

New South Wales Implementation Plan

NATIONAL PARTNERSHIP AGREEMENT ON UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION

PART 1: PRELIMINARIES

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

PART 2: TERMS OF THIS IMPLEMENTATION PLAN

3. This Implementation Plan will commence as soon as it is agreed between the Australian Government, represented by the Assistant Minister for Education, and the State of New South Wales represented by the Minister for Education.
4. As a schedule to the NP UAECE, the purpose of this Implementation Plan is to provide the public with an indication of how Universal Access is intended to be delivered and demonstrate New South Wales's capacity to achieve the outcomes of the NP UAECE by the expiry of the National Partnership.
5. This Implementation Plan will cease on completion or termination of the NP UAECE, including the acceptance of final performance reporting and processing of final payments against performance benchmarks.
6. This Implementation Plan may be varied by written agreement between the Australian Government and State Ministers with responsibility for Early Childhood Education under the overarching NP UAECE.
7. The Parties to this Implementation Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to the plan and its full implementation.

PART 3: STRATEGY FOR IMPLEMENTATION

Project information

8. The NP UAECE 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.

SCHEDULE B

9. Australian, State and Territory governments will collaborate to develop a nationally agreed definition of vulnerable and disadvantaged children over time. Until this definition is agreed, vulnerable and disadvantaged children in New South Wales are defined for the purpose of this Agreement as those from Aboriginal families and from families holding a low Income Health Care Card or, in the case of children participating in early childhood education in long day care settings, families accessing the maximum Child Care Benefit.
10. NSW Government funding for community preschools to assist with the delivery of preschool programs is the primary manner in which NSW supports the achievement and maintenance of universal access to quality early childhood education programs available for 600 hours per year for children in the year before full-time school.
11. The project elements planned to support implementation of the NP UAECE are as follows:
 - (a) Revised "base" subsidies for preschools;
 - (b) Increased loadings for services based on their location;
 - (c) More funding for children from Indigenous and disadvantaged backgrounds;
 - (d) Reformed funding arrangements in support of children with additional needs; and
 - (e) Complementary measures to support and encourage universal access to quality early childhood education programs available for 600 hours per year for children in the year before full-time school. These include capital funding for services, collection of long day care data, research partnerships, engagement and outreach support and cluster management trials.

Table 1: Project elements

| No. | Short description | Planned start date | Planned end date |
|-----|---|---|------------------|
| 1 | A new preschool funding model that is targeted at quality early childhood education programs available for 600 hours per year for children in the year before full-time school, and that scales subsidies for community preschools as closely as possible to the circumstances of each child's household, so that fees are better-aligned with the parents' capacity to contribute and are not a barrier to access for the most disadvantaged families. | Transition to new funding model starts January 2014 | ongoing |
| 2 | Additional funding amounts for community preschools in remote and very remote communities. | | |
| 3 | Significant increases in support for children from Indigenous and disadvantaged families, to enable near-to-free access to community preschool for the most disadvantaged. | | |
| 4 | Reform of funding arrangements for children with additional needs. | November 2013 | ongoing |

SCHEDULE B

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| 5 | Measures in support of the new funding system including capital funding for services; a trial of cluster management; research partnerships between the Department, universities and the sector; exploring the collection of data from long day care services; funding in support of engagement and outreach support; and alignment of secondary grants programs with the funding reform directions and universal access principles. | 1 July 2013 | 30 June 2016 |
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Estimated costs

12. The maximum financial contribution to be provided by the Australian Government for the project to New South Wales is \$212.2 million payable in accordance with the performance milestones and benchmarks set out in the National Partnership. All payments are exclusive of GST.
13. The Australian Government contribution (exclusive of GST) is set out in Table 2 and is based on estimated counts of the target population of 4 year olds derived from the 2011 census.
14. The Australian Government contribution can only be moved between years with the agreement of the Australian Government.

Table 2: Estimated financial contributions

| (\$) | 2012-13 | 2013-14 | 2014-15* | Total |
|---|-------------|---------------|--------------|---------------|
| Non-Australian Government contributions** | - | - | - | - |
| Total Australian Government contribution*** | \$4,757,053 | \$131,385,283 | \$76,015,771 | \$212,158,107 |

* Funding for the sixth month period to 31 December 2014

**States are responsible for the provision of early childhood education services and allocate their own source funding and provide in-kind contributions accordingly. Funding contributions by each jurisdiction will be considered as part of the review of the National Partnership, consistent with clause 37(a) of the National Partnership.

