

NATIONAL PARTNERSHIP AGREEMENT ON UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION – 2015

An agreement between

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

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 that 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 one year extension of the previous National Partnership Agreement on Universal Access to Early Childhood Education (NP UAECE), with set financial amounts.
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. Under the previous NP UAECE, funded for the period 1 July 2013 to 31 December 2014, 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 requirements, with a focus on participation by vulnerable and disadvantaged children. The Parties agreed that the early childhood education programme would be delivered in a manner that met the needs of parents and working families and ensured that cost did not present a barrier to access (especially for Indigenous and disadvantaged children, including remote Indigenous children), including through innovative means such as via the internet for children in remote areas. This commitment to the objectives, outcomes and outputs remains unchanged for this new Agreement.
6. The Parties recognise that achieving the policy objectives and outcomes of this Agreement will assist in improving children's outcomes 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.
7. The Parties recognise that participation in quality early childhood education programmes is especially important for vulnerable and disadvantaged children for improving their life-long social inclusion, educational outcomes and economic participation. The Parties recognise that children who are vulnerable can be found across all socio-economic groups, as evident in Australian Early Development Census data.

8. Future decisions on child care and early childhood learning, including consideration of the Commonwealth's involvement in preschool beyond 2015, will be made following consideration of several policy reviews, including the Productivity Commission Inquiry into Child Care and Early Childhood Learning, the White Paper on Reform of the Federation, and the review of the National Quality Framework (child care).

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 2015 or as soon as the Commonwealth and one other Party sign the Agreement, and will expire on 30 June 2016, or on completion of the project, including the acceptance of final performance reporting and processing of final payments against performance benchmarks or project milestones. Funding under the Agreement covers service delivery from 1 January to 31 December 2015. The Agreement may be terminated earlier as agreed in writing by the Parties.

PART 2 – OBJECTIVES, OUTCOMES AND OUTPUTS

Objectives

11. The Parties reaffirm their commitment to provide Universal Access to quality early childhood education programmes, 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.
12. The objective of this Agreement is to provide Universal Access to quality early childhood 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 National Quality Framework requirements and with a focus on participation by 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, with an ongoing commitment to ensure that every Indigenous four year old in a remote community has access to a quality early childhood education programme.

Outcomes

14. This Agreement facilitates childrens' early learning and development, and transition to school, by maintaining Universal Access to, and improving participation in, affordable, quality early childhood education programmes, including that:
 - (a) vulnerable and disadvantaged children have access to and participate in an affordable, quality early childhood education programme;
 - (b) 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 vulnerable and disadvantaged children;
- (c) delivering strategies and actions targeting the participation of Indigenous children, including in remote areas; and
- (d) supporting all children’s preschool participation, regardless of whether preschool 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 the annual National Report as set out in clause 27; 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 to support access and participation by 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 – Performance Monitoring and Reporting;
 - (d) implementing quality early childhood education programmes;
 - (e) providing funding to support all children’s preschool participation, regardless of whether the programme is delivered through schools (government and non-government), standalone preschools or Long Day Care centres; and
 - (f) commit to ensuring that funds under this Agreement are expended on preschool programmes.

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 vulnerable and disadvantaged children, including those in remote locations) 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 on data development and collection to improve transparency and reporting of outputs and outcomes on early childhood education;
 - (e) agreeing a definition of vulnerable and disadvantaged children for monitoring purposes in Implementation Plans; and collaborating to develop a nationally agreed definition of vulnerable and disadvantaged children over time; and
 - (f) further developing, implementing and reporting Agreement performance in line with the Early Childhood Education and Care National Minimum Data Set.
20. The Parties will meet the requirements of Schedule E, Clause 26 of the IGA FFR by ensuring that 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 that the roles of both Parties will be acknowledged and recognised appropriately.

Implementation Plans

21. The Commonwealth and the States will agree to , or agree revisions to, Implementation Plans that will set out each State's strategy for providing Universal Access to 31 December 2015 and delivering on the outcomes and outputs set out in Part 2 – Objectives, Outcomes and Outputs of the Agreement, including:
- (a) attendance performance benchmarks for 2015 (noting that performance benchmarks for 2014, reflected in the 2013 National Collection data, are covered by the former NP UAECE);
 - (b) details of priorities and strategies to facilitate participation by vulnerable and disadvantaged children in early childhood education programmes (including current strategies), as well as to address critical gaps in support as identified in the Review of the previous NP UAECE;
 - (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 access to early childhood education for all Indigenous four years olds in remote communities; and
 - (e) strategies to ensure that funding is directed to support participation in all preschool programmes, regardless of whether programmes are delivered through schools (government and non-government), standalone preschools or Long Day Care centres.

