/2015	i, ii, iii	a), b), c), d)
	Children in care	Work with child protection agencies to develop strategies to support children in the child protection system	As required throughout the life of the NP UAECE	i, ii, iii	b), c), d)
	Teaching materials for hearing impaired children	Services and families have access to video resources targeted at hearing impairment	By 31/12/2015	i	b), c), d)
	Specialised Equipment and Resources	Provide eligible kindergarten services with access to specialised equipment and professional resources to support children with disabilities to access the kindergarten programme	By 31/12/2015	i, ii, iii	a), b), c)
	Location-based funding subsidies	Subsidies that respond to degree of remoteness – service location by ARIA. Real funding guarantee for legacy kindergarten services in rural and remote areas	By 31/12/2015	i, ii, iii	a), b), c), d)
	eKindy	A distance kindergarten programme delivered by the School of Distance Education to children that cannot access a centre-based service due to isolation, illness or itinerant lifestyles	By 31/12/2015	i, ii, iii	a), b), c), d)
	Innovative, place-based solutions	Integrated service delivery and place based planning to assess and respond to areas of need/undersupply in rural/remote areas	By 31/12/2015	i, ii, iii	a), b), c), d)
5. Enhancing quality standards of kindergarten programmes	Professional development programme	A professional development programme for kindergarten teachers, schools leaders and Prep teachers, , delivered by the Queensland Curriculum and Assessment Authority, focusing on effective teaching and learning practices and opportunities to enhance continuity of learning across the Queensland Kindergarten Learning Guideline and the Australian Curriculum	By 31/12/2015	i, ii, iii	a), b), c), d)
	Accreditation of programmes	Accreditation of kindergarten programme guidelines by the Queensland Curriculum and Assessment Authority to ensure alignment with the Early Years Learning Framework and the	As required throughout the life of the NP UAECE	i, ii, iii	a), b), c), d)

Project elements	Outputs (services delivered)	Outcomes	Timeframes	NP UA Outcomes	NP UA Outputs
		Australian Curriculum			
	Workforce initiatives – scholarships and incentives	Incentives to ensure early childhood education and care staff upgrade their qualifications to enable them to deliver approved kindergarten programmes; and/or to attract and retain qualified teachers in hard-to-staff locations	By 31/12/2015	i, ii, iii	a), b), c), d)
6. Maintaining community and sector awareness and engagement	State-wide media strategy	Promote the value of kindergarten programmes, careers in teaching kindergarten and drive demand for kindergarten participation. Enable approved kindergarten providers to be easily identified in the community by the Kindy Tick	As required throughout the life of the NP UAECE	i, ii, iii	a), b), c), d)
	Departmental communications with the sector and the community	Information and advice regarding kindergarten programmes to families, educators and the early childhood education and care sector	As required throughout the life of the NP UAECE	i, ii, iii	a), b), c), d)
	Transition to school	Connecting the schooling sector with local early childhood education and care services to encourage and strengthen the transition from early childhood education to school	By 31/12/15	i, ii, iii	a), b), c), d)
	Governance – regular meetings with stakeholders	Informed early childhood education and care sector that works collaboratively with government to support continued implementation of the universal access to kindergarten strategy	As required throughout the life of the NP UAECE	i, ii, iii	a), b), c), d)
7. Supporting and improving data collection	Early Childhood Education and Care Services Census	Annual collection of information from the sector to inform planning and reporting	Collection occurs annually in August	All	All
	Supplementary data collections	Collection and/or analysis of additional data to inform planning and reporting for performance measures including data available through administrative systems	By 31/12/2015	i	b)
	Participate in national work to refine data definitions, including for vulnerable and disadvantaged children	Participation in national work through Early Childhood Policy Group and Data Strategy Group to refine data definitions for performance measures	Timeframes to be determined by the ECPG/ DSG.	All	All

