

# Tasmania'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 extended National Partnership Agreement on Universal Access to Early Childhood Education (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 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 Tasmania, represented by the Minister for Education and Training.
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 Tasmania'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 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. This should be progressed through the Early Childhood Policy Group. In Tasmania, vulnerable and disadvantaged children are defined as students who reside in areas with a SEIFA IRSD quintile 1 based on Statistical Area 1.<sup>1</sup>
11. The project elements planned are as follows:
  - (a) *Continued universal access to kindergarten programmes with free provision in government schools to all Tasmanian children of eligible age;*
  - (b) *Continued provision of existing services to ensure access by all eligible Aboriginal and Torres Strait Island children in remote communities; and*
  - (c) *Continued provision of additional programmes which support participation by vulnerable and disadvantaged children.*

Table 1: Project elements

No.	Short description	Planned start date	Planned end date	Dependent on projects
1	Universal access to 600 hours of free kindergarten provision in government schools	1 January 2015	31 Dec 2015	1 of Table 4
2	Maintain existing service provision for Aboriginal and Torres Strait Islander children in remote locations	1 January 2015	31 Dec 2015	2, 3, 4, 5 of Table 4
3	Maintain additional programmes supporting vulnerable and disadvantaged children	1 January 2015	31 Dec 2015	3, 4, 5 of Table 4

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) Tasmania met all the performance benchmarks as outlined in Box 3: Chapter 3 *Performance against NP UAECE benchmarks* of the Review Report.

<sup>1</sup> Socio-Economic Indexes for Areas (SEIFA) – the Index of Relative Socio-Economic Disadvantage (IRSD). The SEIFA IRSD is divided into five quintiles each comprising 20 per cent of areas; the most disadvantaged (lowest quintile) is quintile 1. Statistical Area 1 is the smallest geographic area possible for analysis of SEIFA.

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) In Tasmania, universal access is primarily delivered through kindergartens. Tasmania has had universal state-funded kindergarten in place for over 40 years, with a legal universal entitlement to kindergarten in government schools. Kindergarten is available in every primary school in Tasmania (government and non-government, and in education services if they are registered as a school see below). In Tasmania, Prep is the first year of compulsory schooling and Kindergarten is the year before Prep.

While not compulsory, kindergarten has a very high level of participation across Tasmania and is widely recognised by parents as the first year of school. In 2013 98% of eligible children were enrolled in Kindergarten. (To be eligible a child must be at least four on 1 January).

Education and care services, for example Long Day Care (LDC) centres, have always been able to seek registration as a non-government school (through the Schools Registration Board, which registers non-government schools) in order to deliver Kindergarten.

If an LDC registers as a school, regardless of their profit status, then they will receive NP UAECE funding. The NP UAECE funding for the LDC students would be allocated according to the existing procedures and methodologies for distributing funding to independent and Catholic schools.

Registering as a school requires the LDC to account for matters such as the curriculum, qualifications of the teachers, facilities to be provided, the school procedures, the governance and administration arrangements, the school's financial viability, the grievance process, and any other prescribed matters as determined by the Minister.

The cost to parents (compared with government schools which are 'free') is provided by services as the main reason for lack of enrolments as well as the fact that, given the history, parents see Kindergarten as the first year of school where friendships are established and where the start of the school connect is made. Even those parents who choose to pay fees to send their child to a non-government school usually do so in the Kindergarten year.

Other than the National Partnership funding, no Commonwealth child care subsidies/rebates are paid in respect of the Kindergarten year in government schools in Tasmania.

If a for-profit LDC service registers, they will be eligible for a share of the Commonwealth funding under the NP UAECE. However, these for-profit services will not be eligible for the State subsidy (because the Education Act does not allow State funding to go to for-profit schools).

If a not-for-profit LDC service registers with the Tasmanian Schools Registration Board to run a Kindergarten, they will be entitled to the State funding subsidy for 10 hours (as for all non-government schools) and a share of the Commonwealth funding under the NP.

