

Western Australia'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 - 2015 (NP UAECE or National Partnership) 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 Western Australia, represented by the Minister for 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 in 2015 and demonstrate Western Australia'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 delivery of quality education and care services consistent with the National Quality Standard (NQS).
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.

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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 will be progressed through the Early Childhood Policy Group. In Western Australia, vulnerable and disadvantaged children are provisionally defined as children enrolled in schools with an Index of Community Socio-Educational Advantage (ICSEA) value in the lowest socio-economic quintile within Western Australia. This definition is provisionally proposed because school-level ICSEA values are readily available for all schools and communities.

11. The project elements planned are as follows:
 - (a) maintain universal access to 600 hours of quality Kindergarten in the year before full-time school;
 - (b) enhance transition to school for vulnerable and disadvantaged children; and
 - (c) investigate universal access in childcare services.

Table 1: Project elements

No.	Short description	Planned start date	Planned end date	Dependent on projects
Element 1 Maintain 600 hours of Kindergarten	Public, Catholic and independent schools will continue to provide 600 hours per year of Kindergarten (up from 440 hours funded by the State).	1 Jan 2015	31 Dec 2015	<ul style="list-style-type: none"> • All age eligible children have access to a minimum of 11 hours of Kindergarten funded by the State Government • Commitment that all children will have access to their local intake school.
Element 2 Enhance transition to school for vulnerable and disadvantaged children	Establish/consolidate playgroups for vulnerable and disadvantaged children hosted on/near school sites to enhance child and family transition to the early years of schooling, thereby helping to facilitate children's participation in a kindergarten programme. This element will include supplements to the State-funded <i>Best Start</i> program and will focus on vulnerable and disadvantaged children and their families.	1 Jan 2015	31 Dec 2015	<ul style="list-style-type: none"> • Best Start program x 12 sites • Child and Parent Centres x 16 sites • Better Beginnings program • Community-based playgroups

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Element 3 Investigate universal access in childcare services	This element will include the collection of data to confirm the delivery of 15 hours of preschool provision in LDC settings by qualified teachers and investigate the actions outlined under The Way Forward on page five. The purpose of this work is to inform future directions for how Western Australia can support participation in preschool programmes in all settings.	June 2015	31 Dec 2015	Implement strategies outlined on page five to inform support for participation in preschool programmes in all settings.
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12. Clause 21 (b) of the NP UAECE requires that jurisdictions address critical gaps in support which are identified in the Review of the previous NP UAECE. In the Executive Summary of the NP UAECE Review prepared by Deloitte Access Economics in 2014, it is noted that "Looking across jurisdictional performance, Tasmania and Western Australia have met the key NP UAECE performance benchmarks to a greater extent than other jurisdictions" (page x) and later, that "Western Australia evidenced high achievement of NP UAECE outcomes (page xvi). According to the Review Report, WA met all NP UAECE performance benchmarks."
13. Clause 21 (e) of the NP UAECE refers to funding being 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 (LDC) centres.

The Kindergarten (Preschool) Model in Western Australia

Western Australia's unique legislative context

14. In Western Australia, there is clear legislative separation between the provision of Kindergarten by schools (via the School Education Act 1999), and the regulation and quality assurance of centre-based childcare, outside schools hours care and family day care (via the Education and Care Services National Law (WA) 2011). The legislative basis under which funds provided to the State to deliver Kindergarten, could be provided to centre-based childcare services in Western Australia, is uncertain.
15. The legislative basis for the delivery of Kindergarten in Western Australia resides within the School Education Act 1999. This Act identifies four year old children as being in the 'pre-compulsory education period' and makes provision for them to enrol in an education programme at a public school, non-government school or community kindergarten which is operating under provisions of the Act. It makes no provision for centre-based services which are not schools to provide an education programme for children in the pre-compulsory education period, and explicitly excludes "a child care service" and "an education and care service" from the definition of a school for the purposes of the Act (and thereby the provisions of what the Act permits schools and the Minister to do). The Act also excludes bodies which are commercial enterprises from registration as a school.