*** The Australian Government is also separately contributing \$3 million in 2013-14 and \$1.5 million in 2014-15 nationally for early childhood data development, review and research activities.

Notes:

1. This table does not include direct child care assistance to parents by the Australian Government, to help improve the affordability of Child Care Benefit approved child care services that provide a preschool or kindergarten program.

Program logic

15. The project elements detailed in this Implementation Plan will achieve the outcomes and objectives stated in the National Partnership including for vulnerable and disadvantaged children as defined by New South Wales in Clause 9.
16. The way in which these project elements will achieve the outcomes and objectives set out in the National Partnership is detailed in Table 3 below.

SCHEDULE B

Table 3: Program logic

| Project elements | Outputs (services delivered) | Outcomes | Reform/Project Objectives | Responsibility |
|---|---|---|--|------------------------|
| <i>Revised "base" subsidies for community based preschools targeted at quality early childhood education programs available for 600 hours per year for children in the year before full-time school</i> | <i>Subsidy amounts for each service scaled according to the SEIFA of the suburb in which the service is located, and calibrated to a minimum program delivery of 600 hours per year</i> | <i>Universal access to and improved participation in affordable, quality early childhood education programs available for 600 hours per year</i> | <i>Universal Access to quality early childhood education available for 600 hours per year, with a focus on improved participation of vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation</i> | New South Wales |
| <i>Increased loadings for community preschools based on their location</i> | <i>Extra per child funding for services located in ARIA + Remote and Very Remote locations and additional loadings for services in Outer Regional locations</i> <i>Extra funding for mobile services</i> | <i>Universal access to and improving participation in affordable, quality early childhood education programs available for 600 hours per year</i> <i>Indigenous children have access to and participate in an affordable, quality early childhood program available for 600 hours per year</i> | | New South Wales |

SCHEDULE B

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| <p><i>More funding for children from Indigenous and disadvantaged backgrounds</i></p> | <p><i>Indigenous and disadvantaged children to receive funding at the highest rate per child, with subsidies for up to two consecutive years per child</i></p> | <p><i>Indigenous children have access to and participate in an affordable, quality early childhood program available for 600 hours per year</i></p> <p><i>The achievement of the Closing the Gap target is maintained, with access to early childhood education for all Indigenous four year olds in remote communities</i></p> <p><i>Universal Access to and improving participation in affordable, quality early childhood education programs available for 600 hours per year, with a focus on improved participation of vulnerable and disadvantaged children</i></p> | <p><i>Children living in remote Indigenous communities remain a focus for Universal Access with an ongoing commitment to ensure that every Indigenous four year old in a remote community has access to a quality early childhood education program</i></p> <p><i>Universal Access to quality early childhood education available for 600 hours per year, with a focus on improved participation of vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation</i></p> | <p>New South Wales</p> |
| <p><i>Reformed funding arrangements in support of children with additional needs</i></p> | <p><i>Refocusing of programs for children with additional needs, with consolidated funding streams and better-targeting</i></p> | <p><i>Vulnerable and disadvantaged children have access to and participate in an affordable, quality early childhood education program available for 600 hours per year</i></p> | <p><i>Universal access to quality early childhood education programs available for 600 hours per year, with a focus on improved participation of vulnerable and disadvantaged children</i></p> | <p>New South Wales</p> |

SCHEDULE B

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| <p><i>Measures in support of funding reform</i></p> | <p><i>Includes capital funding for preschools; trials of cluster management arrangements; research partnerships with universities; scholarships for educators; engagement and outreach support; exploration of long day care data collection and alignment of secondary grants programs with funding reform directions</i></p> | <p><i>Universal access to and improved participation in affordable, quality early childhood education programs available for 600 hours per year</i></p> <p><i>Indigenous children have access to and participate in an affordable, quality early childhood program available for 600 hours per year</i></p> <p><i>The achievement of the Closing the Gap target is maintained, with access to early childhood education for all Indigenous four year olds in remote communities</i></p> | <p><i>Universal Access to quality early childhood education, with a focus on improved participation of vulnerable and disadvantaged children in a manner that meets the needs of children, parents and communities and ensures that cost is not a barrier to participation</i></p> | <p>New South Wales</p> |
|---|--|---|--|-------------------------------|

Risk management

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

New South Wales Context

18. New South Wales is committed to participation in the National Partnership on Universal Access to Early Childhood Education. Participation in the Partnership is central to the State's strategy for achievement of its *NSW 2021* target that all children have access to quality early childhood education in their year before school. *NSW 2021* is the Government's 10 year plan to rebuild the economy, return quality services, renovate infrastructure, strengthen the local environment and communities and restore accountability to Government.
19. Public investment in the sector during the term of the previous National Partnership on Universal Access has delivered measurable improvements in the quality and extent of early childhood education in New South Wales.