Currently in Tasmania, almost 70% of long day care services are not-for profit.

In Tasmania for 2014 and 2015, there are no LDC centres registered as a school to provide a kindergarten programme. In the past, up to six services have done so. The last registration lapsed at the end of 2013 and no renewal was sought because of a lack of enrolments.

This is the basis on which NP UAECE funding has been provided in the past and has been explained to service providers over this period.

### Estimated costs

14. The maximum financial contribution to be provided by the Commonwealth for the project to Tasmania is \$8,766,792 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 Tasmania 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)	2014–15	2015–16	Total
*Total Commonwealth contribution	\$2.6	\$6.1	\$8.8

\* 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.
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.

Table 3: Programme logic

Project elements	Outputs (services delivered)	Outcomes	Reform/Project Objectives	Responsibility
<i>Element 1</i>	Ensure the legislative provision of 600 hours of free kindergarten in government school locations accessible by all Tasmanian children	Free Universal Access	This provision is maintained at 600 hours per year per student as defined by the performance indicator specifications	Tasmania
<i>Element 2</i>	Kindergarten programmes are accessible by all Aboriginal and Torres Strait Islander children in remote communities	All Aboriginal and Torres Strait Islander children in remote communities can access a kindergarten programme	This provision is maintained at 600 hours per year per student as defined by the performance indicator specifications	Tasmania
<i>Element 3</i>	Programmes are run which facilitate participation in kindergartens by vulnerable and disadvantaged children	Participation rates of disadvantaged and vulnerable children are at agreed levels	This provision is maintained at 600 hours per year per student as defined by the performance indicator specifications	Tasmania

### Risk management

18. The Tasmanian Department for 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.

## Tasmanian Context

19. In developing this Implementation Plan, consideration has been given to relevant contextual information to aid interpretation:
- a. There are three existing state-funded projects which focus on pre-kinder years education (birth to four years) that complement the Implementation Plan projects by supporting participation in learning by vulnerable and disadvantaged or Aboriginal children. These are Launching into Learning (in all government schools), Child and Family Centres (in 12 communities, including 2 with an Indigenous focus), and Aboriginal Early Years Liaison Officers (4 state-wide);
  - b. the Education Department has provided state-funded kindergartens linked to primary schools since 1911, along with other kindergarten programmes provided by the Kindergarten Union and parents. In 1968, a review recommended the provision of kindergarten as part of the school system, which led to a rapid expansion of places. By 1980 the State was responsible for most kindergartens in Tasmania. Rates of participation were high, the minimum age of enrolment was set at 4 on 1 January and the entitlement to enrolment was legislated in 1994. Non-government schools gradually established kindergartens during the 1980s and now all deliver a programme. Child care providers have also delivered the programme (being registered by the Schools Registration Board to do so) but currently none do –the cost to parents is provided as the main reason for lack of enrolments as well as the fact that, given the history above, parents see kindergarten as the first year of school;
  - c. given the dispersed nature of the population in Tasmania, most children are in classes of less than 20. Because schools are required to enrol any eligible child, many schools need to run classes which combine kindergarten children with older age groups. Tasmania’s high numbers of disadvantaged families who could not afford to participate in community kindergartens was a significant factor in the 1968 decision to embed kindergartens in the education system. There was evidence that the children who were most in need of pre-school education were those most likely not to be receiving it, and embedding kindergarten as part of the school system was a successful strategy in alleviating this risk with almost all eligible children in Tasmania attending kindergarten since then;
  - d. as a result of the contextual background outlined above, kindergartens in Tasmania historically are regulated as part of the school system rather than the education and care sector. This avoids duplication of some regulatory and administrative processes. It is important, though, that kindergartens deliver quality early childhood programmes and, therefore, in 2011 the then government committed to ensure that kindergartens in Tasmania substantially correspond with National Law requirements, without being subject to them.
  - e. The Australian Bureau of Statistics has noted significant data accuracy issues for Tasmania’s ECEC Indigenous population estimates (ERP) and projections. The issues include that the projection is for a small population, and is estimated periodically by the ABS from the population and household census, and is subject to a number of issues that limit its accuracy.