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Implementation of the Model

16. Since 1995 in Western Australia Kindergarten has been provided through the schooling sector and regulated through the School Education Act 1999. Under the Act, all four year old children are entitled to enrol for 11 hours per week in Kindergarten at a public school, free of compulsory charges. This increased to 15 hours per week through the universal access agreements.
17. All families, no matter where they live in Western Australia, have access to 15 hours of Kindergarten for their eligible children. Children of parents who are working access Kindergarten for 15 hours per week from the schooling sector, and then may utilise LDC or family support for the remainder of the hours they require. Note: Parents do not have to pay for LDC to 'hold a place' while their children attend kindergarten at their local school.
18. This is a key strength of the preschool-in-school model of Kindergarten delivery in Western Australia. It provides cohesion and continuity for children as they progress from Kindergarten into full-time schooling, and significantly enhances successful transitions to school.
19. The model is enhanced by the implementation of the National Quality Standard (NQS), and in Western Australia Kindergartens operate within the regulatory framework of schools. Compliance with the NQS is being incorporated into existing whole-school quality assurance procedures which are a requirement of the schooling sector and will prevent the duplication of regulatory effort for schools. Significantly, the application of the NQS across the early years of schooling to Year 2 has resulted in a seamless transition between Kindergarten and the rest of the school.
20. Note: In jurisdictions such as Western Australia where Kindergarten is delivered through the schooling sector, Commonwealth rebates for LDC participation are not included in the funding directed towards this provision. The State provides the alternative source of funding.

Western Australia's reservations about the veracity of National Collection data

21. Western Australia recognises that the 2014 National Collection identifies a small number of four year old children (1,387 from a total of 31,858 four year olds in Western Australia in 2014) as attending long day care (LDC) services in Western Australia. However, the number of these children who attend the LDC as an 'outside school hours care' service (before and/or after their school-based Kindergarten program, and/or on their non-Kindergarten days) versus those who attend the LDC for preschool is unknown. Further, while it is known that some (but not all) of the LDCs that these children attend employ a qualified early childhood teacher, it is not known whether the programme the children experience at the LDC is planned and delivered by that teacher. In contrast, schools are legally required to ensure that all Kindergarten programmes in schools are planned and delivered by a registered teacher.

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Feasibility Study of Preschool Provision through the Childcare Sector

22. In 2011 Western Australia conducted a feasibility study of Kindergarten provision through the childcare sector. The study identified risks for Western Australia relating to service duplication and (given the normalised nature of Kindergarten provision in the schooling sector), the fact that only a very small number of four-year-old children attend any single LDC service, leading to very low economies of scale.
23. The study also reported that most four-year-old children who attend an LDC use the service as an 'outside school hours care service' (before or after their school-based Kindergarten programme, or on their non-Kindergarten days), rather than as a preschool service per se. The consultants concluded that a group of at least 13 kindergarten-aged children in a single LDC service is required to make Kindergarten provision cost-efficient; however, an average of less than four Kindergarten-aged children attend any given LDC.

Partnerships

24. Within the Department of Local Government and Communities (DLGC) is the Education and Care Regulatory Unit, which supports and regulates LDC within Western Australia. The Department of Education works in partnership with the DLGC in the delivery of national and State reforms and initiatives for children pre-birth to eight years of age.
25. The Department of Education also works collaboratively with a number of non-government organisations to deliver quality professional learning for early childhood teachers and para-professionals who work from alternative delivery sites, such as Children and Family Centres and Child and Parent Centres located in vulnerable regional and metropolitan communities. The Department of Education has a long association with Early Childhood Australia, Western Australia (ECA WA), and numerous schools are forging links with local child care providers in accordance with QA6 of the NQS. Support for shared professional learning is central to this.

The Way Forward

26. Acknowledging the embedded model of Kindergarten provision in the schooling sector in this State, and the Commonwealth's position to fund preschool to 15 hours of delivery regardless of where it is being delivered, further investigation is required by Western Australia through:
 - conducting data collection to:
 - confirm that each LDC in Western Australia that is reporting the delivery of 'preschool' is employing a degree qualified teacher;
 - determine at unit record level whether the four year old children who are attending the relevant LDCs are participating in programmes that are planned and delivered for 15 hours per week by a degree-qualified teacher; and
 - that the children are not also enrolled in a Kindergarten programme in the schooling sector; and
 - ascertaining actions required (and costs) to achieve unit record level data collection across long day care services.

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27. This purpose of this work is to inform future directions for how Western Australia can support participation in preschool programmes in all settings.

