

NATIONAL PARTNERSHIP AGREEMENT ON UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION – 2016 AND 2017

An agreement between

- n the Commonwealth of Australia and
- n the States and Territories, being:
 - t New South Wales
 - t Victoria
 - t Queensland
 - t Western Australia
 - t South Australia
 - t Tasmania
 - t the Australian Capital Territory
 - t the Northern Territory

This Agreement supports 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.

National Partnership Agreement on Universal Access to Early Childhood Education – 2016 and 2017

INTERGOVERNMENTAL AGREEMENT ON FEDERAL FINANCIAL RELATIONS

PRELIMINARIES

1. This National Partnership Agreement (the Agreement) is subject to the provisions of the Intergovernmental Agreement on Federal Financial Relations (IGA FFR) and should be read in conjunction with that Agreement and its Schedules, which provide information in relation to performance reporting and payment arrangements under the IGA FFR.
2. In entering this Agreement, the Commonwealth and the States and Territories (the Parties) recognise they have a mutual interest in improving outcomes in early childhood education and need to work together to achieve those outcomes.
3. The Agreement represents a two year extension of the National Partnership Agreement on Universal Access to Early Childhood Education – 2015 with set financial amounts. The 2015 Agreement was a one year extension of the National Partnership Agreement on Universal Access to Early Childhood Education.
4. The commitment to universal access takes into account that the proxy measure for access is 95 per cent of children enrolled, in the year before full-time school, in a quality early childhood education programme for 600 hours per year.
5. The first National Partnership Agreement on Early Childhood Education, covering the period from November 2008 to 30 June 2013, established a starting point for joint Commonwealth, State and Territory action to improve the supply and integration of early childhood services, including child care and early learning and development.
6. Under the subsequent two National Partnership Agreements on Universal Access to Early Childhood Education, which covered the periods 1 July 2013 to 31 December 2014, and 1 January 2015 to 31 December 2015 respectively, the Parties committed to maintaining universal access to quality early childhood programmes for all children in the year before full-time school for 600 hours per year, delivered by a qualified early childhood teacher who met National Quality Framework (NQF) requirements, with a focus on participation by vulnerable and disadvantaged children. The Parties also agreed the early childhood education programmes would be delivered in a manner that met the needs of parents and working families, including through innovative means such as via the internet for children in remote areas, and would ensure cost did not present a barrier to access (especially for Indigenous children, including remote Indigenous children, and vulnerable and disadvantaged children). This commitment to the objectives, outcomes and outputs remains unchanged for this Agreement.

7. The Parties recognise achieving the policy objectives and outcomes of this Agreement will assist in improving all children's outcomes, especially for Indigenous children and vulnerable and disadvantaged children, and their transition to school. Engagement with quality early childhood education programmes before full-time school contributes to children's early learning, socialisation and development, and has longer term benefits for children, families and society through increased participation, economic productivity and social inclusion.
8. Future decisions on child care and early childhood learning, including consideration of the Commonwealth's involvement in preschool beyond the term of this Agreement and any future funding arrangements, will be made in the context of the Reform of the Federation White Paper.

PART 1 – FORMALITIES

Parties to this Agreement

9. This Agreement is between the Commonwealth of Australia (the Commonwealth) and the States and Territories (the States).

Term of the Agreement

10. This Agreement will commence on 1 January 2016 or as soon as the Commonwealth and one other Party sign the Agreement, and will expire on 30 June 2018, or on completion of the project, including final performance reporting and processing of final payments against performance benchmarks or project milestones. Funding under the Agreement covers service delivery from 1 January 2016 to 31 December 2017. The Agreement may be terminated earlier as agreed in writing by the Parties.

PART 2 – OBJECTIVES, OUTCOMES AND OUTPUTS

Objectives

11. The objective of this Agreement is to facilitate children's early learning and development and transition to school, by maintaining universal access to, and improving participation in, affordable, quality early childhood education programmes for all children.
12. This objective is to be achieved through universal access to quality early childhood education programmes for all children enrolled in the year before full-time school for 600 hours per year, delivered by a qualified early childhood teacher who meets NQF requirements, and with a focus on participation by Indigenous, vulnerable and disadvantaged children, regardless of the setting in which programmes are delivered.
13. Children living in remote Indigenous communities remain a focus for universal access.

Outcomes

14. This Agreement will facilitate achievement of the following outcomes:
 - (a) all children, including vulnerable and disadvantaged children, have access to, and participate in, an affordable, quality early childhood education programme;
 - (b) all Indigenous children have access to, and participate in, an affordable, quality early childhood education programme; and
 - (c) all Indigenous four year-olds in remote communities have access to early childhood education.

Outputs

15. The outputs of this Agreement will be:
- (a) implementing accessible quality early childhood education programmes 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;
 - (b) delivering strategies and actions targeting the participation of Indigenous children, including in remote areas;
 - (c) delivering strategies and actions targeting the participation of vulnerable and disadvantaged children; and
 - (d) supporting all children's quality early childhood education participation, regardless of whether quality early childhood education programmes are delivered through schools (non-government and government), standalone preschools or long day care centres.

PART 3 – ROLES AND RESPONSIBILITIES OF EACH PARTY

16. To realise the objectives and commitments in this Agreement, each Party has specific roles and responsibilities, as outlined below.

Role of the Commonwealth

17. The Commonwealth agrees to be accountable for the following roles and responsibilities:
- (a) providing a financial contribution to assist the States to provide universal access and achieve the agreed performance benchmarks;
 - (b) monitoring and assessing the performance in the delivery of services under this Agreement;
 - (c) compiling and publishing an annual National Report as set out in Clause 28, in consultation with the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee (AEEYSOC); and
 - (d) coordinating the development of new, or the amendment of existing, Implementation Plans in partnership with the States.

Role of the States

18. The States agree to be accountable for the following roles and responsibilities:
- (a) developing and/or amending Implementation Plans in partnership with the Commonwealth, including strategies and actions to support access and participation by Indigenous children and vulnerable and disadvantaged children;
 - (b) delivering on outcomes and outputs agreed in their Implementation Plan;
 - (c) reporting on the delivery of outcomes and outputs as set out in Part 4 of this Agreement;
 - (d) providing funding to support all children's quality early childhood education participation, regardless of whether the programme is delivered through schools (government and non-government), standalone preschools or long day care centres; and
 - (e) ensuring funds under this Agreement are expended on quality early childhood education programmes and initiatives to facilitate quality early childhood education participation.

Shared roles and responsibilities

19. The Commonwealth and the States share the following roles and responsibilities:
- (a) participating in consultations between the Parties as appropriate regarding the implementation of this Agreement;
 - (b) removing barriers to participation in a quality early childhood education programme, including ensuring cost is not a barrier (especially for Indigenous children and vulnerable and disadvantaged children) and provision is in a form that meets the needs of families under this Agreement;
 - (c) negotiating new or revised Schedules, including Implementation Plans, to this Agreement;
 - (d) continuing to collaborate via a National Information Agreement on Early Childhood Education and Care (NIAECEC) on data development and collection to improve transparency and reporting of outputs and outcomes on early childhood education, while maintaining comparability across collections for the purposes of tracking progress over time;
 - (e) bilaterally agreeing a definition of vulnerable and disadvantaged children for the purpose of Implementation Plans; and
 - (f) committing to sharing information on a reciprocal basis; subject to relevant legislation, privacy provisions and ongoing discussions and negotiations at the Early Childhood Data Sub Group (ECDSG) and Data Sub Group, and agreement with the data custodian (i.e. the Department of Social Services), including access to Commonwealth Childcare Management System data).
20. The Parties will meet the requirements of Schedule E, Clause 26 of the IGA FFR by ensuring prior agreement is reached on the nature and content of any events, announcements, promotional material or publicity relating to activities under an Implementation Plan, and the roles of both Parties will be acknowledged and recognised appropriately.

Implementation Plans

21. The Commonwealth and the States will agree to, or agree amendments to, Implementation Plans that set out each State's strategy for providing universal access from 1 January 2016 to 31 December 2017, and delivering on the outcomes and outputs set out in Part 2 of this Agreement, including:
- (a) details of priorities and strategies to facilitate participation by all children, including Indigenous children and vulnerable and disadvantaged children, in early childhood education programmes (including current strategies);
 - (b) strategies to ensure access to early childhood education for all Indigenous four year-olds, particularly those in remote communities;
 - (c) demonstrating how these strategies will address the issue of cost as a potential barrier to participation by vulnerable and disadvantaged children;
 - (d) strategies to ensure funding is directed to support participation by all children in all quality early childhood education programmes, regardless of whether programmes are delivered through schools (government and non-government), standalone preschools or long day care centres; and
 - (e) State specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement.

PART 4 – PERFORMANCE MONITORING AND REPORTING

22. Achievement of the objectives and outcomes in this Agreement will be informed with reference to the Performance Indicators detailed in Table 1.

Data Collection

23. The NIAECEC, is an agreement between the Commonwealth and the States and provides a framework for cooperation to develop the Early Childhood Education and Care (ECEC) information base required for the COAG early childhood reform agenda. This includes the establishment and maintenance of the ECEC National Minimum Data Set (ECEC NMDS) which underpins the National Early Childhood Education and Care Collection (the National Collection).
24. The annual National Collection is the primary data source for matters under this Agreement and for the measurement of achievement of benchmarks and monitoring of progress under this Agreement. States should refer to Schedule A of this Agreement for specific information relating to Performance Indicator specifications.
25. In addition, States may provide supplementary data and/or contextual information to the Commonwealth to aid interpretation of the data, on which the Commonwealth will consult with the relevant State. Once agreed by the Commonwealth, the supplementary data and/or contextual information will be used to inform assessment of States' achievement of performance benchmarks. Supplementary data must be provided in a timely manner to assist in assessing performance benchmarks in accordance with Table 2.

Table 1: Outcomes, Outputs, Performance Indicators and Performance Benchmarks

Outcomes	Outputs	Performance Indicators (PIs)	Performance Benchmarks/Targets
<p>Providing universal access to and improving participation of all children in affordable, quality early childhood education programme(s), including that:</p> <p>i. vulnerable and disadvantaged children have access to, and participate in, an affordable, quality early childhood education programme;</p> <p>ii. Indigenous children have access to, and participate in, an affordable, quality early childhood education programme; and</p> <p>iii. all Indigenous four year-olds in remote communities have access to early childhood education.</p>	<p>Implementing accessible, quality early childhood education programmes 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.</p>	<p><u>Teacher Qualifications</u></p> <p>1. The proportion of early childhood education programmes delivered by a degree qualified early childhood teacher who meets the NQF requirements.</p>	95 per cent.*
	<p>Delivering strategies and actions targeting the participation of vulnerable and disadvantaged children.</p>	<p><u>Access to Quality Programme</u></p> <p>2. The proportion of children enrolled in the year before full-time school in quality early childhood education programme(s).</p>	<p>2.1 95 per cent of children;</p> <p>2.2 95 per cent of Indigenous children; and</p> <p>2.3 95 per cent of vulnerable and disadvantaged children.</p>
	<p>Delivering strategies and actions targeting the participation of Indigenous children, including in remote areas.</p>	<p><u>Access to a Quality 600 hour Programme</u></p> <p>3. The proportion of enrolled children enrolled in the year before full-time school in quality early childhood education programme(s) for 600 hours per year.</p>	<p>3.1 95 per cent of enrolled children;</p> <p>3.2 95 per cent of Indigenous children; and</p> <p>3.3 95 per cent of vulnerable and disadvantaged children.</p>
		<p><u>Attendance</u></p> <p>4. 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>	Annual targets agreed in Implementation Plans taking into account a jurisdiction's starting point and moving to 90 per cent over time

* Since 1 January 2014, changes to the NQF resulted in a requirement that all long day care and preschool services providing care must have access to an early childhood teacher (see www.acecqa.gov.au/higher-qualifications). Consequently, for the purpose of this Agreement PI1 is taken as achieved.

Performance Milestones

26. Subject to the National Collection demonstrating the achievement of deliverables, milestones and performance benchmarks and the Commonwealth's agreement to the use of supplementary data, payments will be made to each State in accordance with Table 2 below.
27. Performance will be assessed against the six Performance Indicators (PIs) outlined in Table 1: 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3. Each PI is weighted equally and performance against each is eligible for a maximum payment equivalent to one sixth of available performance funding. Overarching performance payments will be calculated by adding the payment achieved against each of the six PIs.

Table 2: Performance requirements and payments

Date	Deliverable	Proportion of funding available within each financial year*
2015-16		
31 January 2016	1. The Commonwealth and the State have agreed on an Implementation Plan for the period 1 January 2016 to 31 December 2017.	100 per cent (which is approximately 15% of total funding under this Agreement)
2016-17		
1 July 2016	2. The State provides the Commonwealth with a progress report in accordance with Clause 29.	30 per cent (which is approximately 15% of total funding under this Agreement)
31 March 2017	3. Overall assessment of performance in 2016	70 per cent (which is approximately 35% of total funding under this Agreement)
	For each Performance Indicator (PI) 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3: 2016 achievement is at least 95 per cent; <u>OR</u>	11.7 per cent [^] <u>OR</u>
	2016 achievement is at least 90 per cent; <u>OR</u>	10.5 per cent [^] <u>OR</u>
	2016 achievement has improved by at least 3 percentage points (using the 2015 assessed performance as a baseline) <u>OR</u>	8.2 per cent [^] <u>OR</u>
	2016 achievement has been maintained [#] (using the 2015 assessed performance as a baseline).	5.8 per cent [^]

2017-18		
31 March 2018	4. Overall assessment of performance in 2017	100 per cent (which is approximately 35% of total funding under this Agreement)
	For each Performance Indicator (PI) 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3: 2017 achievement is at least 95 per cent; <u>OR</u>	16.7 per cent <u>OR</u>
	2017 achievement is at least 90 per cent; <u>OR</u>	15.0 per cent <u>OR</u>
	2017 achievement has improved by at least 3 percentage points (using the 2016 assessed performance as a baseline); <u>OR</u>	11.7 per cent <u>OR</u>
	2017 achievement is maintained [#] (using the 2016 assessed performance as a baseline).	8.3 per cent

* Percentages are rounded. Actual payments will be calculated to the dollar.