The following table outlines the Tasmanian 4 and 5 year old ERP and participation rates to demonstrate that whilst the number of Indigenous enrolments has increased, the population estimate is subject to significant yearly variations and large error rates.

## SCHEDULE G

Year	No of Indigenous enrolments	Indigenous ERP	Indigenous participation rate *
2011	481	469	102.6%
2012	512	463	110.6%
2013	563	481	117.0%
2014	563	624	90.2%
2015		589	
2016		587	

Data source: ECEC Annual reports and ABS Indigenous Population estimates (ABS Cat No. 3238.0)

The following table outlines the Tasmanian 4 and 5 year old Indigenous share of the total population over the same period is subject to significant yearly variations.

Year	Indigenous ERP	All 4 and 5 children ERP	Share population
2011	469	6415	7.3%
2012	463	6437	7.2%
2013	481	6500	7.4%
2014	628	6380	9.8%
2015	589	6302 *	9.3%
2016	587	6388 *	9.2%

Data source: ABS Population estimates, \* Population projections Series B, and Indigenous estimates Series B (ABS Cat Nos. 3101.0, 3222.0 and 3238.0)

The numerator is also subject to under-identification of the number of Indigenous students, as some Indigenous families do not identify they are Indigenous when they first enrol in the school system. There is evidence to show that the self-identification rates increase as a child progresses through school, where the cohort size does not increase significantly.

The following table demonstrates for government schools those students who self-identify as Indigenous increases over time for the same cohort of children. The DoE does not hold similar data for non-government schools.

The number of Indigenous students for same cohort over time, by kinder start year.								
	2007	2008	2009	2010	2011	2012	2013	2014
KK	310	285	303	346	417	419	472	486
PP	318	319	321	377	430	452	504	
01	376	310	329	387	450	465		
02	389	328	330	402	464			
03	390	336	340	423				
04	397	355	361					
05	416	354						
06	413							

Data source: Tasmanian DoE internal data from the DoE enrolment system.

Hence, given the significant population estimates and projections volatility, in particular for the Indigenous Estimated Resident Population used in the Performance

Indicator calculations, and the under-reporting of Indigenous students in the Kindergarten year, it is proposed that Tasmania provide information to support assertions in relation to a 2014 Indigenous share of population rate of 9.25%, based on the higher population share of 2015 and 2016 projections. The information that will be provided for consideration is detailed in the Supplementary Data Schedule.

The next major point to consider is if a state achieves a participation rate of over 100%, then statistically it must also have achieved the participation rate for any portion of students or communities. The state population data has a much higher reliability, and as a result is subject to significantly lower error.

For Tasmania, it has achieved a state-level participation rate greater than 100% since 2011. As a result, using the above logic, it therefore also achieved the Indigenous participation rate over the same period.

Due to the volatility of the Indigenous population data and that Tasmania achieved a state-level participation rate greater than 100% in 2014, it is proposed that the Australian Government consider supplementary data in relation to the Indigenous performance benchmark.

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

Table 4: Links with existing reforms or projects

Proposed project elements	Existing reforms or projects	Complementary nature of activities
Element 1	National Quality Standard	Ensures a focus on the delivery of high quality kindergarten programmes through quality improvement processes.
Element 2	Closing the Gap	Focus on access, participation and attendance of Aboriginal and Torres Strait Islander children in early childhood education programmes.
Elements 1, 2 and 3	Launching into Learning (LiL)	LiL provides resources to all government primary schools to develop and lead initiatives with families and their community to support children's early learning from birth and prior to Kindergarten. Schools focus on the needs of their community and make connections with other groups, services and agencies in the area. There is a focus on disadvantaged families with some of these families being Aboriginal and Torres Strait Islander.
Elements 1, 2 and 3	Child and Family Centres (CFCs)	CFCs are places for families with children birth to five to access a range of services. Their purpose is to improve the health, well-being, education and care of Tasmania's very young children by supporting parents and enhancing accessibility of services in the local community.