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: Outcomes, Outputs, Performance Indicators and Performance Benchmarks. Schedule A: Monitoring and Reporting details the collection methodology, definitions and disaggregation required for monitoring of this Agreement.

Data Collection

23. 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.
24. In addition, States may provide contextual information to aid interpretation should they wish to do so.
25. The Parties agree to work towards refining the National Collection (while maintaining comparability across collections for the purposes of tracking progress over time) to make it the sole data source for the measurement of achievement of benchmarks and monitoring of progress by the end of this Agreement.

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

Outcomes	Outputs	Performance Indicators	Performance Benchmarks/Targets
<p>Providing Universal Access to and improving participation in affordable, quality early childhood education programme(s), including that:</p> <ul style="list-style-type: none"> i. vulnerable and disadvantaged children have access to, and participate in, an affordable, quality early childhood education programme; ii. Indigenous children have access to, and participate in, an affordable, quality early childhood education programme; and iii. access to early childhood education for all Indigenous four year olds in remote communities. 	<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> 1. The proportion of early childhood education programmes delivered by a degree qualified early childhood teacher who meets the National Quality Framework requirements.</p>	<p>95 per cent*</p>
	<p>Delivering strategies and actions targeting the participation of vulnerable and disadvantaged children.</p>	<p><u>Access to Quality Programme</u> 2. The proportion of children enrolled in the year before full-time school in quality early childhood education programme(s).</p>	<p>95 per cent of children including:</p> <ul style="list-style-type: none"> • 95 per cent of Indigenous children; and • 95 per cent of vulnerable and disadvantaged children.
	<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> 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>95 per cent of enrolled children including:</p> <ul style="list-style-type: none"> • 95 per cent of Indigenous children; and • 95 per cent of vulnerable and disadvantaged children.
		<p><u>Attendance</u> 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>	<p>Annual targets agreed in Implementation Plans taking into account a jurisdiction's starting point and moving to 90 per cent over time .</p>

* Includes service waivers with respect to early childhood teachers under the National Quality Framework

Performance Milestones

26. Subject to the Commonwealth's agreement that achievement of deliverables, milestones and performance benchmarks is demonstrated through the National Collection, payments will be made to each State in accordance with Table 2 below.

Table 2: Project deliverables and payments*

Report Due date	Deliverable	Funding
2014-15		
1 January 2015	<ul style="list-style-type: none"> The Commonwealth has received and accepted the State's Implementation Plan, or accepted revisions to the current Implementation Plan. 	30 per cent
2015-16		
1 July 2015	<p>Subject to the State's Implementation Plan having been accepted:</p> <ul style="list-style-type: none"> The State has met performance benchmarks for 2014 for teacher qualifications, access to a quality programme and access to a quality 600 hour programme. <p><u>OR</u></p> <ul style="list-style-type: none"> If a State does not meet performance benchmarks for 2014 for teacher qualifications, access to a quality programme and access to a quality 600 hour programme however it: <ul style="list-style-type: none"> maintains or demonstrates improvement from the 2013 performance benchmarks*; and commits to action agreed with the Commonwealth, including specifying in its Implementation Plan detailed strategies of how it will be taken. 	<p>70 per cent</p> <p>30 per cent</p>
30 March 2016	<ul style="list-style-type: none"> Where a State has not received its full annual allocation of funding for 2015-16, the remaining proportion of performance-based funding is payable where the Commonwealth agrees that the State has demonstrated it has met performance benchmarks for teacher qualifications, access to a quality programme and access to a quality 600 hour programme following the release of the 2015 National Collection, including evidence of achievement of the Universal Access commitment of this Agreement (see clause 22). 	Remaining proportion (if required)

* Where a State does not meet performance benchmarks for 2014 the State would need to demonstrate that they have maintained or improved against benchmarks since 2013 for teacher qualifications, access to a quality programme and access to a quality 600 hour programme.

Reporting arrangements

27. The Commonwealth will compile and publish an annual National Report summarising national and State achievement of performance benchmarks, using the National Collection.

PART 5 – FINANCIAL ARRANGEMENTS

Financial contributions

28. The Commonwealth will provide a total financial contribution to the States of \$404.5 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 estimate resident population of four year olds for 2013.
29. The Commonwealth will also invest \$1.5 million for national early childhood data development.
30. The Commonwealth’s funding contribution will not be reduced where the States secure funding from other activity partners through innovative and collaborative partnerships.
31. 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.
32. States will be required to support the participation of all children in preschool 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 States¹

(\$ million)	2014-15	2015-16	Total
New South Wales	38.8	90.6	129.4
Victoria	29.2	68.2	97.4
Queensland	25.7	60.0	85.6
Western Australia	13.4	31.2	44.6
South Australia	8.1	18.9	27.0
Tasmania	2.6	6.1	8.8
Australian Capital Territory	2.0	4.7	6.8
Northern Territory	1.5	3.4	4.9
National Partnership Payments to States and Territories	121.3	283.1	404.5
National Pool Allocation (Commonwealth own-purpose expense)		1.5	1.5
Total	121.0	285.0	406.0

Note 1: 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

33. 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 that this arrangement provides the maximum incentive for the States to deliver projects cost effectively and efficiently.