[^] Percentages are based on allocation of funding for the 2016-17 financial year. While they are different to the percentages for the 2017-18 financial year, they equate to the same proportion of funding for each milestone.

[#] In recognition of data volatility, a State's performance will be assessed as having been maintained where performance has not fallen by more than three percentage points below the relevant baseline.

Reporting arrangements

28. The Commonwealth, in consultation with AEEYSOC, will compile and publish an annual National Report summarising national and State achievement of performance benchmarks, using the National Collection and approved supplementary data.
29. States will provide a progress report by 1 July 2016 using a template provided by the Commonwealth, which details:
 - (a) assessed performance against each benchmark (2.1, 2.2, 2.3, 3.1, 3.2 and 3.3) in 2015 to establish a baseline for assessing 2016 performance;
 - (b) participation by Indigenous children in quality early childhood education programmes, including Indigenous children in remote areas;
 - (c) participation by vulnerable and disadvantaged children in quality early childhood education programmes; and
 - (d) progress towards addressing state specific data issues and identification of opportunities for improvements.

PART 5 – FINANCIAL ARRANGEMENTS

Financial contributions

30. The Commonwealth will provide a maximum financial contribution to the States of \$840.0 million in respect of this Agreement. The estimated allocation by State is set out in Table 3. The funding allocation is calculated according to the proportion of the four year-old population, using the 2011 Census estimated resident population of four year-olds for 2014.
31. The Commonwealth will also allocate \$3.0 million to national early childhood data development.
32. The Commonwealth's funding contribution will not be reduced where the States secure funding from other activity partners through innovative and collaborative partnerships.
33. The Commonwealth's contribution to the operation of this Agreement, including through National Partnership payments to the States paid in accordance with Schedule D — Payment Arrangements of the IGA FFR, are shown in Table 3. All allocations are exclusive of GST.
34. States will be required to support the participation of all children in quality early childhood education programmes, regardless of whether the programmes are delivered through schools (government and non-government), standalone preschools or long day care centres.

Table 3: Estimated Commonwealth financial contributions to States*

(\$ million)	2015-16	2016-17	2017-18	Total
New South Wales	39.9	133.9	95.3	269.0
Victoria	30.3	101.6	72.3	204.2
Queensland	26.1	87.5	62.3	175.8
Western Australia	13.9	46.6	33.2	93.7
South Australia	8.2	27.6	19.6	55.4
Tasmania	2.6	8.6	6.1	17.2
Australian Capital Territory	2.1	7.2	5.1	14.4
Northern Territory	1.5	5.1	3.6	10.3
National Partnership Payments to States and Territories	124.5	418.0	297.5	840.0
National Pool Allocation (Commonwealth own-purpose expense)	-	1.5	1.5	3.0
Total	124.5	419.5	299.0	843.0

* Funding amounts are based on 100% per capita (4 year old ERP, March 2014, 2011 Census). Amounts may not add up due to rounding.

Project management risk

35. Having regard to the agreed Commonwealth contribution to projects specified in an Implementation Plan, States will not be required to pay a refund to the Commonwealth if the actual cost of a project is less than the contribution of the Commonwealth towards the project. Similarly, the States bear all responsibility for the costs of a project above the agreed Commonwealth contribution. The Parties acknowledge this arrangement provides the maximum incentive for the States to deliver projects cost effectively and efficiently.

PART 6 – GOVERNANCE ARRANGEMENTS

Enforceability of the Agreement

36. The Parties do not intend any of the provisions of this Agreement to be legally enforceable. However, that does not lessen the Parties' commitment to this Agreement.

Variation of the Agreement

37. The Agreement may be amended at any time by agreement in writing by all the Parties.
38. A Party to the Agreement may terminate their participation in the Agreement at any time by notifying all the other Parties in writing.

Delegations

39. The relevant Commonwealth Minister with portfolio responsibility for early childhood education is authorised to agree and amend Schedules, including Implementation Plans, to this Agreement and to certify that performance benchmarks specified under this Agreement have been achieved, so that payments may be made.
40. Respective State and Territory Ministers with portfolio responsibility for early childhood education are authorised to agree and amend Schedules, including Implementation Plans, to this Agreement.

Dispute resolution

41. Any Party may give notice to other Parties of a dispute under this Agreement.
42. Officials of relevant Parties will attempt to resolve any dispute in the first instance.
43. If a dispute cannot be resolved by officials, it may be escalated to the relevant Ministers and if necessary, the relevant Ministerial Council.
44. If a dispute cannot be resolved by the relevant Ministers, it may be referred by a Party to COAG for consideration.

Interpretation

45. For the purposes of this Agreement, unless otherwise specified, the following terms and definitions are used throughout this Agreement:
 - (a) *Assessed performance*: the performance of a state assessed by the Commonwealth according to National Collection data, consistent with the performance indicator specifications set out in Schedule A, and taking into consideration any supplementary data provided by the states in accordance with clause 25.

- (b) *Attendance*: the number of hours that each child attends quality early childhood education programmes, as defined in the NMDS.
- (c) *Delivered*: Quality early childhood education programmes are to be taught by a qualified early learning teacher in accordance with requirements under the National Quality Framework.
- (d) *Early childhood*: the period from birth to age eight years. The major policy focus for this Agreement will be children in the year before full-time school.
- (e) *Enrolment*: a child is on the roll for an early childhood education programme, regardless of where that programme is accessed.
- (f) *Indigenous*: people who identify as Aboriginal and/or Torres Strait Islander.
- (g) *Participation*: a child is enrolled in and is attending a quality early childhood education programme.
- (h) *Qualified early childhood teacher*: a qualified early childhood teacher who meets the NQF requirements.
- (i) *Quality early childhood education programme*: a programme delivered in the year before full-time school in a diversity of settings, including long day care centre based services, stand-alone preschools and preschools that are part of schools. The programme is to provide structured, play-based early childhood education delivered by a qualified early childhood teacher in accordance with the Early Years Learning Framework and the National Quality Framework.
- (j) *Remote Indigenous community*: a community that is classified as either 'remote' or 'very remote' according to the Australian Bureau of Statistics (ABS) classification of 'Indigenous Location'.
- (k) *600 hours*: can be delivered flexibly over the course of the year including through internet and mobile services for remote locations, and can be a combination of different services for each child.
- (l) *Universal access*: whereby every child, in the year before full-time school, has access to, and participates in, quality early childhood education programmes delivered for 600 hours by a qualified early childhood teacher who meets NQF requirements, in a form that meets the needs of children, parents and community, and at a cost that does not present a barrier to participation.

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

Signed for and on behalf of the Commonwealth of Australia by

The Honourable Malcolm Turnbull MP
Prime Minister of the Commonwealth of Australia

[Day] [Month] [Year]

Signed for and on behalf of the State of New South Wales by

The Honourable Mike Baird MP
Premier of the State of New South Wales

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Chief Minister of the Australian Capital Territory

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Signed for and on behalf of the Northern Territory by

The Honourable Adam Giles MLA
Chief Minister of the Northern Territory of Australia

[Day] [Month] [Year]

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Prime Minister of the Commonwealth of Australia
[Day] [Month] [Year]

Signed for and on behalf of the State of New South Wales by

The Honourable Mike Baird MP
Premier of the State of New South Wales
[Day] [Month] [Year]

Signed for and on behalf of the State of Victoria by

The Honourable Daniel Andrews MP
Premier of the State of Victoria
[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

The Honourable Anastacia Palaszczuk MP
Premier of the State of Queensland
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Signed for and on behalf of the State of Western Australia by

The Honourable Colin Barnett MLA
Premier of the State of Western Australia
[Day] [Month] [Year]

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The Honourable Jay Weatherill MP
Premier of the State of South Australia
[Day] [Month] [Year]

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Premier of the State of Tasmania
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Chief Minister of the Australian Capital Territory
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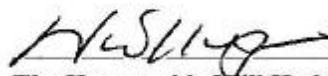
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Australian Government

**Australian Institute of
Health and Welfare**

*Authoritative information and statistics
to promote better health and wellbeing*

National Partnership Agreement on Universal Access to Early Childhood— 2016 and 2017

Schedule A - Performance Indicator Specifications

Australian Institute of Health and Welfare
Canberra

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Acknowledgments

These Performance Indicator specifications for the National Partnership Agreement on Universal Access to Early Childhood—2016 and 2017 (NP UAECE—2016 and 2017) have been developed by the Australian Institute of Health and Welfare (AIHW) in conjunction with the Australian Bureau of Statistics (ABS) and Australian Government Department of Education and Training, and with input from the Early Childhood Data Sub Group.

Abbreviations

ABS	Australian Bureau of Statistics
AIHW	Australian Institute of Health and Welfare
ASGS	Australian Statistical Geography Standard
CCMS	Child Care Management System
COAG	Council of Australian Governments
ECEC	Early Childhood Education and Care
ERP	Estimated resident population
IRSD	Index of Relative Socio-economic Disadvantage
METeOR	AIHW's Metadata Online Registry
NECECC	National Early Childhood Education and Care Collection
NMDS	National Minimum Data Set
NP UAECE	National Partnership Agreement on Universal Access to Early Childhood Education
PI	Performance indicator
SA	Statistical Area
SEIFA	Socio-Economic Indexes for Areas
SLK	Statistical linkage key
URL	Unit record level
YBFS	Year before full-time school

Introduction

The National Partnership Agreement on Universal Access to Early Childhood Education—2016 and 2017 (NP UAECE—2016 and 2017) supports 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 (COAG 2016). The Agreement covers service delivery from 1 January 2016 to 31 December 2017.

There are four performance indicators (PIs) to inform the measurement of achievement of the objectives and outcomes in the Agreement:

- 1. Teacher qualifications**
The proportion of early childhood education programs delivered by a qualified early childhood teacher
- 2. Access to quality program**
The proportion of children enrolled in the year before full-time school in quality early childhood education program(s)
- 3. Access to a quality 600 hour program**
The proportion of enrolled children, enrolled in the year before full-time school, in quality early childhood education program(s) for 600 hours per year
- 4. Attendance**
The proportion of enrolled children who attend, in the year before full-time school, quality early childhood education program(s) for 600 hours per year.

This document details the specifications for nationally comparable measurement of the PIs. These specifications aim to guide the calculation of the PIs at the national level in order to measure national progress against performance benchmarks, and to allow comparisons to be made at the state and territory level.

The annual National Early Childhood Education and Care Collection (NECECC) is the primary data source for the monitoring of progress and the measurement of achievement against benchmarks under the Agreement. Jurisdictions may provide contextual information to aid interpretation should they wish to do so.

The national PI specifications have been developed by the Australian Institute of Health and Welfare (AIHW) in conjunction with the Australian Bureau of Statistics (ABS) and Australian Government Department of Education, and with input from the Early Childhood Data Sub Group.

National Early Childhood Education and Care Collection

The NECECC aims to provide nationally comparable information on early childhood education and care. It assists in progress reporting for the NP UAECE—2016 and 2017, and the previous NP UAECE—2015, NP UAECE and National Partnership Agreement on Early Childhood Education.

Data from the NECECC have been published annually in ABS catalogue no. 4240.0 (for the latest release, refer to <<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4240.0>>).

Supporting information is available in the following publications:

- **National Early Childhood Education and Care Collection: Concepts, Sources and Methods** (ABS 2014a or for the latest release, refer to <http://www.abs.gov.au/ausstats/abs@.nsf/mf/4240.0.55.001>)
- **National Early Childhood Education and Care Collection: Data Collection Guide** (ABS 2014b or for the latest release, refer to <http://www.abs.gov.au/ausstats/abs@.nsf/mf/4240.0.55.002>).

Early Childhood Education and Care National Minimum Data Set

The NECECC is underpinned by data standards specified in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS), which is maintained by the AIHW in the online metadata registry, METeOR (AIHW 2015 or for the latest standards refer to <http://meteor.aihw.gov.au/content/index.phtml/itemId/602243>).

The PI specifications are based on data elements in the ECEC NMDS 2015–, which was revised in order to address the requirements of the NP UAECE—2015 PIs and to ensure that specific data elements, definitions and terminology conformed to the NP UAECE—2015. These have remained the same in the NP UAECE—2016 and 2017.

The relevant ECEC NMDS data element names and corresponding METeOR identifiers are included in the PI specifications. Further information on these can be found on METeOR via the ECEC NMDS 2015– or the unique METeOR identifier.

Definitions

The NP UAECE—2015 defines a number of terms that are used within the Agreement, and these are unchanged in the NP UAECE—2016 and 2017. These definitions have been operationalised, where required, for implementation in the ECEC NMDS 2015– and the NECECC. Although these definitions may therefore be expressed differently in the ECEC NMDS, their interpretation is consistent with the NP UAECE.