SCHEDULE B

20. For example, the most recent published report of jurisdictional progress towards achieving the goals (for the year 2011) notes increases in the proportion of children enrolled in a preschool program for at least 15 hours per week, and a growing cohort of children receiving 12-15 hours per week. The progress report also notes a boost in the number of early childhood workers qualified at diploma level and above, ahead of the target figure for the year.¹
21. In some areas, however, challenges have remained, particularly in relation to affordability for families in NSW and in engaging the significant minority of families who do not participate in any form of early childhood education.
22. Charting directions and options for addressing these challenges was the task of the Review of Government Funding for Early Childhood Education, the Government's response to which forms the centrepiece of strategies detailed in this plan to address the Partnership deliverables.
23. The Review was established in 2011 to provide recommendations to the Government on how New South Wales could better target its investment to support all children having universal access to quality early learning. Appointed as Reviewer was respected social policy academic Professor Deborah Brennan of the University of New South Wales.
24. The Review delivered its report in April 2012. The Department of Education and Communities was then tasked to undertake detailed modelling of the Review's recommendations, using actual service data that was not available to Professor Brennan. This work was completed in early 2013, leading to a Government announcement in March outlining reform directions for the sector.

Challenges

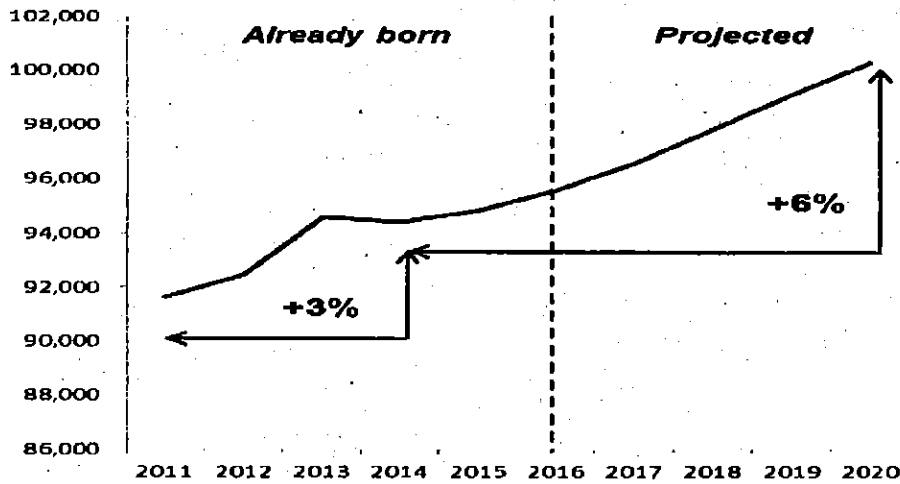
25. The Government's reform directions respond to a range of challenges to achieving universal participation as identified by the Brennan Review. These include an increase in the target cohort population and comparatively lower rates of participation by disadvantaged families. Activity under the National Partnership will focus on addressing these challenges and their underlying causes.

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

SCHEDULE B

1: Increases in the target cohort population

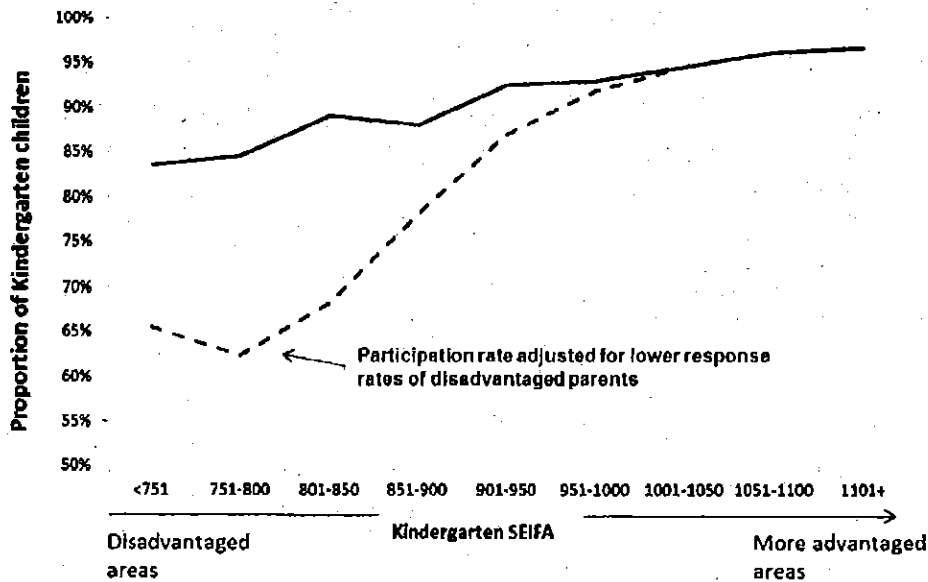
Figure 1: NSW four year old population (forecast)