Risk management

18. The Queensland Department of Education and Training 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.

Queensland Context

19. In developing this Implementation Plan consideration has been given to relevant context:
- a) Queensland has made substantial progress towards universal access to kindergarten, improving from the lowest baseline nationally of 29 per cent in 2008 to 106 per cent in 2014.
 - b) The Queensland Government only directly provides kindergarten programmes in some remote discrete Indigenous communities and for isolated children through the State Schools of Distance Education (eKindy). The majority of kindergarten programmes are delivered by the non-government sector.
 - c) The cost of the provision of kindergarten programmes in Queensland is shared between families (through fees) and subsidies from the Queensland and Commonwealth Governments. The Queensland Government provides subsidies to approved kindergarten programme providers, through the Queensland Kindergarten Funding Scheme, to ensure that families, including Indigenous, vulnerable and disadvantaged, can access an affordable programme.
 - d) The Queensland model of kindergarten provision has been found to be lower cost compared to other state jurisdictions mainly reflecting greater delivery in Queensland through the Long Day Care sector (*Deloitte's Review of National Partnership Agreement on Universal Access to Early Childhood Education, 2014*). Under this model, LDC services must be approved to receive Commonwealth Child Care Benefit payments on behalf of eligible families within the kindergarten programme, and therefore the QKFS subsidy is lower for LDC providers.
 - e) Queensland's implementation approach has delivered significant increases in kindergarten participation over recent years. In 2014 and for the second year in a row, Queensland has exceeded the target of 95 per cent of all children enrolled in a kindergarten programme. The success of the approach to date supports continued implementation of current strategies and service delivery elements.
 - f) Queensland's approach to achieving universal access has been developed in the context of other Queensland Government services and existing reforms detailed in Table 4.

Table 4: Links with existing reforms or projects

Proposed Project Elements	Existing reforms or projects	Complementary nature of activities
Project element 1	Investment in early childhood infrastructure Queensland Kindergarten Funding Scheme (QKFS)	The Queensland Government is establishing 7 new integrated early childhood services across the state to provide improved access to kindergarten and family and child support services. The QKFS provides approved kindergarten programme providers with a standard subsidy per eligible child enrolled. Further subsidies are available for services in remote and lower socio-economic areas, as a percentage of the standard subsidy. The QKFS supports the provision of approved kindergarten places across Queensland.
Project elements 2, 3 & 4	Pre-Prep in Schools	Pre-Prep in schools is a Queensland Government initiative in 35 Aboriginal and Torres Strait Islander communities, generally in very remote locations, providing access to an early childhood education programme in the year before school.
Project Element 3 & 4	Solid partners. Solid futures.	Solid partners. Solid futures aims to ensure Aboriginal and Torres Strait Islander children and young people have the support they need to enjoy and achieve success throughout their educational journey from early childhood through to employment.
Project elements 2, 3 & 4	eKindy	The eKindy programme is a comprehensive 'at home' kindergarten programme for children in the year before school. The programme is supported by a qualified early childhood teacher and covers 15 hours of Kindergarten for 40 weeks a year (school terms only) provided through the Brisbane School of Distance Education for Queensland's geographically isolated students, children of families travelling in Australia, overseas, or families who choose to home school or where students cannot attend due to medical reasons. The programme aligns with the early years learning framework and the Queensland kindergarten learning guideline.

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Project element 6	Successful transitions to school	The department's state-wide approach to transition aims to ensure that all children experience a positive transition to school. The department has published a suite of resources including the <i>Supporting successful transitions: School decision-making tool</i> to provide guidance to state schools in identifying, planning and implementing transition strategies that meet local needs and circumstances. The transition to school initiative highlights the importance of strong relationships between families, early childhood education and care providers, schools and community agencies in enhancing the transition process. Transition and Innovation and Partnership Officers have been appointed in each Region to support schools and services in implementing effective practices.
Project elements 6 & 7	Australian Early Development Census (AEDC)	The AEDC is a national collection of information on young children's development in Australia. Data is collected every three years on children in their first year of full time schooling. The results provide a snapshot at a community level of how children are developing by the time they reach school. The information gathered in the AEDC is used by the Queensland Government to assist in planning for social and community services in the early years.
Project elements 2,3,4 & 6	Early Years Centres (EYCs)	Operated by non-government organisations with funding from the Queensland Government. The EYCs provide a range of integrated universal early childhood education and care, health and family support services to families who are expecting a child or have children up to and including eight years of age. Some targeted services are also delivered and/or brokered for vulnerable children and families, and referrals are made to specialist or intensive support services when required.
Project elements 6 & 7	Step up into education	Under the Step up into education initiative, 24 Queensland schools from areas of disadvantage are receiving funding to deliver school readiness and transition initiatives to suit the needs of their local community. Resources have been developed to assist schools, families, educators and teachers (school, kindergarten, child care and Prep) to support children to make successful transitions into Queensland schools.
Project elements 3 & 4	Best Start	Best Start is a universal family literacy programme aimed at supporting stronger language and literacy environments for young children from 0-5 years and their families. 320 public libraries will receive additional funding to deliver Best Start in partnership with State Library of Queensland and local government and non-government agencies.

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 NP UAECE.