Element 2	Aboriginal Early Years Liaison Officers (AEYLOs)	AEYLOs engage parents/carers of Aboriginal and Torres Strait Islander children from birth to four years in the education of their children. Their role will contribute to improved kindergarten enrolment and attendance by providing parents with knowledge and skills to enhance their support for children's learning and preparedness for school entry.
-----------	--	---

## PART 4: PERFORMANCE AND REPORTING ARRANGEMENTS

### Performance indicators, benchmarks and targets

21. Key indicators, data sources and benchmarks for assessing and monitoring performance are set out in Part 4 and Schedule A of the NP UAECE.
22. With regard to reporting on attendance, Tasmania has agreed a target for 2015 with the Commonwealth, as set out in Table 5 below, and will report on progress towards this target as part of the National Early Childhood Education and Care Collection (National Collection).

Table 5: Bilaterally agreed attendance target/s

Baseline data	2014 Target	2015 Target	Nationally Agreed Target
91.4 % <sup>1</sup>	<i>90 per cent</i>	<i>90 per cent</i>	<i>90 per cent of enrolled children attending an early childhood education programme to be achieved over time</i>

<sup>1</sup> 2013 Tasmanian Government kindergarten yearly attendance rate

### Monitoring and reporting

23. 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.
24. These data and performance specifications will be used to report Tasmania's performance, except for the supplementary data agreed by the Parties to this Plan in Schedule G.1 of this Plan.
25. Supplementary data reports must contain the following details for each Performance Indicator where the method is not inconsistent 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 Jeremy Rockliff MP  
Minister for Education and Training

-----  
**Signature**

**Date**

---

The Hon Christopher Pyne MP  
Minister for Education and Training

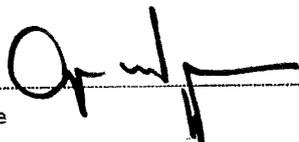
SCHEDULE G

Sign off

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

Signature   
The Hon Jeremy Rockliff MP  
Minister for Education and Training

Date 24/5/15

Signature   
The Hon Christopher Pyne MP  
Minister for Education and Training

Date 15/6/15

## Supplementary Data

Table 1: Tasmania's supplementary data specifications

Performance Indicator	Supplementary data specification
<p><u>Performance Indicator 1</u></p>	<p>We note that meeting the performance benchmark/targets for teacher qualifications outlined in Table 1 (page 7) includes service waivers with respect to early childhood teachers under the NQF.</p> <p>Tasmanian Kindergartens are not covered by the Education and Care Services National Law because they are regulated as part of the school system. Tasmanian Ministers previously gave a commitment to substantially mirror the National Law as far as practicable and appropriate in Kindergartens.</p> <p>In regard to teacher qualifications and consistent with National Law processes, a 'waiver' is in place for teacher qualifications from the beginning of 2014 for the following reasons:</p> <ul style="list-style-type: none"> <li>• prior to the beginning of 2010 the University of Tasmania only offered a generic K-Grade 6 teaching qualification with no requirement for specialisation and therefore it was not possible to gain an early childhood teaching qualification labelled as such. This is now possible as the Tasmanian Government was successful in negotiating with the University for an approved early childhood degree, which has been offered since 2010,</li> <li>• consistent with the National Law teachers who were teaching Kindergarten at the end of 2011 are taken to be early childhood qualified and further work is being undertaken currently to document those teachers (and other teachers) who may qualify under the ACECQA approval of the former qualification for early childhood specialisation. This will be done to the same level of evidence used by the Education and Care Unit as the Regulatory Authority in Tasmania,</li> <li>• to enable other existing teachers who are now teaching Kindergarten, and those who may wish to do so in the future, the University of Tasmania now offers an approved post-graduate qualification. This has only been able to be offered from July 2014.</li> </ul> <p>It is estimated that this 'service waiver' for teachers in Kindergarten will remain in place for at least 2015 to allow sufficient time for teachers to enrol in the ACECQA approved post-graduate qualification (or checking the specialisation evidence where relevant).</p> <p>In the meantime all Kindergarten teachers must be 4-year degree qualified and registered with Tasmania's Teachers Registration Board.</p>