26. Figure 1 shows that the number of four year olds in NSW is growing at an accelerated rate, with approximately 6,000 more children in this age group compared with the number in 2013. The data show that growth is also anticipated to be fastest in Indigenous communities.²

2: Engaging a higher proportion of disadvantaged families

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



² Source: Deloitte Access Economics in house population forecast model

SCHEDULE B

27. The data in Figure 2 show that many children are not accessing preschool programs in NSW before they start school and that many children living in more disadvantaged areas do not access preschool in any setting – including in long day care.³

3: Promoting affordability

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

4: Better targeting of per-child subsidies

29. Under previous NSW funding arrangements for community preschools, services were subsidised for all children enrolled, including for children who are not in their year prior to school. There were also historically-based arrangements that resulted in some services being over or under-funded when compared against their current enrolments, delivery mode, or location.
30. The Brennan Review stressed that to respond to State and national policy priorities within a finite budgetary environment, NSW should focus its investment in early childhood education more specifically on children in their year prior to school and in support of universal access. Services should also be supported consistent with their current enrolment and community profile.

Strategies

31. To respond to these challenges and enhance access and participation by Indigenous, low income and other vulnerable children, NSW will transition to a reformed funding system that will commence during the term of the Agreement.
32. Key features proposed include:

Revised base subsidies for community preschools

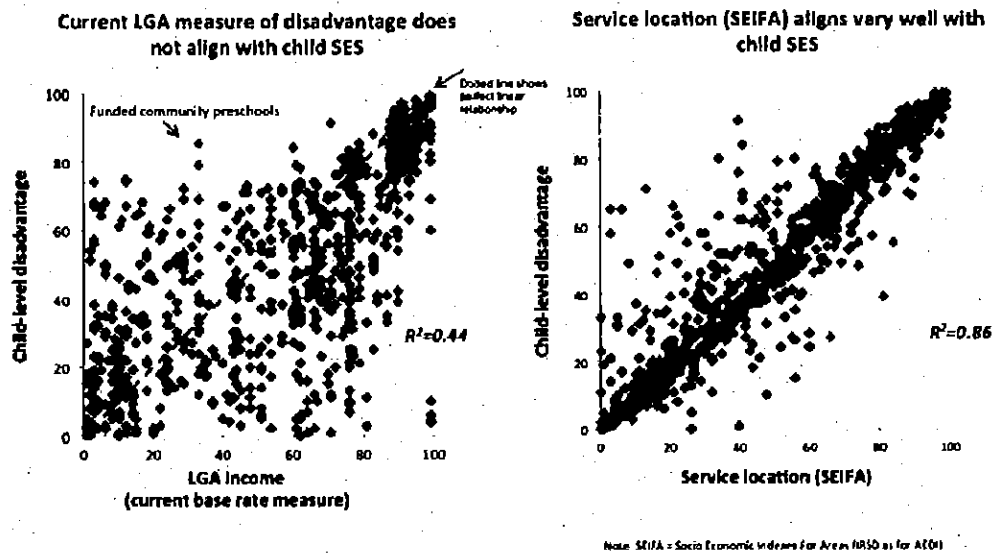
33. Base subsidies for all community preschools will be scaled as closely as practical to the individual circumstances of each enrolled child's household.
34. While the Brennan Review recommended tying subsidy rates to the situation of each enrolled child's family, subsequent analysis has shown that enrolment profiles at each service are too volatile to provide for stable and predictable funding levels for services based on the circumstance of each enrolled child.
35. In light of this factor NSW will put in place a framework whereby subsidy amounts are linked to the Socio Economic Index For Areas (SEIFA) of the suburb in which each service is located.