The definitions of the terms below underlie the PI specifications and should be read in conjunction to assist interpretation.

Early childhood education program

The definition of an [early childhood education program](#) used in the PI specifications is available in the glossary of the ECEC NMDS 2015– in METeOR.

It is possible for multiple programs to be offered within the same service provider; however, the lowest reporting level common to all states and territories within the NECECC is the service provider level. Information is therefore collected at the service provider level for reporting in the NECECC, as specified in the ECEC NMDS, and the service provider is used in the PI specifications as a proxy for programs.

A definition of a **quality** early childhood education program is also included within the definition of an early childhood education program.

Quality early childhood education program

The definition of a **quality early childhood program** in the NP UAECE—2016 and 2017 and the ECEC NMDS 2015– includes three components that relate specifically to quality:

- delivery in accordance with the Early Years Learning Framework,

- delivery in accordance with the National Quality Standard, and
- delivery by a qualified early childhood teacher.

Qualified early childhood teacher

The definition of a [qualified early childhood teacher](#) used in the PI specifications is available in the glossary of the ECEC NMDS 2015– in METeOR.

Year before full-time schooling (YBFS)

In the national PI specifications, the year before full-time schooling (YBFS) population is defined as all children aged 4 and 5 years old, including 5 year olds who are reported as repeaters. For further information about this definition and how it differs to YBFS as used in the ABS *Preschool education, Australia* publication, refer to the section, *Operational reporting of the YBFS concept within the NP UAECE PIs*, in Appendix A.

Performance Indicator 1

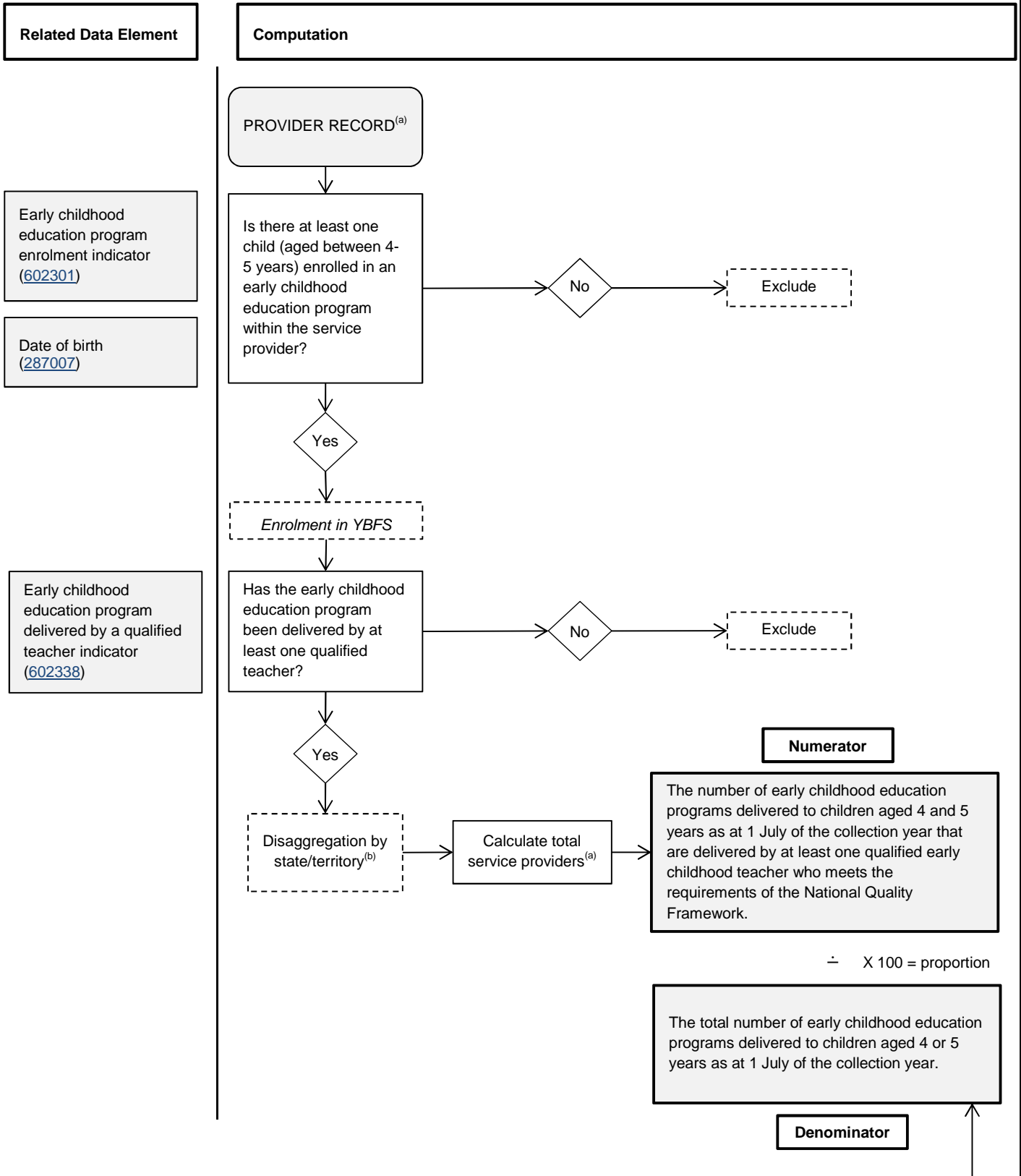
Proportion of early childhood education programs delivered by a qualified early childhood teacher

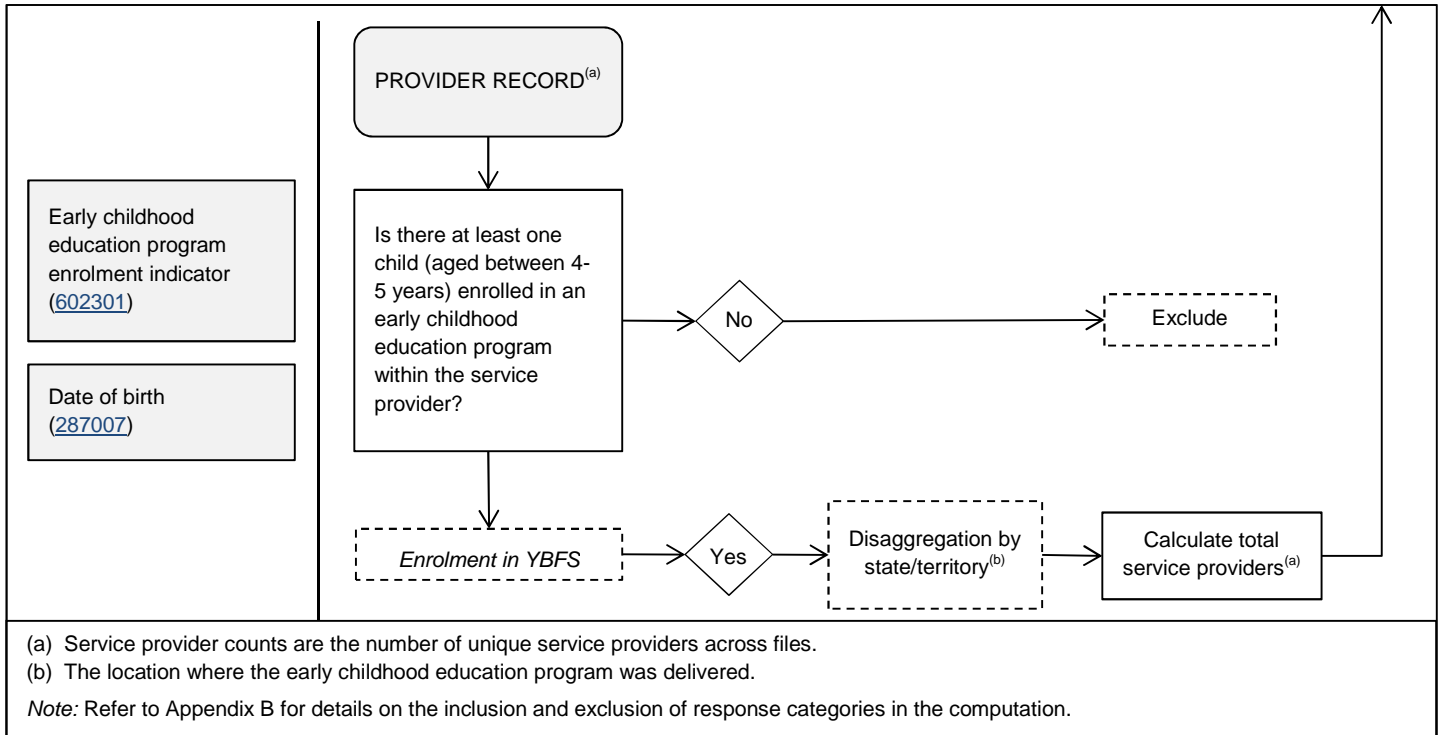
1.1 All programs

Indicator details:	
STATUS	DRAFT
Description	The proportion of early childhood education programs delivered by at least one qualified early childhood teacher to children in the year before full-time schooling.
Numerator	The number of early childhood education programs delivered to children aged 4 and 5 years as at 1 July of the collection year that are delivered by at least one qualified early childhood teacher who meets the requirements of the National Quality Framework.
Numerator data elements	<p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> Early childhood education program delivered by a qualified teacher indicator (METeOR Id 602338) <p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> Early childhood education program enrolment indicator (METeOR Id 602301) Date of birth (METeOR Id 287007)
Denominator	The total number of early childhood education programs delivered to children aged 4 or 5 years as at 1 July of the collection year.
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> Early childhood education program enrolment indicator (METeOR Id 602301) Date of birth (METeOR Id 287007)
Computation	<p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Refer to flow chart PI 1: Proportion of early childhood education programs delivered by a qualified early childhood teacher</p>
Presentation	Proportion
Calculation rules	<p>This performance indicator requires service provider level data.</p> <p>For the purposes of NP UAECE measurement, a service provider is deemed equivalent to an early childhood education program.</p> <p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p><u>Numerator:</u></p> <p>The numerator is obtained by summing all early childhood education programs with children aged 4 or 5 years who have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator'—representing enrolment in the year before full-time schooling—and a 'Yes' response against the service provider level data element 'Early childhood education program delivered by a qualified teacher indicator'.</p> <p><u>Denominator:</u></p> <p>The denominator is obtained by summing all early childhood education programs with enrolled children aged 4 and 5 years as at 1 July of the collection year.</p>

Data source(s)	<u>Numerator</u> : NECECC <u>Denominator</u> : NECECC
Frequency of data source collection	<u>Numerator</u> : Annual <u>Denominator</u> : Annual

PI 1. Proportion of early childhood education programs delivered by a qualified early childhood teacher





Performance Indicator 2

Proportion of children enrolled in the year before full-time school in quality early childhood education program(s)

2.1 All children

Indicator details:	
STATUS	DRAFT
Description	The proportion of children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in quality early childhood education program(s).
Numerator	The number of children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in at least one quality early childhood education program.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007)
Denominator	Estimated number of children aged 4 years, as at 30 June of the collection year.
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Estimated Resident Population (ERP) of children aged 4, by state/territory, (METeOR Id 388656)
Computation	<p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Refer to flow chart PI 2: Proportion of children enrolled in the year before full-time school in quality early childhood education programs</p>
Presentation	Proportion
Calculation rules	<p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p>This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'. If children are enrolled in multiple services, they should be counted in the numerator/denominator if they meet the criteria in at least one service.</p> <p><u>Numerator:</u></p> <p>The numerator is obtained by summing all children aged 4 or 5 years who have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling).</p> <p><u>Denominator:</u></p> <p>To be based on the 2011 Census-based ERP for 4 year olds from 2014 onwards.</p>
Identifiers	<p>Person ID (SLK 581):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage that may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex and address details of each child with an identical SLK.</p>

	Matching SLKs should be identified appropriately. See Appendix A: 'Creating unique child records from episode records'.
Identifier data elements	<u>Child/Person URL data elements:</u> <ul style="list-style-type: none"> Statistical linkage key 581 (METeOR Id 349895)
Data collection details	
Data source(s)	<u>Numerator:</u> NECECC <u>Denominator:</u> ABS Estimated Resident Population, available via Australian Demographic Statistics (ABS cat. no. 3101.0)
Frequency of data source collection	<u>Numerator:</u> Annual <u>Denominator:</u> Annual

2.2 Aboriginal and Torres Strait Islander children

Indigenous status	
STATUS	DRAFT
Description	The proportion of Aboriginal and Torres Strait Islander children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in quality early childhood education programs.
Numerator	The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in quality early childhood education programs.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • Indigenous status (METeOR Id 291036)
Denominator	Estimated number of Aboriginal and Torres Strait Islander children aged 4 years.
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (ABS cat. no. 3238.0)
Computation	<p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Refer to flow chart PI 2: Proportion of children enrolled in the year before full-time school in quality early childhood education programs</p>
Presentation	Proportion
Calculation rules	<p>This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'. If children are enrolled in multiple services, they should be counted in the numerator/denominator if they meet the criteria in at least one service.</p> <p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p>Two disaggregations are required for Aboriginal and Torres Strait Islander children:</p> <ol style="list-style-type: none"> State/territory Remoteness Area (national level only) (based on Statistical Area 1). <p><u>Numerator:</u></p> <p>The numerator is obtained by summing all children aged 4 and 5 years who are reported as Aboriginal and/or Torres Strait Islander and have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling).</p> <p><u>Denominator:</u></p> <p>Population projections for Aboriginal and Torres Strait Islander 4 year olds based on the 2011 Census are to be used following release in April 2014.</p>
Identifiers	<p>Person ID (SLK 581):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage that may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex and address details of each child with an identical SLK.</p> <p>Matching SLKs should be identified appropriately. See Appendix A: 'Creating unique child records from episode records'.</p>