Estimated costs

28. The maximum financial contribution to be provided by the Commonwealth for the project to Western Australia is \$44,635,719 payable in accordance with the performance milestones and benchmarks set out in the NP UAECE. All payments are exclusive of GST.
29. The estimated overall dispersal of the Commonwealth budget (exclusive of GST) is set out in Table 2. The budget is indicative only and Western Australia 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
Element 1: <i>Maintain 600 hours of Kindergarten</i>	12.87	22.4	35.27
Element 2: <i>Enhance transition to school for vulnerable and disadvantaged children</i>	0.53	8.6	9.13
Element 3: <i>Investigate Universal Access in childcare services</i>	–	0.2	0.2
*Total Commonwealth contribution	\$13.4	\$31.2	\$44.6

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

Programme logic

30. The project elements detailed in this Implementation Plan will achieve the outcomes and objectives stated in the NP UAECE – 2015 including for vulnerable and disadvantaged children as defined in Clause 10, by Western Australia.
31. The way in which these project elements will achieve the outcomes and objectives set out in the NP UAECE is detailed in Table 3 below.

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Table 3: Programme logic

Project elements	Outputs (services delivered)	Outcomes	Reform/Project Objectives	Responsibility
Element 1 – Maintain 600 hours of Kindergarten	A total of 600 hours per year of Kindergarten delivered through schools.	All four year old children have access to a minimum of 600 hours per year of Kindergarten in the year before full-time schooling.	All four year old children have access to a minimum of 600 hours of quality early childhood education in the year before full-time schooling such that: <ul style="list-style-type: none"> • cost is not a barrier to access; • programme quality accords with the NQS; and • each child can be accommodated at his/her local school (where possible) 	Western Australia
Element 2 – Enhance transition to school for vulnerable and disadvantaged children	Community playgroups consolidated/established on/near public school sites across Western Australia for vulnerable and disadvantaged children. Continuation of the Best Start Program sites focusing on Aboriginal children prior to school entry.	Enhanced transition to school entry for children through: <ul style="list-style-type: none"> • Enhanced confidence among all families in their role as their children's first teachers; • Stronger and more enduring home-school collaboration; and • Enriched home learning experiences for children prior to school entry. 	Improved attendance in early childhood education (and improved rates of school attendance and educational outcomes to follow).	Western Australia
Element 3- Investigate universal access in childcare services	Support all children's preschool participation	Detailed analysis to provide direction on how Western Australia can best support participation in preschool programmes in all settings.	As per 'The Way Forward' (pages 5-6). Collect data to confirm the delivery of preschool provision in LDC settings. Ascertain actions required to achieve unit record level data collection across LDCs.	Western Australia

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Risk management

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

Western Australian Context

33. In developing this Implementation Plan consideration has been given to relevant context, as outlined below.
34. Kindergarten (the term synonymous with 'preschool' or 'quality early childhood education' in the NP UAECE) is widely understood by Western Australian families to be the first year of school and is known as 'Kindergarten'. Legislatively, provision for this vital year of learning is made within the School Education Act 1999.
35. The sheer size of Western Australia (approximately 92 per cent of the size of the eastern seaboard states) and the distribution of its student population results in Western Australia being one of the world's most unique and challenging settings for school delivery (including Kindergarten). Over three-quarters (77.9 per cent) of the State's population live in the greater Perth area. A further 6.9 per cent reside in the south west of the State and the remaining 15 per cent live in other regional and remote areas, spread across some 2.5 million square kilometres. Of the State's primary schools (which offer programmes from Kindergarten to Year 6) approximately 25 per cent have less than 100 students and are located in regional and remote areas. With a population density of 0.8 per square kilometre, Western Australia has one of the most geographically diverse schooling sectors in the world. By comparison New South Wales has a population density of 9.0 per square kilometre and Victoria 24.4 per square kilometre.

Early childhood education in Western Australia

36. Since introduction of the Good Start programme in 1995, Western Australian children have had universal access to at least 11 hours per week of Kindergarten at a public, Catholic or independent school. Through the School Education Act 1999 (Section 77), age-eligible children (those who reach the age of 3 years and 6 months by 1 January of the school year) are entitled to enrol in Kindergarten. In public schools, Kindergarten is fully funded by the State and is free of compulsory charges while in non-government schools, the State funds an average of approximately 75 per cent of the cost of Kindergarten provision. A small minority of families choose not to access the free or heavily subsidised Kindergarten programmes provided in Western Australian schools.
37. Kindergarten is not compulsory but participation is normalised in Western Australia and enrolment rates have consistently exceeded 95 per cent for many years. Of the age-eligible four year old children who enrol, approximately 73.3 per cent attend public schools which are free of compulsory charges, and 26.7 per cent attend non-government schools which (typically) charge compulsory fees that vary significantly among schools.
38. In all cases, Western Australian families have the option of a no-cost Kindergarten programme at a local school.