³ Source: NSW Department of Education and Communities, 2012 kindergarten enrolments

SCHEDULE B

36. Department of Education and Communities modelling shows a high degree of correlation between the SEIFA of each service and the SEIFA of families with children enrolled at each service. The results of the modelling are shown in Figure 3 below. Included for comparison is a distribution based on Local Government Area (LGA). NSW community preschools currently receive funding at differential rates based on LGA.⁴

Figure 3: comparison of LGA measure and SEIFA measure



Higher per child amounts, particularly for disadvantaged children

37. Partnership funding will also be used to provide higher per-child amounts to services, with the highest increases for the most disadvantaged children. Per child funding for these children will increase significantly over current levels.
38. Funding to support access to preschool for children from the most disadvantaged families will be available at higher rates irrespective of the SEIFA of the service's suburb, for a maximum of two consecutive years.
39. Children from Indigenous families will also qualify for support at the highest rate, with each child eligible for up to two consecutive years of support.
40. The higher funding will be complemented by other targeted programs being developed by NSW in 2013 under the current Partnership Agreement to encourage the participation of more families, particularly families in communities that show a historically low rate of engagement in early childhood education. These families are predominantly located in areas of relative socio-economic disadvantage.

More funding for remote services

41. The new system will also feature increased funding for services in remote areas. The funding, in the form of loadings, is to recognise the higher average operational costs for

⁴ Sources: NSW Department of Education and Communities 2011 ECEC Preschool Census and ABS SEIFA 2006.

SCHEDULE B

services in outlying areas and will be calibrated using the Accessibility/Remoteness Index of Australia.

42. Services in the ARIA+ Very Remote, Remote and Outer Regional areas will qualify for a loading in steps aligned to the degree of remoteness.

Funding for children with special needs

43. The Brennan Review identified opportunities to streamline and improve ways in which services are supported to enrol children with additional support needs, including children with disabilities and those with limited English language proficiency.
44. To achieve more transparent and efficient resourcing of services in support of these children, the Supporting Children with Additional Needs and Intervention Support Programs (birth to school entry-age component) will be reviewed.
45. This will result in a more streamlined and transparent approach that will link the aims and outcomes of the programs with the State Plan and National Partnership objectives for engagement and participation of vulnerable children.
46. This work will proceed in tandem with the development of the new Preschool Funding Model so that improved and more transparent funding for all services is made available from 2014 as part of the total package of funding reforms.
47. Similarly, funding to assist children from culturally and linguistically diverse backgrounds will be recalibrated to focus more specifically on supporting the needs of children with limited English language proficiency.

Funding reform - support elements

48. Supporting the reformed funding framework for preschools will be a range of measures to build capacity and quality, as well as ensure better alignment of the aims and objectives of "ancillary" State grants programs with the State and national priorities for access to and participation in early childhood education.
49. The range of measures will include
 - Capital funding for preschools;
 - Cluster management arrangements;
 - Facilitation of partnerships between the Department of Education and Communities, universities and the sector, particularly in disadvantaged communities;
 - Engagement and outreach support for services in areas with concentrations of vulnerable and disadvantage families;
 - Exploration of improved data collection, including preschool participation in the State's long day care sector;
 - Alignment of the aims and objectives of a range of State grant programs towards achievement of Partnership goals for access and participation
50. Key factors that have influenced the new direction are set out in Table 4.

SCHEDULE B

Table 4: Links with existing reforms or projects

| Elements | Existing reforms or projects | Complementary nature of activities |
|----------|--|--|
| 1 | Resource Allocation Model for community-based preschool subsidies based on the service's Local Government Area | Reformed subsidy distribution framework leading to better targeting of support in line with the socio economic profile of the service's catchment area |
| 2 | Flat rate funding for rural and remote services | Funding at differential rates according to location of service |
| 3 | Limited subsidy assistance for Indigenous and children from low income families | Significant increase in subsidy level for each child, with up to two consecutive years of support |
| 4 | Separate funding streams for children with additional needs | Integrated and better-targeted funding streams, aligned to the actual support needs of each child |
| 5 | - | New programs providing support, exemplars and assistance for services, educators and families |

PART 4: PERFORMANCE AND REPORTING ARRANGEMENTS

Performance indicators, benchmarks and targets

51. Key indicators, data sources and benchmarks for assessing and monitoring performance are set out in Part 4 and Schedule A of the NP UAECE.
52. With regard to reporting on attendance, New South Wales has agreed targets for 2013 and 2014 with the Australian Government, as set out in Table 5 below, and will report on progress towards these targets as part of the National Early Childhood Education and Care Collection and via progress reports.