With regard to reporting on hours of attendance, Queensland has an agreed target for 2015 with the Commonwealth, as set out in Table 5 below, and will report on progress towards these targets as part of the National Early Childhood Education and Care Collection (National Collection). Queensland and the Commonwealth agree to use the latest estimated resident population (ERP) Census data to assess performance and, therefore, adjust 2013 performance, where required.

Table 5: Bilaterally agreed attendance target/s

2013 Baseline data	2014 Target	2015 Target	Nationally Agreed Target
97% ¹	90%	90%	<i>90 per cent of enrolled children attending an early childhood education programme to be achieved over time</i>

Note: The Commonwealth will use the ABS total child enrolment count to determine performance against the NP UAECE 2015 target

Monitoring and reporting

21. Commonwealth and State based collections or data sources and methodologies, agreed by both the Parties to this Plan, to measure progress against performance milestones and benchmarks and targets in the NP UAECE are set out in Schedule A of the NP UAECE.
22. The inclusion of emerging supplementary data sources may be raised by Queensland and agreed by both parties for inclusion in Schedule D.1 at any point throughout the duration of the NP UAECE.
23. These data and performance specifications will be used to report Queensland's performance, including supplementary data to be agreed by the Parties to this Plan in Schedule D.1 of this Plan.
24. State based supplementary data may be used to measure the degree to which Queensland is meeting the agreed objectives of the NP UAECE in relation to vulnerable and disadvantaged children.
25. This supplementary data would be sourced from the Queensland Early Childhood Education and Care Services Census and /or other Department administrative systems to reflect:
1. Queensland amendments regarding early entry to Prep;
 2. Queensland's enrolment and attendance data; and
 3. Queensland's Indigenous enrolment data.

Sign off

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

Signature

Date

The Hon Kate Jones MP
Minister for Education and Minister for Tourism, Major Events, Small Business and the
Commonwealth Games


Signature

Date

The Hon Christopher Pyne MP
Minister for Education and Training

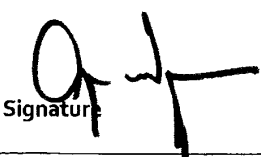
Sign off

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


Signature

Date 11/6/2015

The Hon Kate Jones MP
Minister for Education and Minister for Tourism, Major Events, Small Business and the
Commonwealth Games


Signature

Date 15/6/15

The Hon Christopher Pyne MP
Minister for Education and Training

Supplementary Data

Table 1: Queensland's supplementary data specifications

Data element	Supplementary data specification
Performance Indicator 2 - Proportion of children enrolled in the year before full-time school in quality early childhood education programme(s)	<p>Source: National ECEC Service Census and estimated resident Population Queensland State School enrolment information collected via OneSchool</p> <p>Numerator: The number of children aged 4 and 5 years old as at 1 July of the collection year who are enrolled in a quality early childhood education programme.</p> <p>Denominator: Estimated Resident Population – number of children aged 4 years old (ERP), as at 30 June of the collection year</p> <p>Adjustment Factor The number of children accessing the “Early Entry into Prep” option</p> <p>Computation: (Numerator + Adjustment Factor) ÷ Denominator = Proportion</p> <p>Methodology/Rationale: Queensland has recently introduced an “Early Entry into Prep” policy via amendment to its <i>Education (General Provisions) Regulation 2006</i>. Children who are younger than the prescribed age for Prep (5 years by 30 June) may be enrolled in Prep if:</p> <ul style="list-style-type: none"> • they turn 5 years by 31 July in the year of proposed attendance; and • the principal is satisfied the child is ready for education in Prep, having regard to their attributes (including ability, aptitude, social and emotional competence, physical development, and level of knowledge and understanding). <p>Without the Adjustment Factor, this group of children, born in July, would effectively not be contributing to the enrolment numbers (the numerator) but would be included in the denominator of the calculation. This would have a negative impact on Queensland's overall participation rate.</p> <p>Queensland is to use the Adjustment Factor to account for these children.</p> <p>In 2015, approximately 800 4-year-old children utilised the “Early Entry to Prep” option. The use of this as an Adjustment Factor equates to an increase of 1.3 percentage points to the unadjusted proportion.</p> <p>Key Definitions:</p>