Performance Indicator	Supplementary data specification
	The Early Years Learning Framework has been mandated in all Kindergartens since its introduction nationally and regular professional learning occurs for new and current Kindergarten teachers.
<u>PI 2 Access to a Quality Programme</u>	<p><u>Rationale for supplementary data and reporting</u></p> <p>The estimated resident population (ERP) for the Indigenous 4 and 5 year old Tasmanian is subject to significant volatility that limits its use.</p> <p>It is proposed that Tasmania use an Indigenous ERP at the long-term trend population share rate, rather than the 2014 ABS published ERP. The 2014 Indigenous share of population rate was 9.8%, which is significantly higher from past and future ABS estimates and projections.</p> <p>This is the only component of the performance indicator 2 specifications that Tasmania proposes to use alternative supplementary data for.</p> <p><u>Methodology</u></p> <p>The 2015 and 2016 ABS Indigenous population projections for Tasmanian 4 and 5 year olds are 9.3% and 9.2% respectively.</p> <p>A rate of 9.25% population share is proposed, and if applied to the 2014 Tasmanian 4 and 5 year old population of 6,380, then the Indigenous ERP would be 590.</p> <p><u>Source:</u></p> <p>Australian Bureau of Statistics Population projections Series B, and Indigenous projections Series B (ABS Cat Nos. 3222.0 and 3238.0)</p> <p><u>Numerator:</u></p> <p>As per the performance indicators specifications.</p> <p><u>Denominator:</u></p> <p>The denominator to be used would be 590, rather than the ABS published projection of 628.</p> <p><u>Computation:</u></p> <p>As per the performance indicators specifications, with the denominator of 590 used.</p> <p>The Indigenous PI 2 result would be 563 divided by 590 multiplied by 100 to give a rate of 95.4% of Tasmanian Indigenous child had access to a quality preschool programme.</p>

Performance Indicator	Supplementary data specification
	The Tasmanian and vulnerable and disadvantaged cohort calculations require no supplementary data, and are computed as per the performance indicators specifications.
<u>PI 3 Access to a Quality 600 Programme</u>	<p><u>Rationale for supplementary data and reporting</u></p> <p>The estimated resident population (ERP) for the Indigenous 4 and 5 year old Tasmanian children is subject to significant volatility that limits its use.</p> <p>It is proposed that Tasmania use an Indigenous ERP at the long-term trend population share rate, rather than the 2014 ABS published ERP. The 2014 Indigenous share of population rate was 9.8%, which is significantly higher from past and future ABS estimates and projections.</p> <p>This is the only component of the performance indicator 3 specifications that Tasmania proposes to use alternative supplementary data for.</p> <p><u>Methodology</u></p> <p>The 2015 and 2016 ABS Indigenous population projections for Tasmanian 4 and 5 year olds are 9.3% and 9.2% respectively.</p> <p>A rate of 9.25% population share is proposed, and if applied to the 2014 Tasmanian 4 and 5 year old population of 6,380, then the Indigenous ERP would be 590.</p> <p><u>Source:</u></p> <p>Australian Bureau of Statistics Population projections Series B and Indigenous projections Series B (ABS Cat Nos. 3222.0 and 3238.0)</p> <p><u>Numerator:</u></p> <p>As per the performance indicators specifications.</p> <p><u>Denominator:</u></p> <p>The denominator to be used would be 590, rather than the ABS published projection of 628.</p> <p><u>Computation:</u></p> <p>As per the performance indicators specifications, with the denominator of 590 used.</p> <p>The Indigenous PI 3 result would be 563 divided by 590 multiplied by 100 to give a rate of 95.4% of Tasmanian Indigenous child had access to a 600 hour quality preschool programme.</p>