Table 5: Bilaterally-agreed attendance target/s

| Population group | Baseline data (2012) ⁵ | 2013 Target | 2014 Target | Nationally Agreed Target |
|--|-----------------------------------|--------------------------|--------------------------|--|
| All children aged 4 and 5 years at 31 July | 99.1 per cent | No less than 90 per cent | No less than 90 per cent | <i>90 per cent of enrolled children attending an early childhood education</i> |

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

SCHEDULE B

| Population group | Baseline data (2012) ⁵ | 2013 Target | 2014 Target | Nationally Agreed Target |
|--|-----------------------------------|--------------------------|--------------------------|--|
| Vulnerable and disadvantaged children aged 4 and 5 years at 31 July ⁶ | 99.3 per cent | No less than 90 per cent | No less than 90 per cent | <i>program operating for at least 600 hours in the collection year, to be achieved over time</i> |
| Indigenous children aged 4 and 5 years at 31 July ⁷ | 95.7 per cent | No less than 90 per cent | No less than 90 per cent | |

Monitoring and reporting

53. Australian Government and State based collections or data sources and methodologies, agreed by both the Parties to this Plan, to measure progress against the performance milestones and benchmarks and targets in the NP UAECE are set out in Schedule A of the NP UAECE.
54. These data and performance specifications will be used to report New South Wales performance, except for the supplementary data agreed by the Parties to this Plan in Schedule B.1 of this Plan.
55. Reports in the manner stated at (i) and (ii) of New South Wales progress in achieving the performance milestones and benchmarks, targets and any supplementary data.
 - i. Progress Reports must contain:
 - Progress in implementing the project elements undertaken to achieve the performance milestones and benchmarks and the bilaterally agreed annual attendance targets in the reporting period, including challenges and mitigating strategies, where relevant
 - Where applicable, supplementary data reports for the performance milestones, benchmarks and targets listed in the NP UAECE or otherwise agreed in this Plan, and set out in Schedule A of the NP UAECE
 - ii. Progress Reports could include:

Case studies of services or children who are benefiting from universal access or from increased access or attendance.

⁶ Based on methodology used for the NSW 2012 Annual Report under the NP ECE for reporting of participation of children from low income families. Preschool participation in long day care is captured through attendance data only. Figures for this indicator currently do not include NSW Government preschools, nor children who are both disadvantaged and Indigenous.

⁷ Based on methodology used for the NSW 2012 Annual Report under the NP ECE for reporting of participation of Indigenous children. Preschool participation in long day care is captured through attendance data only.

SCHEDULE B

iii. Supplementary data reports must contain the following details for each Performance Indicator where the method is not consistent with the Early Childhood Education and Care National Minimum Data Set (NMDS).

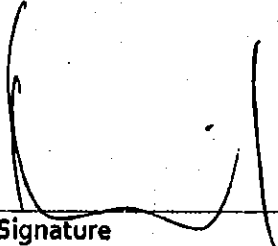
- Performance Indicator calculation description (numerator, denominator, computation and presentation)
- Numerator Information (collection name and population description)
- Denominator Information (collection name and population description)
- Calculation Notes (including any information about how the PI is calculated)
- Methodology
- Rationale for supplementary data and reporting (including any additional information to explain how and why the specifications for the supplementary data differ from the specifications in the NMDS).

Review

56. Both parties will jointly review the Implementation Plan, prior to June 2014, with regard to progress made by the Parties in respect of achieving the agreed outcomes that are supported by the Implementation Plan.
57. If required, an updated revised Implementation Plan will need to be submitted to the Australian Government before June 2014. Where a state is not on track to meet its performance benchmarks, the Implementation Plan may require amendment before July 2014 to ensure that its strategies are adequate to achieve its performance benchmarks.

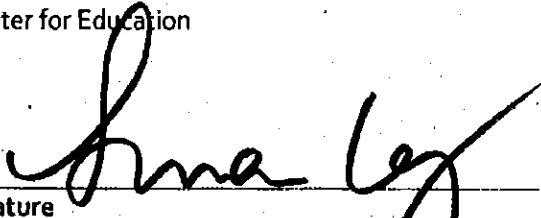
Sign off

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


Signature

14 APR 2014
Date

The Hon Adrian Piccoli MP
Minister for Education


Signature

14 AUG 2014
Date

The Hon Sussan Ley MP
Assistant Minister for Education

SCHEDULE B

Schedule B.1

Supplementary Data

Under clause 19 (f) of the Agreement, the Australian Government and the States have committed to the shared responsibility of continuing to collaborate on data development and collection to improve transparency and reporting of outputs and outcomes on early childhood education.

Part 4 of the Agreement, and in particular clauses 24 and 25, designate the annual National Collection as published by the Australian Bureau of Statistics (ABS) as the primary data source for performance reporting under the Agreement, and allow for supplementary data to be used where agreed with the Australian Government prior to the publication of the National Collection each year.