Identifier data elements	<p>Child/Person URL data elements:</p> <ul style="list-style-type: none"> • Statistical linkage key 581 (METeOR Id 349895)
Data collection details	
Data source(s)	<p><u>Numerator</u>: NECECC</p> <p><u>Denominator</u>: Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (ABS cat. no. 3238.0)</p>
Frequency of data source collection	<p><u>Numerator</u>: Annual</p> <p><u>Denominator</u>: Annual intercensal estimates; Aboriginal and Torres Strait Islander population projections</p>

2.3 Vulnerable and disadvantaged children¹

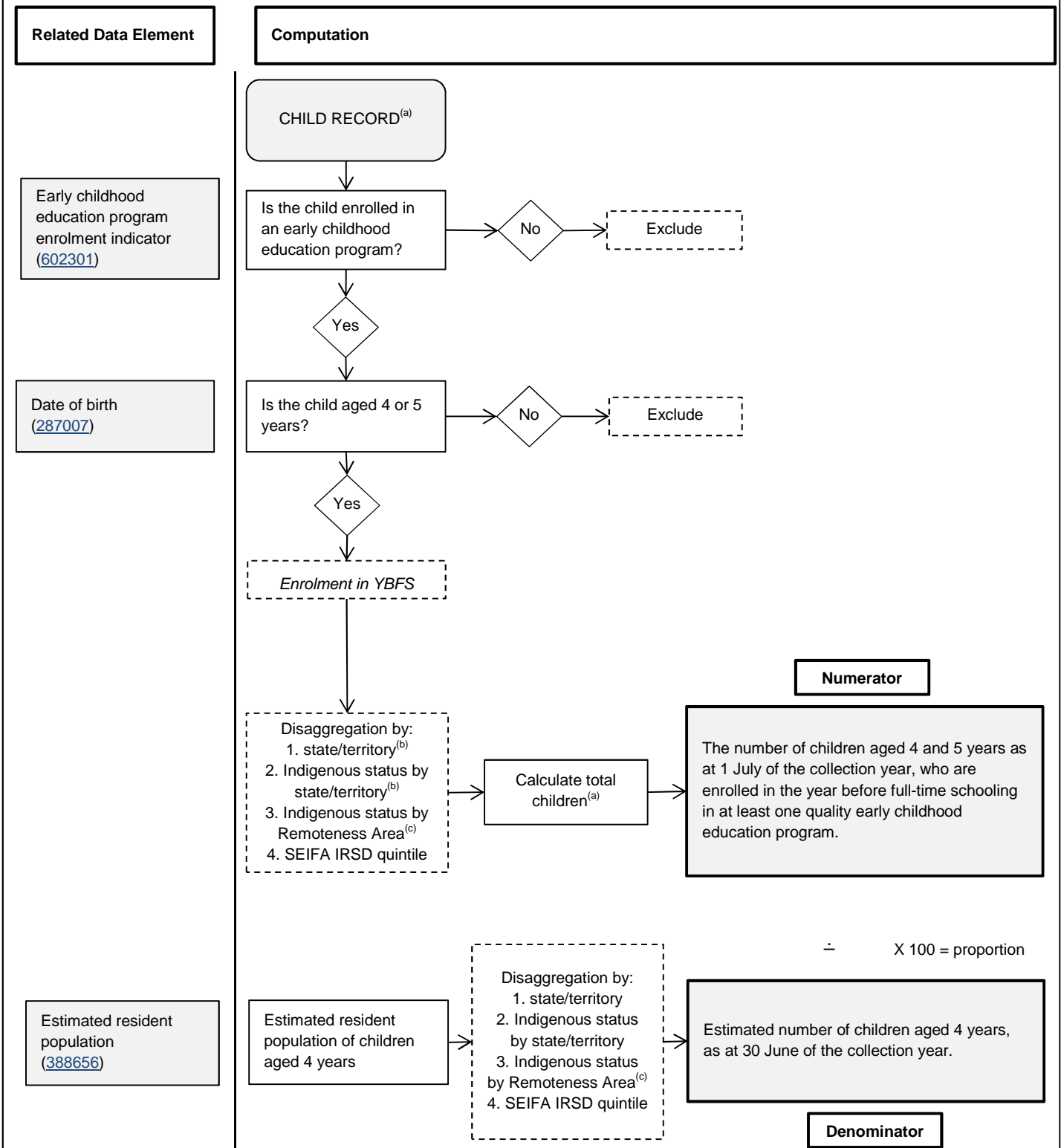
Vulnerable and disadvantaged children	
STATUS	DRAFT
Description	The proportion of children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and are enrolled in the year before full-time schooling in quality early childhood education programs.
Numerator	The number of children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and are enrolled in the year before full-time schooling in quality early childhood education programs.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • SEIFA (2011 Census, ASGS 2011) cluster (METeOR Id 517903) <ul style="list-style-type: none"> • Address—Statistical Area level 1 (SA1) code (ASGS 2011) (METeOR Id 457287)
Denominator	Estimated number of children aged 4 years who reside in disadvantaged areas, as at 30 June of the collection year.
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Estimated Resident Population (ERP) of children aged 4 by SEIFA IRSD, by state/territory (METeOR Id 388656)
Computation	<p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Refer to flow chart PI 2: Proportion of children enrolled in the year before full-time school in quality early childhood education programs</p>
Presentation	Proportion
Calculation rules	<p>This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'. If children are enrolled in multiple services, they should be counted in the numerator/denominator if they meet the criteria in at least one service.</p> <p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p><u>Numerator:</u> The numerator is obtained by summing all children aged 4 or 5 years who reside in areas with a SEIFA IRSD quintile of 1 (based on Statistical Area 1, SA1²) and who have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling).</p> <p><u>Denominator:</u> To be based on the 2011 Census-based ERP by SEIFA IRSD for 4 year olds from</p>

¹ There is currently no nationally agreed definition of 'vulnerable and disadvantaged' children under the NP UAECE. The performance indicators use SEIFA IRSD, which is a nationally consistent measure of disadvantage available from the NECECC. States and territories may use different measures in their individual Implementation Plans as agreed bilaterally with the Commonwealth.

² Subject to availability, SEIFA quintiles may be based on state/territory rankings rather than rankings for Australia. This reflects that advantage is a relative rather than absolute characteristic.

	2014 onwards.
Notes and Exceptions	Disadvantage is measured using the ABS Index of Relative Socio-economic Disadvantage (IRSD) derived from the 2011 ABS Census of Population and Housing. IRSD is a general socio-economic index that summarises a range of information about the economic and social resources of people and households within an area. Census variables that comprise this index include low income, no qualifications, low educational attainment, unemployment, overcrowded housing, disability, dwellings without motor vehicles, and Indigenous status. See the ABS website for more information (Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), Australia, 2011, ABS cat. no. 2033.0.55.001). The use of SEIFA IRSD to measure disadvantage for this performance indicator may be reviewed pending national agreement on a definition of vulnerable and disadvantaged children.
Identifiers	<p>Person ID (SLK 581):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage that may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex and address details of each child with an identical SLK.</p> <p>Matching SLKs should be identified appropriately. See Appendix A: 'Creating unique child records from episode records'.</p>
Identifier data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> Statistical linkage key 581 (METeOR Id 349895)
Data collection details	
Data source(s)	<p><u>Numerator:</u> NECECC</p> <p><u>Denominator:</u> ABS Estimated Resident Population, available via Australian Demographic Statistics (ABS cat. no. 3101.0)</p>
Frequency of data source collection	<p><u>Numerator:</u> Annual</p> <p><u>Denominator:</u> Annual</p>

PI 2. Proportion of children enrolled in the year before full-time school in quality early childhood education program(s)



(a) Refer to Appendix A for instructions on creating unique child records from episode records.

(b) The location where the early childhood education program was delivered.

(c) Smaller geographic locations may impact on the quality of Aboriginal and Torres Strait Islander estimates. Where possible, Remoteness Area should be determined using the child's area of usual residence.

Note: refer to Appendix B for details on the inclusion and exclusion of response categories in the computation.

Performance Indicator 3

Proportion of enrolled children, enrolled in the year before full-time school, in quality early childhood education program(s) for 600 hours per year

3.1 All children

Indicator details:	
STATUS	DRAFT
Description	The proportion of enrolled children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in a quality early childhood education program(s) for 600 hours per year.
Numerator	The number of children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling one or more quality early childhood education program(s) for a total of 600 hours or more in the collection year.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • Early childhood education program hours enrolled (per week) (METeOR Id 602310) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> • Number of early childhood education program service operation weeks (METeOR Id 602358)
Denominator	The number of children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in one or more quality early childhood education program(s).
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007)
Computation	<p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Refer to flow chart PI 3: Proportion of enrolled children, enrolled in the year before full-time school, in quality early childhood education program(s) for 600 hours per year</p>
Presentation	Proportion
Calculation rules	<p>This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'.</p> <p>Enrolment in a program(s) for a total of 600 hours or more per year is determined by multiplying 'Early childhood education program hours enrolled (per week)' by the 'Number of early childhood education program service operation weeks' to gain a figure above or below 600 hours per year. Where a child is enrolled across multiple service providers, the calculation will be the sum of (hours enrolled at</p>

	<p>each service multiplied by the service operation weeks for that service). Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p><u>Numerator:</u> The numerator is obtained by summing all children aged 4 or 5 years who have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling), and who are enrolled in a program(s) for a total of 600 hours or more per year.</p> <p><u>Denominator:</u> The denominator is obtained by summing all children aged 4 or 5 years who have a 'Yes' against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling).</p>
Identifiers	<p>Person ID (SLK 581): The SLK will provide a unique identifier for the vast majority of children. For the small percentage that may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex and address details of each child with an identical SLK. Matching SLKs should be identified appropriately. See Appendix A: 'Creating unique child records from episode records'.</p>
Identifier data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Statistical linkage key 581 (METeOR Id 349895)
Data collection details	
Data source(s)	<p><u>Numerator:</u> NECECC <u>Denominator:</u> NECECC</p>
Frequency of data source collection	<p><u>Numerator:</u> Annual <u>Denominator:</u> Annual</p>

3.2 Aboriginal and Torres Strait Islander children

Indicator details:	
STATUS	DRAFT
Description	The proportion of Aboriginal and Torres Strait Islander children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in a quality early childhood education program(s) for 600 hours per year.
Numerator	The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in one or more quality early childhood education program(s) for a total of 600 hours in the collection year.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • Early childhood education program hours enrolled (per week) (METeOR Id 602310) • Indigenous status (METeOR Id 291036) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> • Number of early childhood education program service operation weeks (METeOR Id 602358)
Denominator	The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in one or more quality early childhood education program(s).
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • Indigenous status (METeOR Id 291036)
Computation	<p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Refer to flow chart PI 3: Proportion of enrolled children, enrolled in the year before full-time school, in quality early childhood education program(s) for 600 hours per year</p>
Presentation	Proportion
Calculation rules	<p>This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'.</p> <p>Enrolment in a program(s) for a total of 600 hours or more per year is determined by multiplying 'Early childhood education program hours enrolled (per week)' by the 'Number of early childhood education program service operation weeks' to gain a figure above or below 600 hours per year. Where a child is enrolled across multiple service providers, the calculation will be the sum of (hours enrolled at each service multiplied by the service operation weeks for that service).</p> <p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p>Two disaggregations are required for Aboriginal and Torres Strait Islander children:</p> <ol style="list-style-type: none"> a) State/territory b) Remoteness Area (national level only) (based on Statistical Area 1). <p><u>Numerator:</u></p>

	<p>The numerator is obtained by summing all children aged 4 or 5 years who are reported as Aboriginal and/or Torres Strait Islander and have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling), and who are enrolled in a program for a total of 600 hours or more per year.</p> <p><u>Denominator:</u></p> <p>The denominator is obtained by summing all children aged 4 or 5 years who are reported as Aboriginal and/or Torres Strait Islander and have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling).</p>
Identifiers	<p>Person ID (SLK 581):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage that may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex and address details of each child with an identical SLK.</p> <p>Matching SLKs should be identified appropriately. See Appendix A: 'Creating unique child records from episode records'.</p>
Identifier data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Statistical linkage key 581 (METeOR Id 349895)
Data collection details	
Data source(s)	<p><u>Numerator:</u> NECECC</p> <p><u>Denominator:</u> NECECC</p>
Frequency of data source collection	<p><u>Numerator:</u> Annual</p> <p><u>Denominator:</u> Annual</p>