<p>Performance Indicator</p>	<p>Supplementary data specification</p>
	<p>The Tasmanian and vulnerable and disadvantaged cohort calculations require no supplementary data, and are computed as per the performance indicators specifications.</p>
<p><u>PI 4 Attendance</u></p>	<p><u>Rationale for supplementary data and reporting</u></p> <p>The 2014 NMDS attendance performance indicator (PI) measures the proportion of enrolled children who attend, in the year before full-time school, quality early childhood education programme(s) for 600 hours per year.</p> <p>The consequence is a student is expected to attend for 600 hours per year, even if a student is only enrolled for 600 hours per year, the benchmark hours of delivery of Universal Access. As a comparison to the national school attendance measures, the school attendance requirements do not expect children to attend 100% of enrolled hours. Hence, a better measure would be to measure if a student attended 80% or 90% of the minimum enrolled hours, or 480 or 540 hours per year.</p> <p>The issue with the NMDS attendance PI is that the reference week is not representative of attendance for the whole kindergarten year. In fact, the reference week had the <u>lowest</u> weekly attendance rate of the 2014 school year for all Tasmanian government and Indigenous students (Attachments 1 and 2). Hence, to extrapolate a yearly attendance rate from the reference week, data significantly undercounts the yearly attendance rate.</p> <p>The 2014 Tasmanian government school's attendance rate is likely to be a lower rate than a rate calculated using both government and non-government students. This is because of the lower SES profile of Tasmanian government school students, resulting in a lower attendance rates as SES decreases, i.e. the described rate for this performance indicator is likely to be an under-estimate of the attendance rate for all government and non-government kindergarten students.</p> <p>The Tasmanian Department of Education does not collect, nor provided with the weekly attendance rate data for the non-government schools.</p> <p>Finally, attendance at kindergarten is not compulsory, and the reference week occurs in mid-winter, traditionally the height of flu season in Tasmania.</p> <p>The point is that attendance methodology detailed in the performance indicator specifications is not a realistic measure and Tasmania proposes an alternative measure to account for these issues.</p>

Performance Indicator	Supplementary data specification
	<p><u>Methodology</u></p> <p>Tasmania proposes measuring kindergarten attendance based on an average daily attendance rate methodology to calculate a yearly attendance rate.</p> <p>This measure is the total number of kindergarten hours attended in a calendar year as a proportion of the enrolled hours.</p> <p>The data to calculate the 2014 calendar year government attendance rate is available centrally from the Tasmanian centralised student management system (EduPoint). This centralised system is supported by state policy requirements, with a student’s attendance recorded daily by the school, and is subject to significant review and analysis by schools and central agency staff. This results in a high quality daily data collection.</p> <p><u>Source:</u> Tasmanian Department of Education’s centralised student management system (EduPoint)</p> <p><u>Numerator:</u> The rate of sessions kindergarten students attended for all students in 2014.</p> <p>The data extracted from the EduPoint system was based on the ACARA national attendance rules for 2014, to give data that students attended 490,352 sessions.</p> <p><u>Denominator:</u> The number of hours kindergarten students enrolled for all students in 2014.</p> <p>The data extracted from the EduPoint system calculated the number of sessions government kindergarten students enrolled for for in 2014 was 535,365 enrolled sessions</p> <p><u>Computation:</u> The attendance rate is the total number of attended sessions divided by the total number of enrolled sessions expressed as a percentage rate.</p> <p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Thus the 2014 attendance rate for government kindergarten students was 490,352 divided by 535,365 multiplied by 100, to give a rate of 91.6%.</p> <p>Using a similar methodology for the Indigenous attendance rate calculation gives an Indigenous attendance rate of 89.6%.</p> <p>Tasmania is unable to determine and attendance rate for students who</p>