In the case of New South Wales, variations to the National Collection are required to be able to accurately report performance under the Agreement.

Age cut-off 31 July

Firstly, in counting the number of participating children in the year before full-time school, New South Wales includes children aged 4 and 5 as of 31 July of the reporting year. This reflects the mandatory school age in New South Wales and includes children with July birthdays who are genuinely in their final year before full-time school and would otherwise not be included in the count.

While this deviates from the *definition* of children in the year before full-time school in the National Minimum Data Set (NMDS), and therefore results in these children not being included in the National Collection for the purpose of reporting the participation of children according to the NMDS definition, it does not require the use of *supplementary* data sets as such, since the ABS does hold data on these children (supplied by NSW).

Preschool participation in long day care services

Secondly, early childhood education and care programs in NSW are delivered in three sectors: NSW Government preschools, community preschools (funded by the NSW Government), and long day care services. Data on participation in the first two sectors are directly available through the State collection (with the addition of the 31 July cut-off – see above) which is provided for the National Collection. For the long day care sector, the National Collection relies largely on preschool participation data from the Australian Government's Child Care Management System (CCMS). As it is not mandatory for the services captured in CCMS to indicate whether they offer a preschool program, CCMS data alone tends to understate the delivery of preschool programs in long day care services. For this reason, the long day care data provided for the 2013 National Collection is supplemented with information from the latest available National ECEC Workforce Census. Nevertheless, the methodology to supplement the data cannot guarantee that all services that should be in scope are accounted for in the National Collection. Therefore, a different approach for calculation of performance under the Agreement has been adopted.

The same supplementary data is used for all four performance indicators. Table 1 below provides a specification of these supplementary data sets, and a brief description of the

SCHEDULE B

methodology used to calculate performance indicators where it deviates from the National Collection.

Table 1: New South Wales supplementary data specifications

| Data element | Supplementary data specification |
|--|---|
| <p><u>The number of long day care services providing a preschool program for children in the year before full-time school</u></p> | <p>To ensure the best possible calculation of preschool participation in long day care, New South Wales uses a four-tiered approach to count long day care services providing a preschool program to children in the year before full-time school:</p> <ol style="list-style-type: none"> 1. Services reporting preschool program delivery through CCMS; 2. Services reporting preschool delivery not directly through CCMS but identified as delivering a preschool program through the 2013 National ECEC Workforce Census (WFC) by the Australian Government Department of Education in 2013, and added to the CCMS data for inclusion in the National Collection; 3. Services not reporting preschool delivery through CCMS nor identified through the 2013 WFC, but reporting preschool program delivery in 2012 through CCMS or the follow-up survey conducted by the Department of Education, Employment and Workplace Relations; and 4. Services not reporting preschool delivery through CCMS or otherwise identified through steps 2 and 3 above, but with a licensed capacity of at least 40, which under the National Regulations requires them to have at least two (2) qualified early childhood teachers in attendance at all times. <p>Source: The following sources are used to complement in the National Collection for this part of the sector through the above-mentioned three-tiered approach:</p> <ul style="list-style-type: none"> o Australian Government Department of Education, Child Care Management System (CCMS) o ABS Preschool Provider Frame (based on additional ABS and Australian Government surveys conducted in 2011 and 2012, respectively) o NQA IT System |
| <p><u>The number of children in the year before full-time school enrolled in and or attending preschool programs in long day care settings</u></p> | <p>For calculation of the number of children enrolled in and/or attending preschool programs delivered in long day care services, the same four-tiered approach as for services is used:</p> <ol style="list-style-type: none"> 1. Children aged 4 and 5 (as of 31 July) enrolled in services reporting preschool program delivery through CCMS; 2. Children aged 4 and 5 (as of 31 July) enrolled in services reporting preschool delivery not through CCMS directly but identified as delivering a preschool program through the 2013 National ECEC Workforce Census (WFC), by the Australian Government Department of Education in 2013, and added to the CCMS data); 3. Children aged 4 and 5 (as of 31 July) enrolled in services not reporting preschool delivery directly through CCMS nor identified through the 2013 WFC, but reporting preschool program delivery in 2012 through CCMS or the follow-up survey conducted by the Department of Education, Employment and Workplace Relations; and 4. Children aged 4 and 5 (as of 31 July) enrolled in services not reporting preschool delivery through CCMS or otherwise identified through steps 2 and 3 above, but with a licensed capacity of at least 40, which under the National Regulations requires them to have at least two (2) qualified early childhood teachers in attendance at all times. |