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	<p>Early Entry into Prep: Children who are younger than the prescribed age for Prep (5 years by 30 June) may be enrolled in Prep if they meet the requirements outlined above.</p> <p>The number of children accessing the “Early Entry into Prep” option will be sourced via Queensland’s State School enrolments (OneSchool).</p> <p>The number of children aged 4 and 5 years old as at 1 July of the collection year who are enrolled in a quality early childhood education programme – 4240.0 Preschool Education, Australia.</p> <p>Estimated Resident Population: The number of children aged 4 years old, as at 30 June of the collection year – 3101.0 Australian Demographic Statistics, June.</p>
<p>Performance Indicator 3 – Proportion of enrolled children, enrolled in the year before full-time school, in quality early childhood education programmes for 600 hours per year</p>	<p><u>Source:</u> National ECEC Service Census, without CCMS data supplementation</p> <p><u>Numerator:</u> The number of children aged 4 and 5 years old as at 1 July of the collection year who are enrolled (or attending) for 600 hours per year in a quality early childhood education programme.</p> <p><u>Denominator:</u> The number of children aged 4 and 5 years old as at 1 July of the collection year who are enrolled in a quality kindergarten programme.</p> <p><u>Computation:</u> Numerator ÷ Denominator = Proportion</p> <p><u>Methodology/Rationale:</u> The Commonwealth’s Child Care Management System (CCMS) is used to supplement data from Queensland’s ECEC Service Census. However, while Queensland’s census data shows that 98.2% of children were enrolled for 600 hours per year, only 77.5% of additional children from the CCMS data were enrolled for 600 hours per year. The additional CCMS enrolments are all from the Long Day Care (LDC) sector and there are acknowledged issues with the quality of this enrolment data. In 2014 the Queensland census participation rate of 98.2% is reduced to 94.2% once the CCMS data is included.</p> <p>Data on this measure is to be sourced from the National ECEC Service Census prior to supplementation with CCMS data.</p> <p><u>Key Definitions:</u> Enrolment is defined in the Interpretation section of the National Partnership Agreement on Universal Access to Early Childhood Education – a child is enrolled if he/she is on the ‘roll’ for at least one hour for a 600 hour early childhood education programme.</p> <p>Attending is defined as those children who actual attend a quality</p>

	<p>programme.</p> <p>The working definition of 600 hours per year is programmes which have operating arrangements of at least 15 hours per week.</p>
<p>Proportion of Indigenous children enrolled in the year before full-time school in quality early childhood education programme(s)</p>	<p><u>Source:</u> National ECEC Service Census and Estimated Resident Population Queensland's ECEC Service Census</p> <p><u>Numerator:</u> The number of Indigenous children aged 4 and 5 years old as at 1 July of the collection year who are enrolled in a quality early childhood education programme (ABS 4240.0)</p> <p><u>Denominator:</u> Estimated Resident Population – number of Indigenous children aged 4 years old (ERP), as at 30 June of the collection year (ABS 3101.0)</p> <p><u>Adjustment Factor (AF)</u> The estimated number of Indigenous children in the Not Stated category of Queensland's ECEC Service census</p> <p><i>Example calculation based on 2014 data</i></p> <p>Indigenous Kindergarten Enrolments (IKE) = 2,253 Non-Indigenous Kindergarten Enrolments (NKE) = 43,234 Not Stated Kindergarten Enrolments (NSKE) = 8,773 $\% \text{ IKE} = 2253 / (2253 + 43234) * 100 = 4.95\%$ $\text{AF} = 4.95\% \text{ of } 8773 = 435$</p> <p><u>Computation:</u> (Numerator + Adjustment Factor) ÷ Denominator = Proportion</p> <p><u>Methodology/Rationale:</u> Anecdotal evidence reveals that a significant number of parents of Indigenous children do not identify their child's indigeneity when completing forms such as those used upon enrolment in a kindergarten programme. All kindergarten enrolments with a <i>Not Stated</i> Indigenous status are defaulted to non-Indigenous prior to the data being sent to the Commonwealth. This results in an understatement of Queensland's Indigenous participation rate.</p> <p>The Adjustment Factor is based on observable data – children whose Indigenous status is known – and assumes that <i>Not Stated</i> enrolments will have the same proportion of Indigenous children as found in the observable data. This is a standard statistical assumption that is used in such circumstances to generate better estimates.</p> <p>Queensland is to use the Adjustment Factor to generate a more realistic participation rate for Indigenous children.</p>

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Key Definitions:

The number of children classified as IKE, NKE or NSKE will be sourced via Queensland's annual ECEC Service Census.

The number of Indigenous children aged 4 and 5 years old as at 1 July of the collection year who are enrolled in a kindergarten programme (the numerator) is sourced via ABS 4240.0 Preschool Education, Australia

The Estimated Resident Population of Indigenous children aged 4 years old, as at 30 June of the collection year (the denominator) is sourced via ABS 3101.0 Australian Demographic Statistics, June.