## SCHEDULE G

Performance Indicator	Supplementary data specification
	are vulnerable and disadvantaged. This is because the work to determine which students are vulnerable and disadvantaged or not is undertaken by the ABS Geography section, and this determination is not stored in the Tasmanian Department of Education's centralised student management system (EduPoint)

## ATTACHMENT 1: 2014 TASMANIAN GOVERNMENT SCHOOLS ATTENDANCE RATE

The Reference period was 29/7/2014 to 8/8/2014 inclusive. This is Term Week 3- 2 and 3-3 below. Term Week	Absence Rate	Attendance Rate
1.01	6.4%	93.6%
1.02	4.0%	96.0%
1.03	4.9%	95.1%
1.04	6.7%	93.3%
1.05	6.2%	93.8%
1.06	6.1%	93.9%
1.07	6.0%	94.0%
1.08	6.9%	93.1%
1.09	7.0%	93.0%
1.10	6.8%	93.2%
1.11	8.3%	91.7%
2.01	6.0%	94.0%
2.02	7.2%	92.8%
2.03	8.5%	91.5%
2.04	9.1%	90.9%
2.05	10.0%	90.0%
2.06	10.1%	89.9%
2.07	8.9%	91.1%
2.08	11.3%	88.7%
2.09	11.4%	88.6%
3.01	8.2%	91.8%
3.02	11.8%	88.2%
3.03	10.2%	89.8%
3.04	10.9%	89.1%
3.05	10.1%	89.9%
3.06	10.4%	89.6%
3.07	9.9%	90.1%
3.08	10.1%	89.9%
3.09	9.9%	90.1%
3.10	9.1%	90.9%
4.01	7.5%	92.5%
4.02	8.4%	91.6%
4.03	9.3%	90.7%
4.04	8.6%	91.4%
4.05	8.3%	91.7%
4.06	8.5%	91.5%
4.07	8.4%	91.6%
4.08	8.3%	91.7%
4.09	7.2%	92.8%
4.10	6.5%	93.5%
Year (2014)	8.4%	91.6%

## SCHEDULE G

ATTACHMENT 2: 2014 Tasmanian Indigenous Government school's attendance rate  
 The Reference period was 29/7/2014 to 8/8/2014 inclusive. This is Term Week 3-2 and 3-3 below.

Term Week	Absence Rate	Attendance Rate
1 - 1	6.2%	93.8%
1 - 2	4.4%	95.6%
1 - 3	6.3%	93.7%
1 - 4	7.4%	92.6%
1 - 5	8.9%	91.1%
1 - 6	6.4%	93.6%
1 - 7	8.0%	92.0%
1 - 8	9.6%	90.4%
1 - 9	7.1%	92.9%
1 - 10	7.5%	92.5%
1 - 11	9.8%	90.2%
2 - 1	8.0%	92.0%
2 - 2	11.2%	88.8%
2 - 3	11.1%	88.9%
2 - 4	11.4%	88.6%
2 - 5	12.1%	87.9%
2 - 6	13.4%	86.6%
2 - 7	9.9%	90.1%
2 - 8	13.7%	86.3%
2 - 9	13.6%	86.4%
3 - 1	9.9%	90.1%
3 - 2	13.8%	86.2%
3 - 3	12.6%	87.4%
3 - 4	13.0%	87.0%
3 - 5	11.6%	88.4%
3 - 6	11.1%	88.9%
3 - 7	13.5%	86.5%
3 - 8	11.6%	88.4%
3 - 9	10.7%	89.3%
3 - 10	11.1%	88.9%
4 - 1	9.2%	90.8%
4 - 2	11.1%	88.9%
4 - 3	12.7%	87.3%
4 - 4	11.7%	88.3%
4 - 5	11.0%	89.0%
4 - 6	11.3%	88.7%
4 - 7	11.6%	88.4%
4 - 8	11.5%	88.5%
4 - 9	9.8%	90.2%
4 - 10	6.7%	93.3%
Year (2014)	10.4%	89.6%