3.3 Vulnerable and disadvantaged children³

Indicator details:	
STATUS	DRAFT
Description	The proportion of children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and are enrolled in the year before full-time schooling in a quality early childhood education program(s) for 600 hours per year.
Numerator	The number of children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and are enrolled in the year before full-time schooling in one or more quality early childhood education program(s) for a total of 600 hours or more in the collection year.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • Early childhood education program hours enrolled (per week) (METeOR Id 602310) • SEIFA (2011 Census, ASGS 2011) cluster (METeOR Id 517903) <ul style="list-style-type: none"> • Address—Statistical Area level 1 (SA1) code (ASGS 2011) (METeOR Id 457287) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> • Number of early childhood education program service operation weeks (METeOR Id 602358)
Denominator	The number of children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and who are enrolled in the year before full-time schooling in one or more quality early childhood education program(s).
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • SEIFA (2011 Census, ASGS 2011) cluster (METeOR Id 517903) <ul style="list-style-type: none"> • Address—Statistical Area level 1 (SA1) code (ASGS 2011) (METeOR Id 457287)
Computation	<p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Refer to flow chart PI 3: Proportion of enrolled children, enrolled in the year before full-time school, in quality early childhood education program(s) for 600 hours per year</p>
Presentation	Proportion
Calculation rules	<p>This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'.</p> <p>Enrolment in a program(s) for a total of 600 hours or more per year is determined by multiplying 'Early childhood education program hours enrolled (per week)' by the</p>

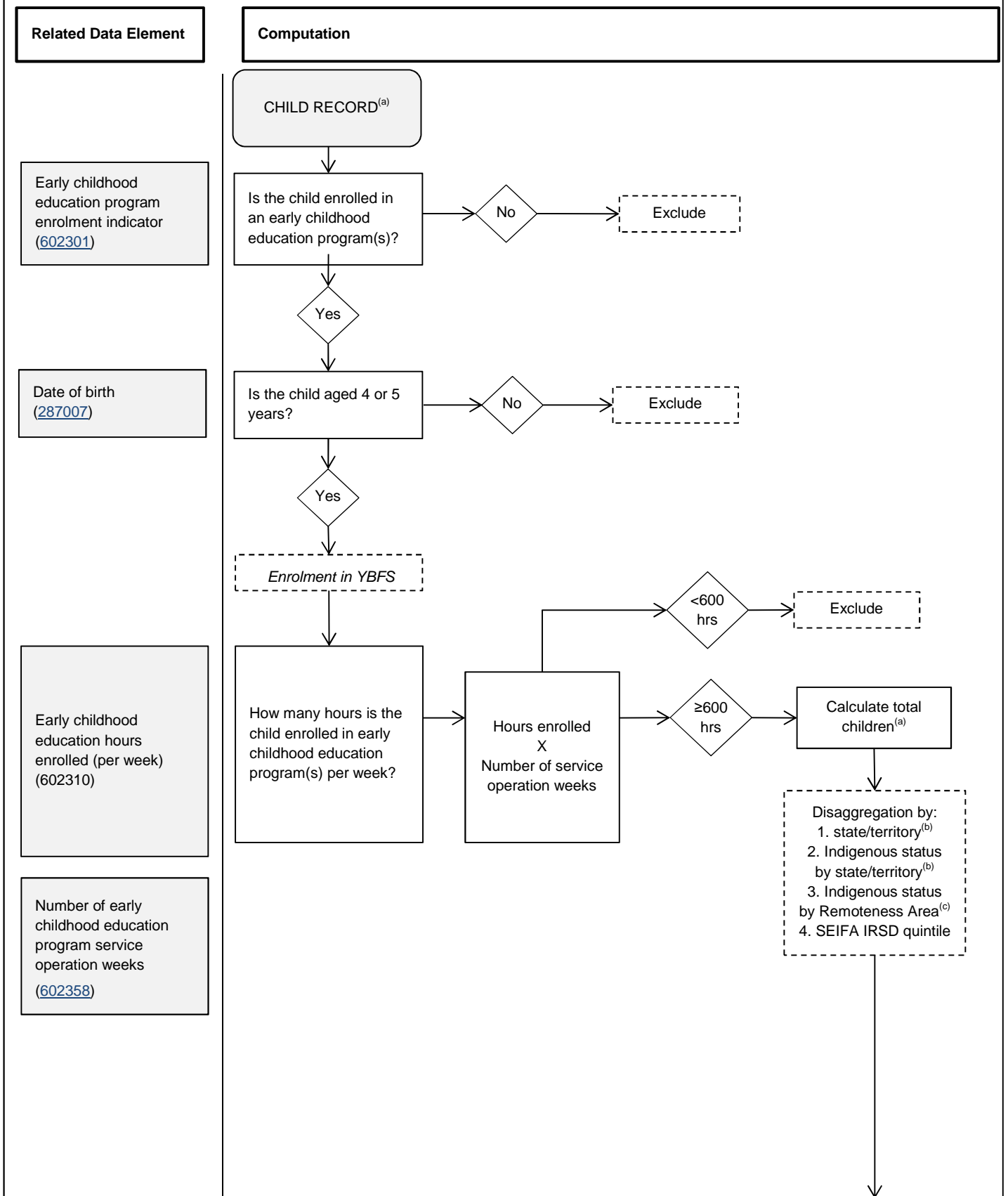
³ There is currently no nationally agreed definition of 'vulnerable and disadvantaged' children under the NP UAECE. The performance indicators use SEIFA IRSD, which is a nationally consistent measure of disadvantage available from the NECECC. States and territories may use different measures in their individual Implementation Plans as agreed bilaterally with the Commonwealth.

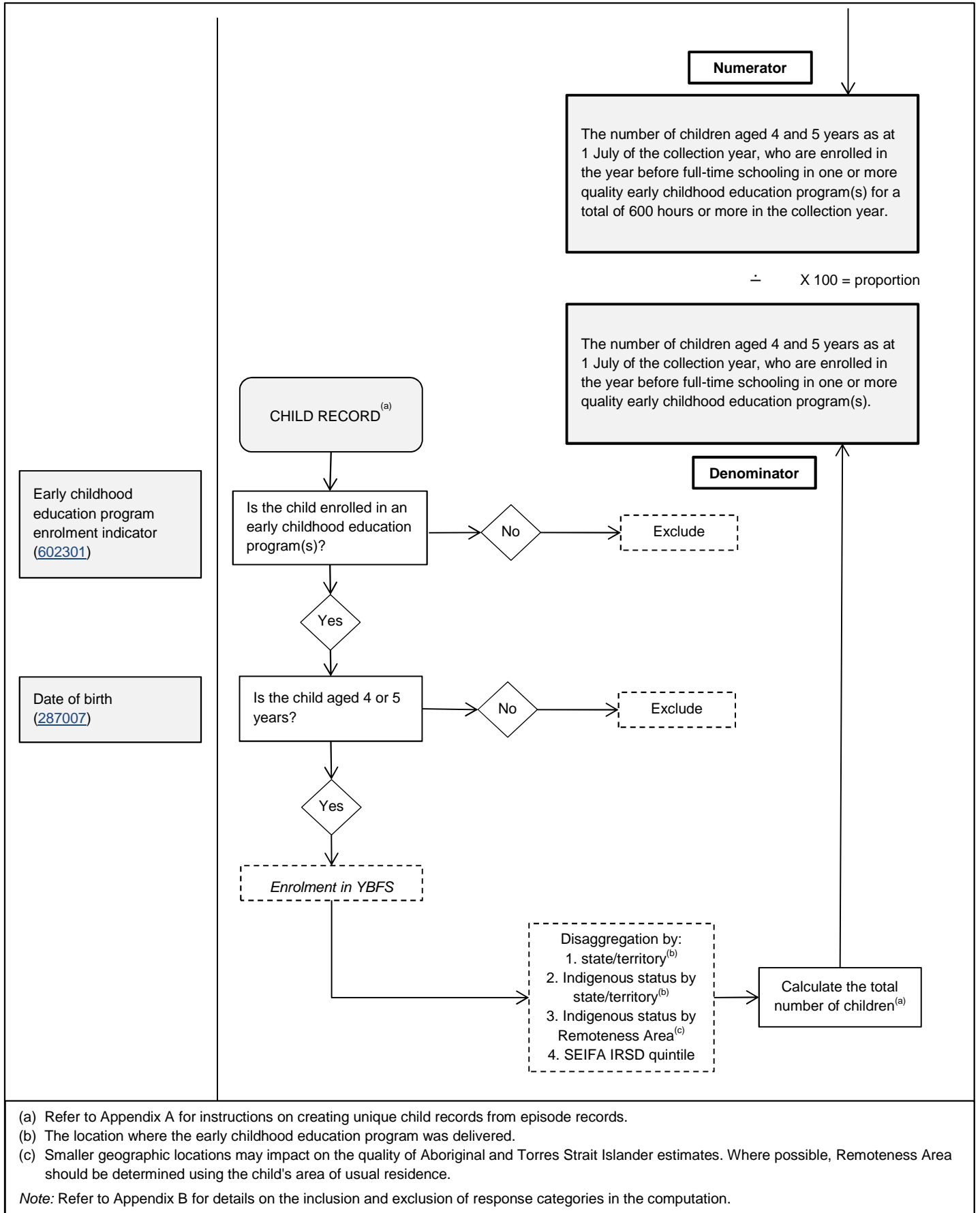
	<p>'Number of early childhood education program service operation weeks' to gain a figure above or below 600 hours per year. Where a child is enrolled across multiple service providers, the calculation will be the sum of (hours enrolled at each service multiplied by the service operation weeks for that service).</p> <p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p><u>Numerator:</u></p> <p>The numerator is obtained by summing all children aged 4 or 5 years who reside in areas with a SEIFA IRSD quintile of 1 (based on Statistical Area 1, SA1⁴) and who have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling), and who are enrolled in a program(s) for a total of 600 hours or more per year.</p> <p><u>Denominator:</u></p> <p>The denominator is obtained by summing all children aged 4 or 5 years who reside in areas with a SEIFA IRSD quintile of 1 (based on Statistical Area 1, SA1) and who have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling).</p>
Notes and Exceptions	<p>Disadvantage is measured using the ABS Index of Relative Socio-economic Disadvantage (IRSD) derived from the 2011 ABS Census of Population and Housing. IRSD is a general socio-economic index that summarises a range of information about the economic and social resources of people and households within an area. Census variables that comprise this index include low income, no qualifications, low educational attainment, unemployment, overcrowded housing, disability, dwellings without motor vehicles, and Indigenous status. See the ABS website for more information (Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), Australia, 2011, ABS cat. no. 2033.0.55.001). The use of SEIFA IRSD to measure disadvantage for this performance indicator may be reviewed pending national agreement on a definition of vulnerable and disadvantaged children.</p>
Identifiers	<p>Person ID (SLK 581):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage that may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex and address details of each child with an identical SLK.</p> <p>Matching SLKs should be identified appropriately. See Appendix A: 'Creating unique child records from episode records'.</p>
Identifier data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> Statistical linkage key 581 (METeOR Id 349895)
Data collection details	
Data source(s)	<p><u>Numerator:</u> NECECC</p> <p><u>Denominator:</u> NECECC</p>
Frequency of data source collection	<p><u>Numerator:</u> Annual</p> <p><u>Denominator:</u> Annual</p>

⁴ Subject to availability, SEIFA quintiles may be based on state/territory rankings rather than rankings for Australia.



PI 3. Proportion of enrolled children, enrolled in the year before full-time school, in quality early childhood education program(s) for 600 hours per year





Performance Indicator 4

Proportion of enrolled children who attend, in the year before full-time school, quality early childhood education program(s) for 600 hours per year

4.1 All children

Indicator details:	
STATUS	DRAFT
Description	The proportion of enrolled children aged 4 and 5 years as at 1 July of the collection year, who are attending in the year before full-time schooling a quality early childhood education program(s) for 600 hours per year.
Numerator	The number of children aged 4 and 5 years as at 1 July of the collection year, who are attending in the year before full-time schooling one or more quality early childhood education program(s) for a total of 600 hours or more in the collection year.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program attendance indicator (METeOR Id 602298) • Date of birth (METeOR Id 287007) • Early childhood education hours attended (per week) (METeOR Id 602308) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> • Number of early childhood education program service operation weeks (METeOR Id 602358)
Denominator	The number of children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in one or more quality early childhood education program(s), for a total of 600 hours or more in the collection year.
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • Early childhood education program hours enrolled (per week) (METeOR Id 602310) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> • Number of early childhood education program service operation weeks (METeOR Id 602358)
Computation	<p>$\text{Numerator} \div \text{Denominator} \times 100 = \text{Proportion}$</p> <p>Refer to flow chart PI 4: Proportion of enrolled children who attend, in the year before full-time school, quality early childhood education program(s) for 600 hours per year</p>
Presentation	Proportion
Calculation rules	This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'.