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39. Since the start of 2013, through implementation of the initial National Partnership on Early Childhood Education (NP ECE), age-eligible children have had universal access to a minimum of 15 hours per week of Kindergarten at a local school in every community across our vast state. Through the NP UAECE this was maintained through 2014.

Programme quality

40. For many years, key regulatory features of the National Quality Agenda for Early Childhood Education and Care (NP NQA ECEC) have characterised Kindergarten delivery in Western Australia: the minimum staff-to-child ratio in public school Kindergartens is 1:10; all schools must ensure that all teachers they employ – including in Kindergarten – are registered with the State's teacher registration board; and Kindergarten has been subject to a legislated K-12 Curriculum Framework since 1994. Further, whole-school planning and improvement procedures that reflect the requirements of the National Quality Framework (NQF) are well established in all schools and necessarily include Kindergarten.
41. Western Australia recognises, however, that there is always room for improvement, so it has embraced the National Quality Standard (NQS) as a landmark opportunity to leverage ongoing improvements across the early years of schooling to Year 2.

Profile of students in Western Australian schools

42. The August School Census, 2014 found that Western Australia has 2,171 Aboriginal students in Kindergarten, of whom approximately 88 per cent attend a public school.
43. The largest number of Aboriginal children in Western Australia reside in Greater Perth and the South-West whereas the largest proportion of Aboriginal students are in remote localities; the Kimberley, Pilbara, Midwest and Goldfields.
44. Western Australia's 2012 Australian Early Development Census (AEDC) data indicated a modest drop in the proportion of five year old children who are vulnerable on one or more domains (23 per cent, down from 24.7 per cent in 2009), however due to Western Australia's rapidly expanding population it also revealed an increase in the number of children entering school vulnerable, compared to 2009 (7,045 in 2012 up from 6,435 in 2009). These data demonstrate the need for ongoing efforts to improve children's development and learning prior to full-time schooling.
45. The fact that disadvantage and vulnerability are most prevalent in remote localities significantly exacerbates the cost and complexity of addressing them. Approximately 15 per cent of Western Australia's school students (including those attending Kindergarten) reside in outer-regional and remote localities spread across 2.5 million square kilometres. These complexities are compounded by the rapid rate of Western Australia's population growth, most of which comprises families

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with young children. Western Australia has continued to record the fastest annual population growth rate in the nation 2.5 per cent¹.

Prior-to-school experiences of children in Western Australia

46. While children who attend formal childcare services will derive significant benefits from the National Quality Agenda (NQA), most children in Western Australia do not attend formal childcare (see the table below) and the proportion of families who use formal childcare rises with family income (Australian Bureau of Statistics, 2011).

Age (years)	Formal long day care, family day care, outside school hours care	Informal grandparent, neighbour, other relative	None
0-2	17%	43%	52%
2-3	45%	46%	30%
4-5	18%	38%	53%

Source: ABS 4402055003DO005_201106 Childhood Education and Care, Australia, June 2011

47. In recognition of this pattern of children's prior-to-school-experiences and the need to bolster support for parents in the community, Western Australia has several initiatives to support children's prior-to-school development and learning which do not depend on attending formal childcare or pre-kindergarten services:

Sixteen Child and Parent Centres

48. Western Australia is establishing 16 Child and Parent Centres (CPCs) on public school sites in rural and urban communities with concentrations of vulnerable children. The CPC initiative is an extension of the Children and Family Centre concept, except that CPCs do not include a childcare component because many families in disadvantaged communities are in need of broader 'two-generational' support programmes. Each CPC is hosted on a public school site, serving children and families in the wider community. The services provided at and through each CPC are overseen by a local advisory group (comprising school, health and child protection representatives) and scheduled by a non-government organisation through a local coordinator. As part of the CPC initiative, 75 public schools also receive Early Years Grants to establish and consolidate transition programmes and support for the families of young children prior to school entry.

Best Start sites

49. The Department for Communities operates Best Start sites for Aboriginal children and families in high needs rural, remote and urban communities.
50. The Best Start initiative recognises that, the rate of preschool participation among Aboriginal children in remote, rural and urban localities is 99 per cent, 76 per cent and 63 per cent respectively (Experimental Estimates of Preschool Education Australia 2011) indicating that in addition to pursuing Closing the Gap targets that

¹ ABS <http://www.abs.gov.au/ausstats/abs@.nsf/mf/3101.0>

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focus on Aboriginal children in remote localities, work is also required to engage Aboriginal families and children who live in our cities and regional towns.

Better Beginnings

51. The Better Beginnings family literacy programme has been developed by the State Library of Western Australia in partnership with Rio Tinto to support parents as their children's first educators. It works through strong partnerships with public libraries, local governments, health professionals and schools.