SCHEDULE B

| Data element | Supplementary data specification |
|--------------|--|
| | <p>Source: The same sources are used to calculate the number of participating children in the year before full-time school as are used to determine the number of long day care services providing preschool programs, i.e.:</p> <ul style="list-style-type: none"> o Australian Government Department of Education, Child Care Management System (CCMS) o ABS Preschool Provider Frame (based on additional ABS and Australian Government surveys conducted in 2011 and 2012, respectively) o NQA IT System <p>Computation: Based on reference week CCMS data provided by the Australian Government Department of Education, children in services reporting delivery of a preschool program in either 1) CCMS, 2) through the 2013 National ECEC Workforce Census (WFC) or 3) through 2012 CCMS or follow-up surveys are counted. To determine the number of children under 4), all CCMS services have been matched with NQAITS data to determine the number of children aged 4 or 5 (as of 31 July) in non-reporting services with a licensed capacity of at least 40.</p> <p>This calculation results in the total number of children aged 4 or 5 (as of 31 July) receiving a preschool program in long day care.</p> <p>Based on the same reference week CCMS data, the proportion of 4 and 5 year old children (as of 31 July) in long day care (relative to all 4 and 5 year old children in long day care) who receive a preschool program is calculated. This proportion will then be used to estimate the number of vulnerable and disadvantaged children and Indigenous children in long day care receiving a preschool program (see below).</p> <p>Further notes on methodology: The methodology for calculation of the long day care portion of all four performance indicators under the Agreement is the same as the one agreed in the 2012 Annual Report on Achieving Universal Access to Early Childhood Education in New South Wales, with further detail on Imputation of National Collection results into the long day care portion of performance indicators 1, 3 and 4 under the Agreement to be agreed between the Australian Government and NSW.</p> <p><i>Vulnerable and disadvantaged children</i></p> <p>The total number of 4 and 5 year old disadvantaged children in long day care is supplied by the Australian Government Department of Education, and this is multiplied by the proportion of 4 and 5 year old children receiving preschool programs in long day care.</p> <p>In line with the methodology used in the NSW 2012 Annual Report, the Department of Education provides NSW with the number of 4 and 5 year old children on the maximum CCB rate for the June quarter. To determine the number of 4 and 5 year old vulnerable and disadvantaged children in long day care receiving a preschool program, the total number of 4 and 5 year old children at maximum CCB rate in CCMS is then multiplied by the overall proportion of preschool participation in long day care as calculated for the reporting year.</p> <p><i>Indigenous preschool participation</i></p> <p>The total number of 4 and 5 year old Indigenous children in long day care is supplied by the Australian Government Department of Education, and this is multiplied by the proportion of 4 and 5 year old children receiving preschool programs in long day care.</p> <p>In line with the methodology used in the NSW 2012 Annual Report, the Department of Education provides NSW with the number of 4 and 5 year old Indigenous children for the June quarter. To determine the number of 4 and 5 year old Indigenous children in long day care receiving a preschool program, the total number of 4 and 5</p> |

SCHEDULE B

| Data element | Supplementary data specification |
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| | <p>year old Indigenous children in long day care is multiplied by the overall proportion of long day care preschool participation as calculated for the reporting year.</p> <p><i>Unique count adjustment</i></p> <p>Consistent with the agreed methodology for the NSW 2012 Annual Report under the NP ECE, the episode count for all three sectors (NSW Government sector, community preschool sector and long day care) combined will be adjusted to derive a unique children count.</p> <p>The number of 4 and 5 year old children (age as of 31 July) receiving preschool is scaled downward to account for any children that might be double-counted across the 3 sectors during the NSW data reference period. An adjustment factor of 0.96 (4 per cent) as advised by the ABS based on Preschool Education, Australia, 2012 (cat. no. 4240.0) is applied to the sum of child episodes of all three sectors because it is not possible to use the National Collection to derive an accurate unique count of enrolled children. This is because the National Collection uses CCMS as its source for reporting LDC preschool program participation, resulting in an undercount of preschool participation in long day care services in NSW.</p> <p><i>2014 methodology in the absence of additional data collections to improve CCMS estimates</i></p> <p>For the purposes of performance reporting in 2014 no additional data collections are likely to be available in 2014 to improve CCMS estimates. It is therefore agreed to retain 2013 preschool program provider indicators for those services not reporting preschool program delivery directly through CCMS in 2014 (steps 2 and 3), before applying the "licensed capacity of 40 or more" rule to the remaining services (step 4).</p> |