	<p>Attendance at a program(s) for a total of 600 hours or more per year is determined by multiplying 'Early childhood education program hours attended (per week)' by the 'Number of early childhood education program service operation weeks' to gain a figure above or below 600 hours per year. Where a child is attending across multiple service providers, the calculation will be the sum of (hours attended at each service multiplied by the service operation weeks for that service).</p> <p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p><u>Numerator:</u></p> <p>The numerator is obtained by summing all children aged 4 or 5 years who have a 'Yes' response against the child level data element 'Early childhood education program attendance indicator' (representing attendance in the year before full-time schooling), and who attend a program(s) for a total of 600 hours or more per year.</p> <p><u>Denominator:</u></p> <p>The denominator is obtained by summing all children aged 4 or 5 years who have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling), and who are enrolled in a program(s) for a total of 600 hours or more per year.</p>
Identifiers	<p>Person ID (SLK 581):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage that may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex and address details of each child with an identical SLK.</p> <p>Matching SLKs should be identified appropriately. See Appendix A: 'Creating unique child records from episode records'.</p>
Identifier data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Statistical linkage key 581 (METeOR Id 349895)
Data collection details	
Data source(s)	<p><u>Numerator:</u> NECECC</p> <p><u>Denominator:</u> NECECC</p>
Frequency of data source collection	<p><u>Numerator:</u> Annual</p> <p><u>Denominator:</u> Annual</p>

4.2 Aboriginal and Torres Strait Islander children

Indicator details:	
STATUS	DRAFT
Description	The proportion of Aboriginal and Torres Strait Islander enrolled children aged 4 and 5 years as at 1 July of the collection year, who are attending in the year before full-time schooling a quality early childhood education program(s) for 600 hours per year.
Numerator	The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years as at 1 July of the collection year, who are attending in the year before full-time schooling one or more quality early childhood education program(s), for a total of 600 hours or more in the collection year.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program attendance indicator (METeOR Id 602298) • Date of birth (METeOR Id 287007) • Early childhood education hours attended (per week) (METeOR Id 602308) • Indigenous status (METeOR Id 291036) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> • Number of early childhood education program service operation weeks (METeOR Id 602358)
Denominator	The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in one or more quality early childhood education program(s), for a total of 600 hours or more in the collection year.
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • Early childhood education hours enrolled (per week) (METeOR Id 602310) • Indigenous status (METeOR Id 291036) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> • Number of early childhood education program service operation weeks (METeOR Id 602358)
Computation	<p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Refer to flow chart PI 4: Proportion of enrolled children who attend, in the year before full-time school, quality early childhood education program(s) for 600 hours per year</p>
Presentation	Proportion
Calculation rules	<p>This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'.</p> <p>Attendance at a program(s) for a total of 600 hours or more per year is determined by multiplying 'Early childhood education hours attended (per week)' by the 'Number of early childhood education program service operation weeks' to gain a figure above or below 600 hours per year. Where a child is attending across multiple service providers, the calculation will be the sum of (hours attended at each service multiplied by the service operation weeks for that service).</p> <p>Age is calculated for children using their date of birth, referenced to their age at 1</p>

	<p>July of the collection year.</p> <p>Two disaggregations are required for Aboriginal and Torres Strait Islander children:</p> <p>a) State/territory</p> <p>b) Remoteness Area (national level only) (based on Statistical Area 1).</p> <p><u>Numerator:</u></p> <p>The numerator is obtained by summing all children aged 4 or 5 years who are reported as Aboriginal and/or Torres Strait Islander and have a 'Yes' response against the child level data element 'Early childhood education program attendance indicator' (representing attendance in the year before full-time schooling), and who attend a program(s) for a total of 600 hours or more per year.</p> <p><u>Denominator:</u></p> <p>The denominator is obtained by summing all children aged 4 or 5 years who are reported as Aboriginal and/or Torres Strait Islander and have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling), and who are enrolled in a program(s) for a total of 600 hours or more per year.</p>
Identifiers	<p>Person ID (SLK 581):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage that may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex and address details of each child with an identical SLK.</p> <p>Matching SLKs should be identified appropriately. See Appendix A: 'Creating unique child records from episode records'.</p>
Identifier data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> Statistical linkage key 581 (METeOR Id 349895)
Data collection details	
Data source(s)	<p><u>Numerator:</u> NECECC</p> <p><u>Denominator:</u> NECECC</p>
Frequency of data source collection	<p><u>Numerator:</u> Annual</p> <p><u>Denominator:</u> Annual</p>

4.3 Vulnerable and disadvantaged children⁵

Indicator details:	
STATUS	DRAFT
Description	The proportion of enrolled children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and are attending in the year before full-time schooling a quality early childhood education program(s) for 600 hours per year.
Numerator	The number of children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and are attending in the year before full-time schooling one or more quality early childhood education program(s), for a total of 600 hours or more in the collection year.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program attendance indicator (METeOR Id 602298) • Date of birth (METeOR Id 287007) • Early childhood education hours attended (per week) (METeOR Id 602308) • SEIFA (2011 Census, ASGS 2011) cluster (METeOR Id 517903) <ul style="list-style-type: none"> • Address—Statistical Area level 1 (SA1) code (ASGS 2011) (METeOR Id 457287) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> • Number of early childhood education program service operation weeks (METeOR Id 602358)
Denominator	The number of children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and are enrolled in the year before full-time schooling in one or more quality early childhood education program(s), for a total of 600 hours or more in the collection year.
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • Early childhood education hours enrolled (per week) (METeOR Id 602310) • SEIFA (2011 Census, ASGS 2011) cluster (METeOR Id 517903) <ul style="list-style-type: none"> • Address—Statistical Area level 1 (SA1) code (ASGS 2011) (METeOR Id 457287) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> • Number of early childhood education program service operation weeks (METeOR Id 602358)
Computation	<p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Refer to flow chart PI 4: Proportion of enrolled children who attend, in the year before full-time school, quality early childhood education program(s) for 600 hours per year</p>
Presentation	Proportion

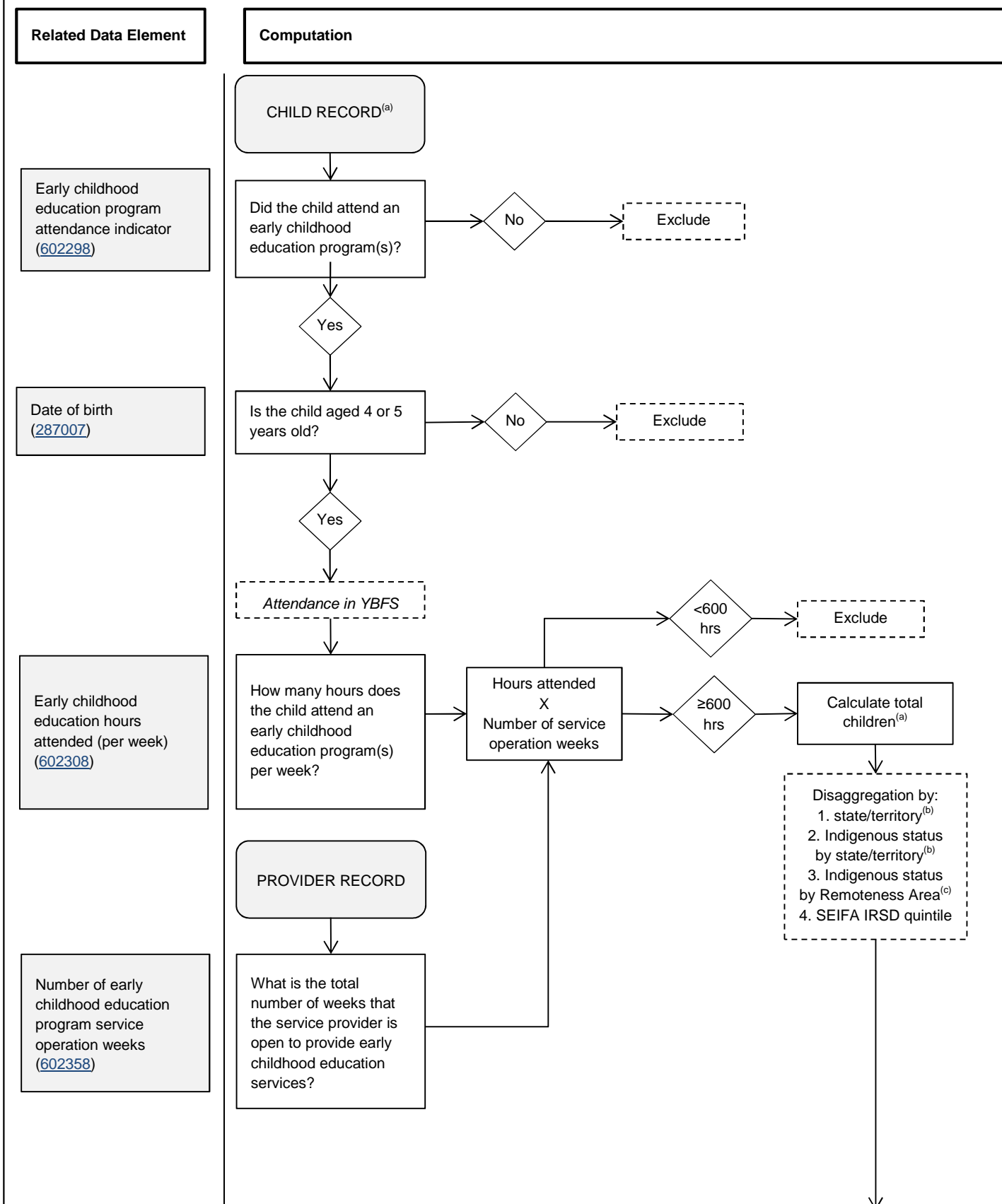
⁵ There is currently no nationally agreed definition of ‘vulnerable and disadvantaged’ children under the NP UAECE—2016 and 2017. The performance indicators use SEIFA IRSD, which is a nationally consistent measure of disadvantage available from the NECECC. States and territories may use different measures in their individual Implementation Plans as agreed bilaterally with the Commonwealth.

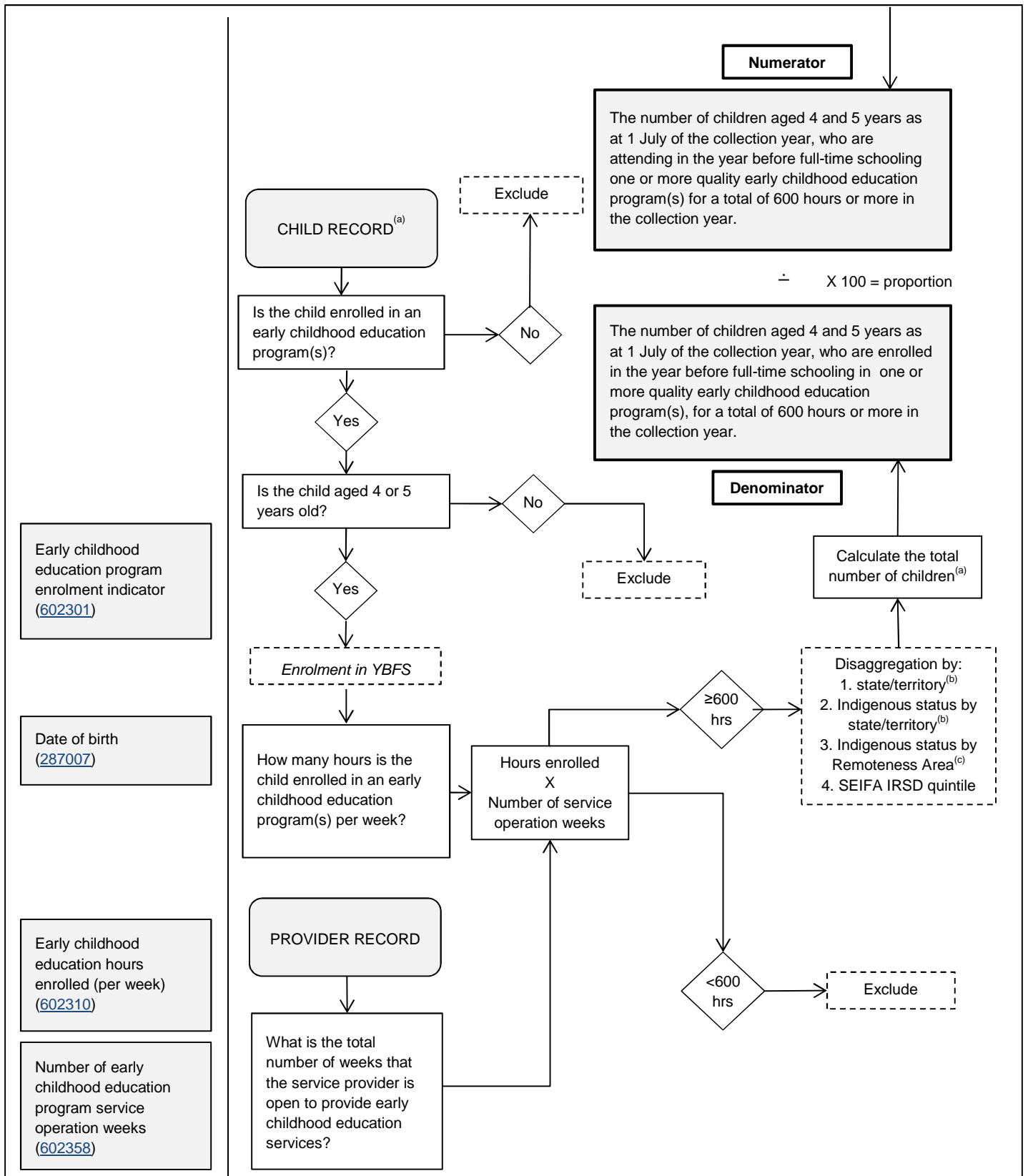
Calculation rules	<p>This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'.</p> <p>Attendance at a program(s) for a total of 600 hours or more per year is determined by multiplying 'Early childhood education hours attended (per week)' by the 'Number of early childhood education program service operation weeks' to gain a figure above or below 600 hours per year. Where a child is attending across multiple service providers, the calculation will be the sum of (hours attended at each service multiplied by the service operation weeks for that service).</p> <p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p><u>Numerator:</u></p> <p>The numerator is obtained by summing all children aged 4 or 5 years who reside in areas with a SEIFA IRSD quintile of 1 (based on Statistical Area 1, SA1⁶) and who have a 'Yes' response against the child level data element 'Early childhood education program attendance indicator' (representing attendance in the year before full-time schooling), and who attend a program(s) for a total of 600 hours or more per year.</p> <p><u>Denominator:</u></p> <p>The denominator is obtained by summing all children aged 4 or 5 years who reside in areas with a SEIFA IRSD quintile of 1 (based on Statistical Area 1, SA1) and who have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling), and who are enrolled in a program(s) for a total of 600 hours or more per year.</p>
Notes and Exceptions	<p>Disadvantage is measured using the ABS Index of Relative Socio-economic Disadvantage (IRSD) derived from the 2011 ABS Census of Population and Housing. IRSD is a general socio-economic index that summarises a range of information about the economic and social resources of people and households within an area. Census variables that comprise this index include low income, no qualifications, low educational attainment, unemployment, overcrowded housing, disability, dwellings without motor vehicles, and Indigenous status. See the ABS website for more information (Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), Australia, 2011, ABS cat. no. 2033.0.55.001). The use of SEIFA IRSD to measure disadvantage for this performance indicator may be reviewed pending national agreement on a definition of vulnerable and disadvantaged children.</p>
Identifiers	<p>Person ID (SLK 581):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage that may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex and address details of each child with an identical SLK.</p> <p>Matching SLKs should be identified appropriately. See Appendix A: 'Creating unique child records from episode records'.</p>
Identifier data	<p><u>Child/Person URL data elements:</u></p>

⁶ Subject to availability, SEIFA quintiles may be based on state/territory rankings rather than rankings for Australia.

elements	<ul style="list-style-type: none"> Statistical linkage key 581 (METeOR Id 349895)
Data collection details	
Data source(s)	<u>Numerator</u> : NECECC <u>Denominator</u> : NECECC
Frequency of data source collection	<u>Numerator</u> : Annual <u>Denominator</u> : Annual

PI 4. Proportion of enrolled children who attend, in the year before full-time school, quality early childhood education program(s) for 600 hours per year





(a) Refer to Appendix A for instructions on creating unique child records from episode records.