Playgroups

52. Many community-initiated playgroups regularly meet across Western Australia, and an increasing number of schools have identified the benefits of offering venues for playgroups to meet. Most playgroups are affiliated with Playgroup WA which has links with local government and other non-government agencies. Through Western Australia's implementation of the NP UAECE in 2013 and 2014, stronger links are being forged between schools and playgroups.
53. This includes more systematic support, materials and advice for parents who convene playgroups. Establishing/consolidating playgroups for vulnerable and disadvantaged children, would assist in facilitating children's participation in a kindergarten programme and their transition to the early years of schooling.
54. 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	<ul style="list-style-type: none"> • All age eligible children have access to a minimum of 11 hours of Kindergarten funded by the State Government • Kindergarten entitlement increased to 15 hours per week by 2013 through NP ECE • Commitment that all children will have access to their local intake school. 	Continuation of targets met through the initial NP ECE. Consolidate Kindergarten access, free of charges, at each child's <i>local</i> school.
Element 2	<ul style="list-style-type: none"> • Best Start program x 12 sites • Child and Parent Centres x 16 sites • Better Beginnings program • Community-based playgroups 	Consolidate home-school links to enhance children's transition to school.
Element 3	<ul style="list-style-type: none"> • All age-eligible children legally entitled to Kindergarten, free of compulsory charges, at a public school. 	Investigation of support for universal access to Kindergarten in all early childhood settings.

55. In addition to the above elements, the existing school quality assurance procedures to incorporate the NQS across the early years of schooling to Year 2 will continue in 2015 and 2016. This will include professional learning on the NQS for administrators and early childhood educators in all schools, but will not draw down on NP UAECE – 2015 funds.

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PART 4: PERFORMANCE AND REPORTING ARRANGEMENTS

Performance indicators, benchmarks and targets

56. Key indicators, data sources and benchmarks for assessing and monitoring performance are set out in Part 4 and Schedule A of the NP UAECE.
57. With regard to reporting on attendance, Western Australia 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
<i>100 per cent*</i>	<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>

*Preschool Education, 2013 (Australian Bureau of Statistics; cat: 4240.0).

Monitoring and reporting

58. 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.
59. These data and performance specifications will be used to report Western Australia's performance, except for the supplementary data agreed by the Parties to this Plan in Schedule E.1 of this Plan.
60. 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).

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Sign off

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

Signature

Date

The Hon Peter Collier MLC
Minister for Education

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Signature


Date

The Hon Christopher Pyne MP
Minister for Education and Training

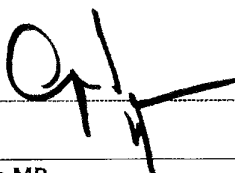
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Sign off

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

Signature  Date 23/6/15

The Hon Peter Collier MLC
Minister for Education

 Date 24/6/15

Signature Date

The Hon Christopher Pyne MP
Minister for Education and Training

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Schedule E.1

Supplementary Data

Table 1: Western Australia's supplementary data specifications

Performance Indicator	Supplementary data specification
<p><i>Provisional definition of 'vulnerable and disadvantaged' children</i></p>	<p>In Western Australia, vulnerable and disadvantaged children are provisionally defined as children enrolled in schools with an Index of Community Socio-Educational Advantage (ICSEA) value in lowest socio-economic quintile.</p> <p>ICSEA is produced for each school by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Details about ICSEA are provided at: http://www.acara.edu.au/verve/resources/Guide_to_understanding_ICSEA.pdf</p> <p>Every public and non-government school has an ICSEA value on a scale which has a median of 1000 and a standard deviation of 100. ICSEA values range from around 500 (representing extremely educationally disadvantaged backgrounds) to about 1300 (representing schools with students with very educationally advantaged backgrounds).</p> <p><u>Notes on the use of quintiles:</u> Across ICSEA quintiles, an even 20 per cent enrolment per quintile would indicate parity across socio-economic communities.</p> <p>The rate will be calculated by dividing the percentage of kindergarten children enrolled in schools in the bottom ICSEA quintile by the percentage of children in the compulsory years of school (Pre-primary to Year 12 in 2014) that were enrolled in schools in the bottom ICSEA quintile, and then multiplying by 100 to obtain a rate.</p> <p>Inevitably, individual schools straddle two quintiles at the boundaries. This contributes a degree of error to the figures. Also, it is necessary to calculate quintiles every year so longitudinal comparison will not always include the same schools over time.</p>