(b) The location where the early childhood education program was delivered.

(c) Smaller geographic locations may impact on the quality of Aboriginal and Torres Strait Islander estimates. Where possible, Remoteness Area should be determined using the child's area of usual residence.

Note: Refer to Appendix B for details on the inclusion and exclusion of response categories in the computation.

Appendix A: Creating unique child records from episode records

The National Early Childhood Education and Care Collection (NECECC) utilises and combines different data sources or 'files' in order to process the data. The following discussion outlines the various stages used previously for matching and linking. This description has been updated since the original National Partnership Agreement on Early Childhood Education performance indicator specifications and reflects the methodological development of the NECECC. It is envisaged that similar methods will be used for the 2016 and 2017 NECECCs in order to report on the National Partnership Agreement on Universal Access to Early Childhood Education—2016 and 2017 (NP UAECE—2016 and 2017) performance indicators.

The following discussion provides information on the methodological procedures used previously in relation to how child data were reconciled into the 'Children' population.

Background

To derive estimates of the 'number of children' enrolled in and attending early childhood education programs, a collection methodology is required to transform episodes of early childhood education programs to the child level data and to link records across files to estimates of unique children.

Matching and Linking Terminology

For the purposes of the NECECC, match or matching relates to the scenario where two or more records can be identified to belong to the same unique child. Linked or linking relates to the scenario where two or more records are linked but are not necessarily a true match for a unique child. The NECECC only adopts the linkage methodology because the NECECC linking methodology uses a Statistical Linkage Key (SLK), which is not a unique identifier. In a majority of cases, the SLK may be unique but in some instances, more than one child may have the same SLK due to similar characteristics.

Statistical Linkage Key

Identification of unique child records can be achieved through the SLK to identify linking child episode records. The SLK can only provide estimated counts of unique child records as it is possible for two or more children to have coincidental identical SLKs. The application by data providers of a child/client database, which contains across year child details including name, date of birth and address information for each child in the data set can further assist in identifying coincidental links of SLK. This process only assists in the identification of coincidental links within a jurisdictional data submission for the NECECC.

In 2013, an 'SLK Match Code' was used to support improved accuracy of unique child counts. An SLK Match Code is assigned by data providers to a child only where two or more episode records are related to that child. The SLK Match Code facilitates the correct handling of scenarios where identical SLKs belong to two or more children.

Identification of identical SLK Child records across data sources

The following data elements were used for linking the multiple data sources for the 2013 NECECC:

- Statistical Linkage Key (SLK)
- Geographic location of child (SA1)
- SLK Match Code
- ABS provider ID.

Stages of Linking Methodology

Episode linking processes operate within each state and territory and consist of two key processes:

- **Linking within-file:** Linking episodes of early childhood education programs within a supplied URL data file.
- **Linking between files:** Linking episodes of early childhood education programs across different URL data files.

The following discussion outlines how these concepts were operationally implemented for the 2013 NECECC.

Linking Within-File

The first stage of the linking methodology was performed on each episode level file provided for the NECECC. To determine if multiple episodes belong to the same child, the following logic was applied to produce child level records within a file. Refer to Figure A.1 'Within file episode linking methodology'.

For multiple episodes identified as belonging to the same child based solely on their SLK

SLK Match code is supplied

If two episodes have the same SLK and the same SLK Match code, then they are considered as belonging to the same child. If the same SLK does not link on the SLK Match code, they are considered as being separate children. Linked records through 'Linking within-file' and SLK Match code methods may be considered matches (i.e. episode belonging to the child). This can occur where the SLK Match code has been supplied by a data provider with the application of a child/client database.

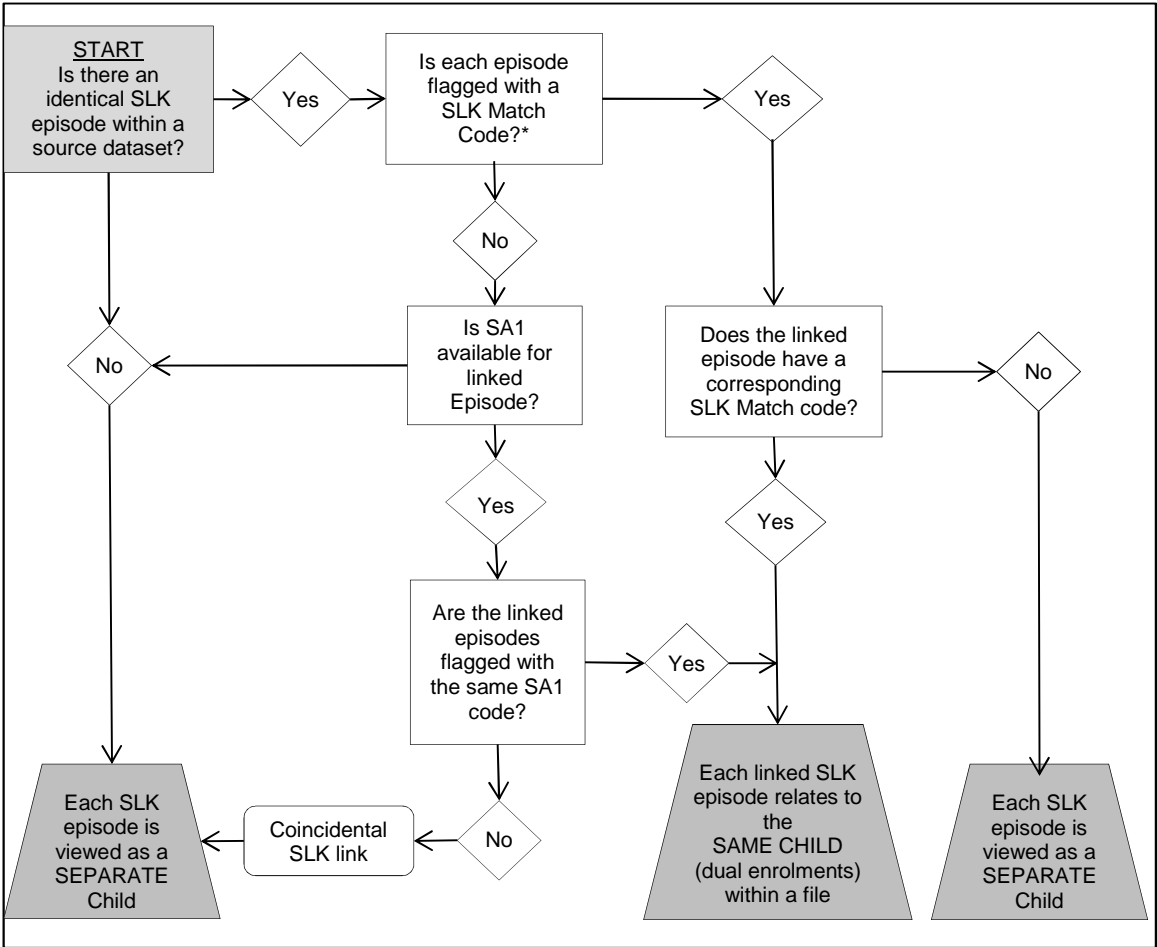
SLK Match code is not supplied

If no SLK Match code is supplied, then a link on SLK and the child SA1 geography code is used to identify linking child records. If two episodes have the same SLK and both are located in the same child geographical Statistical Area, they are considered as belonging to the same child.

No SLK Match code and no SA1 supplied

If no SLK Match code and no SA1 codes are supplied, then they are treated as separate episodes.

Figure A.1: 'Within file' episode linking methodology



* All state and territory and CCMS data provided was provided with a SLK match code.

Linking Between-Files

The second stage in the methodology links two child level files. This occurs when linking a state and territory file to the Child Care Management System (CCMS) file. This process was performed on a state-by-state basis, i.e. only the NSW children in the CCMS file will be compared with the NSW state file. To determine if two child records on different files were the same child, the following logic was applied to between-file linking.

Multiple child records (between files) identified as being the same child based on their Statistical Linkage Key (SLK)

Link on SLK and on SA1

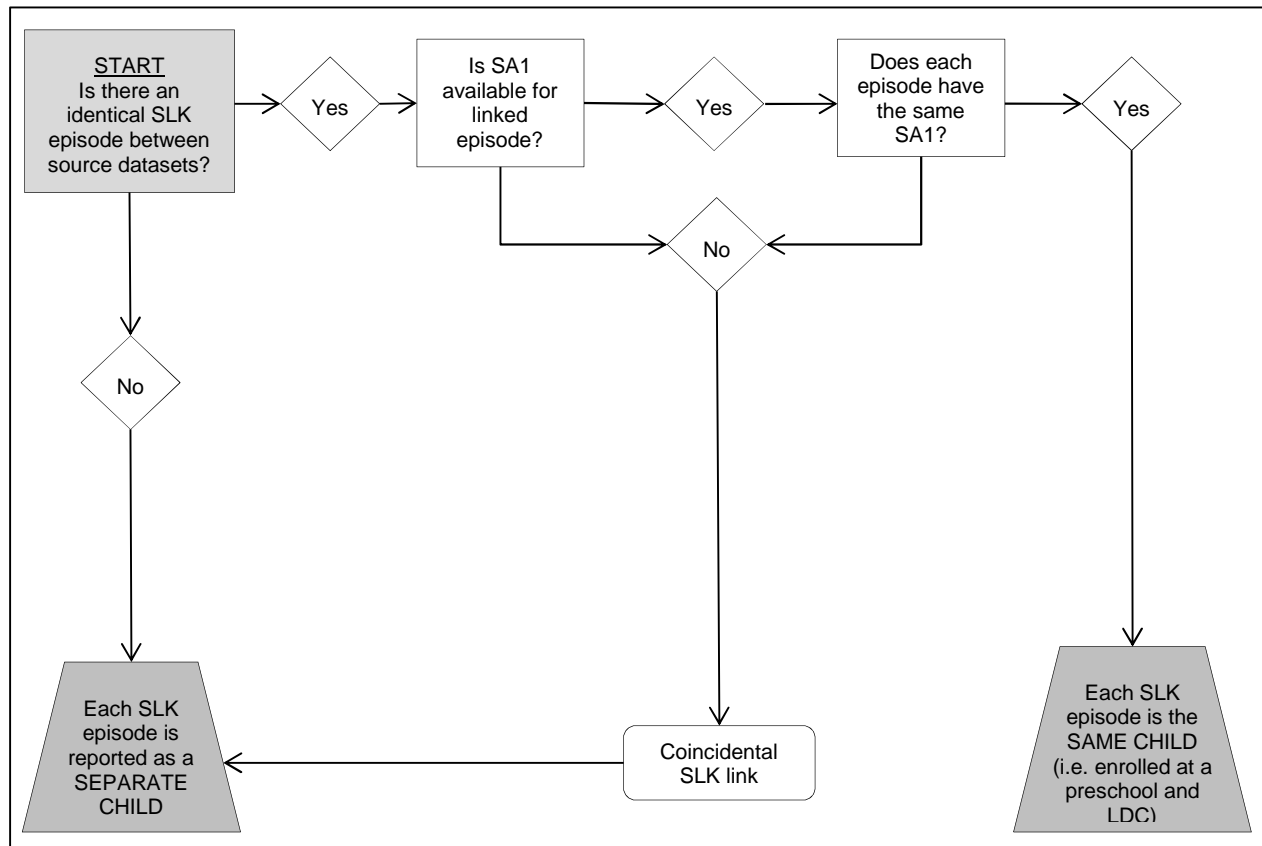
If a child record from each file has the same SLK and both are located in the same SA1, then both records are considered as belonging to the same child. If they don't link, they are treated as separate episodes (Figure A.2).

Link on SLK only

If a child's SA1 is not supplied by the data provider or is of a poor quality, then linking is conducted using SLK alone. In this scenario, child records from two different files who share

the same SLK are considered as belonging to different children. If the SLKs do not link, they are also considered to belong to different children.

Figure A.2: 'Between file' episode linking methodology



Between-file episode linking was completed for each individual state and territory and conducted between a state and territory file and the CCMS.

Duplicate episode records for a unique child at a service provider

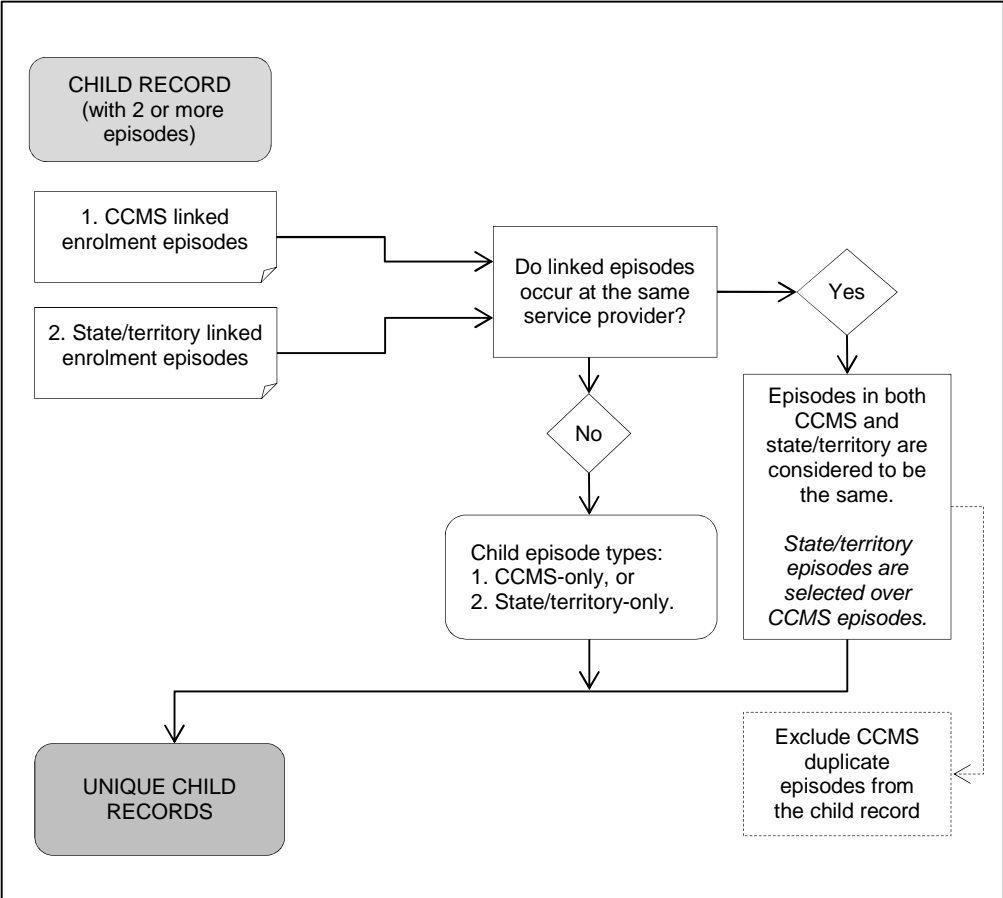
A child who is enrolled within a service provider can be reported within both a state and territory collection and the CCMS. In some scenarios, each data source may be reporting about different early childhood education program experiences within the same service provider. The different data sources could also be reporting the same early childhood education program experience. Due to the nature of state and territory collections and the CCMS, there is no way to definitively know what these linked episode records at a service provider represent. Operationally, for the 2013 NECECC, linked episode records at a service provider were considered duplicates. To determine if two or more episodes linked to a child were unique or duplicates of each other, the following business rules were applied. This process applied for each state and territory after both the 'Within File' and 'Between File' linking processes had been completed.

Duplicate episode record checking within a service provider

The Preschool Provider Frame (PPF) allocates a unique identifier (ABS provider ID) to each unique service. The ABS provider ID was used to identify service providers within and across data files, and across collection years.

Figure A.3 below, outlines how a child record with two or more episodes that share the same ABS provider ID code were considered as being a duplicate of each other. In this scenario, the state/territory-supplied episode is selected over the CCMS source episode and the duplicate episode is removed from the child record. If a child enrolled in one service provider has multiple episodes originating from the same state and territory file, these episode duplicates are not removed from the child record. For a child record with corresponding episodes that have different ABS provider ID codes, each episode is considered to be unique and remain a component of the child record.

Figure A.3: Child-episode reporting business rules for two or more episodes^(a)



(a) This process will occur for each state/territory after the 'Within file' and 'Between file' linking process has been completed.

Reporting Child Counts

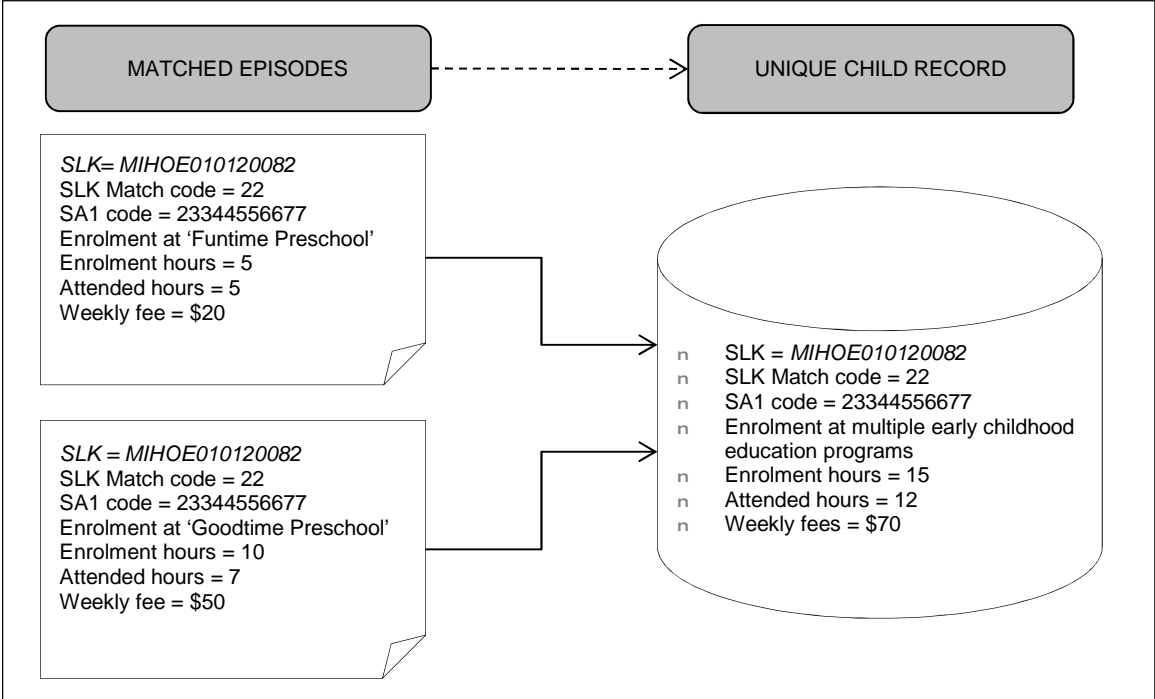
After completing within-file linking, between-file linking, and child-episode linking, the NECECC contains the unique child level records, which are used in all child level tables in data publication. These records can be of the following three types:

- a child with records solely from a state/territory source
- a child with records solely from a CCMS source
- a child with records from both a state/territory and a CCMS source.

Where two or more child episodes are linked, the unique characteristics within each episode are used to formulate the characteristics of the corresponding unique child record. Figure A.4 outlines two linked episodes from two different early childhood education programs with

weekly early childhood education program fees, enrolment and attendance hours. This information is used to create a unique child record from the same data source supplied for the NECECC.

Figure A.4: Child episode record to unique child record



For the purpose of output reporting on hours enrolled, hours attended and early childhood education program fees, the child’s multiple episode records are combined to obtain the total early childhood education program hours and total early childhood education program fees.

Operational reporting of the YBFS concept within the NP UAECE PIs

The NECECC has been compiled since 2010 using administrative and/or census data drawn from all States, Territories and the Australian Government. The NECECC has been published by the ABS in catalogue 4240.0 (for example, ABS 2015).

Three counts relating to early childhood education program enrolment and attendance were published:

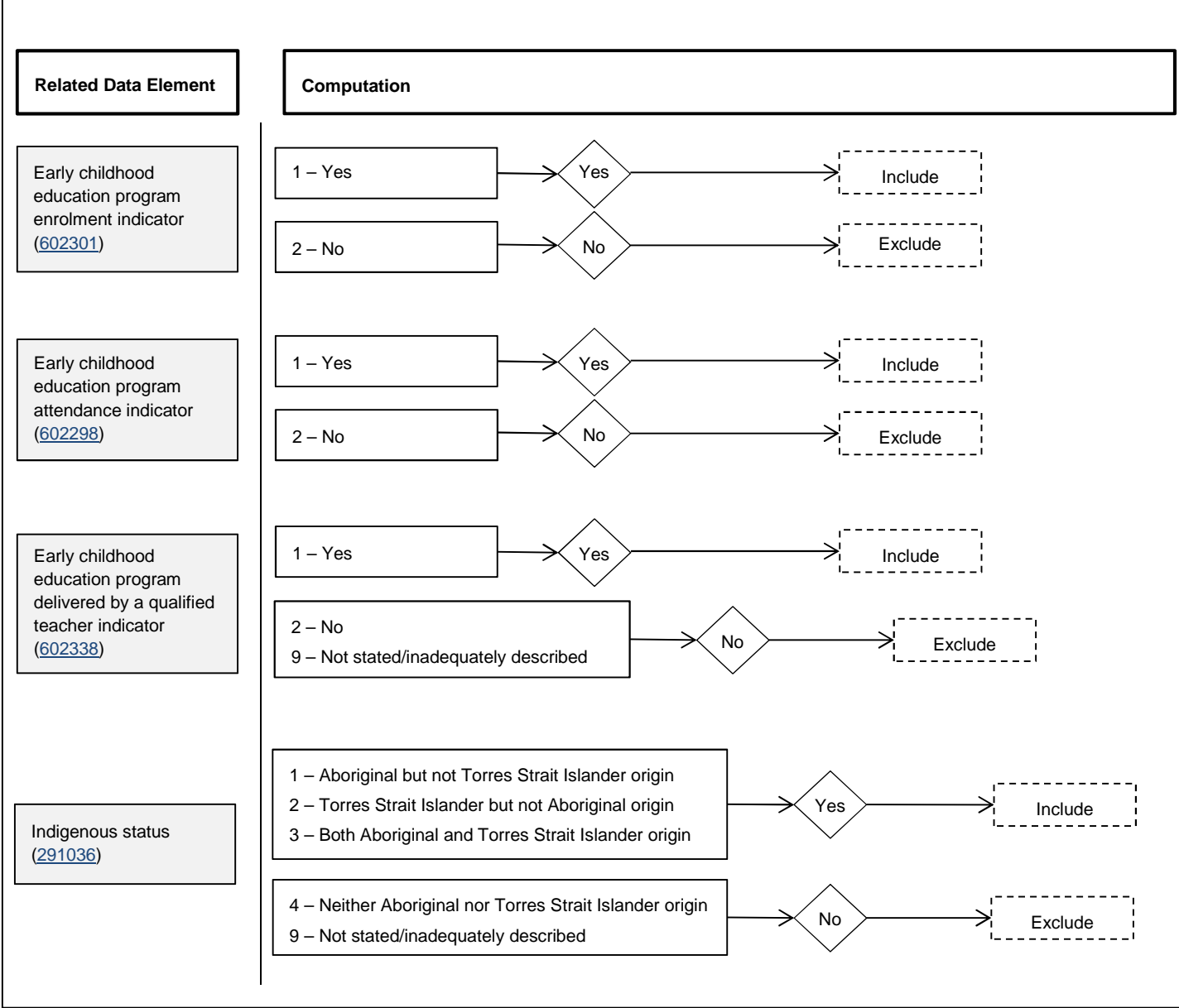
- An ‘episode’ is the count of the occurrence of an early childhood education program being provided to a child. When one child is enrolled in two different early childhood education programs, the child is enrolled in two episodes of early childhood education.
- The ‘child’ count is the unique count of children in any given year, irrespective of the number of separate early childhood education programs at different service providers any one child may be enrolled in.
- In the ‘YBFS’ count, children are only included if the child is 4 years old, or 5 years old and not reported to be ‘repeaters’ (that is, they are not reported to have previously attended an early childhood education program as a 4 year old), referred to as the ABS YBFS population.

The ABS YBFS population is used (where available) in the calculation of indicators for the National Indigenous Reform Agreement (NIRA) (that is, for the Closing the Gap early

childhood education target). Agreement for this calculation was reached through the NIRA Performance Information Management Group.

The NP UAECE PI specifications also refer to a YBFS population; however, for the purposes of the NP UAECE, the YBFS population includes all children aged 4 and 5 years, including 5 year olds who are reported as repeaters. This is done in acknowledgement that the underlying policy emphasis is on all children who are enrolled in the 12 month period before school, even if they are counted in successive years.

Appendix B: Values for inclusion in PI calculations



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