PART 6 – GOVERNANCE ARRANGEMENTS

Enforceability of the Agreement

34. 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

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

Delegations

37. 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.
38. 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

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

Interpretation

43. For the purposes of this Agreement, unless otherwise specified, the following terms and definitions are used throughout this Agreement:
 - (a) *Attendance*: the number of hours that each child attends quality early childhood education programmes, as defined in the National Minimum Data Set.
 - (b) *Early childhood*: the period from birth to age 8 years. The major policy focus for this Agreement will be children in the year before full-time school.

- (c) *Enrolment*: a child is on the roll for an early childhood education programme, regardless of where that programme is accessed.
- (d) *Indigenous*: people who identify as Aboriginal and/or Torres Strait Islander.
- (e) *Participation*: a child is enrolled in and is attending a quality early childhood education programme.
- (f) *Qualified early childhood teacher*: a degree qualified early childhood teacher who meets the National Quality Framework requirements.
- (g) *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 in accordance with the Early Years Learning Framework and the National Quality Standard, and is to be delivered by a qualified early childhood teacher.
- (h) *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'.
- (i) *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.
- (j) *Universal Access*: whereby every child, in the year before full-time school, has access to quality early childhood education programmes delivered for 600 hours in a form that meets the needs of children, parents and community, and at a cost that does not present a barrier to participation.

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

*Signed for and on behalf of the Commonwealth
of Australia by*

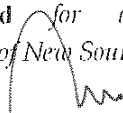


The Honourable Tony Abbott MP
Prime Minister of the Commonwealth of Australia

28 OCT 2014

[Day] [Month] [Year]
28 OCT 2014

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



05 JAN 2015

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 Dr Denis Napthine MP
Premier of the State of Victoria

[Day] [Month] [Year]

*Signed for and on behalf of the
State of Queensland by*

The Honourable Campbell Newman MP
Premier of the State of Queensland

[Day] [Month] [Year]

*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]

*Signed for and on behalf of the
State of South Australia by*

The Honourable Jay Weatherill MP
Premier of the State of South Australia

[Day] [Month] [Year]

*Signed for and on behalf of the
State of Tasmania by*

The Honourable Will Hodgman MP
Premier of the State of Tasmania

[Day] [Month] [Year]

*Signed for and on behalf of the Australian
Capital Territory by*

Ms Katy Gallagher MLA
Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

*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]

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

Signed for and on behalf of the Commonwealth of Australia by

The Honourable Tony Abbott 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

[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

The Honourable Campbell Newman MP

Premier of the State of Queensland

[Day] [Month] [Year]

Signed for and on behalf of the State of South Australia by

The Honourable Jay Weatherill MP

Premier of the State of South Australia

[Day] [Month] [Year]

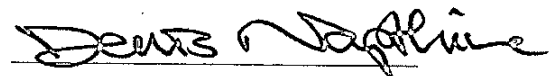
Signed for and on behalf of the Australian Capital Territory by

Ms Katy Gallagher MLA

Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

Signed for and on behalf of the State of Victoria by



The Honourable Dr Denis Napthine MP

Premier of the State of Victoria

[Day] [Month] [Year]

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]

Signed for and on behalf of the State of Tasmania by

The Honourable Will Hodgman MP

Premier of the State of Tasmania

[Day] [Month] [Year]

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]

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

Signed for and on behalf of the Commonwealth of Australia by

The Honourable Tony Abbott MP
Prime Minister of the Commonwealth of Australia
[Day] [Month] [Year]

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

Signed for and on behalf of the State of Victoria by

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

The Honourable Dr Denis Napthine MP
Premier of the State of Victoria
[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

Signed for and on behalf of the State of Western Australia by

The Honourable Campbell Newman MP
Premier of the State of Queensland
[Day] [Month] [Year]

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

Signed for and on behalf of the State of South Australia by

Signed for and on behalf of the State of Tasmania by

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

The Honourable Will Hodgman MP
Premier of the State of Tasmania
[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by

Signed for and on behalf of the Northern Territory by

Ms Katy Gallagher MLA
Chief Minister of the Australian Capital Territory
[Day] [Month] [Year]

The Honourable Adam Giles MLA
Chief Minister of the Northern Territory of Australia
[Day] [Month] [Year]

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

Signed for and on behalf of the Commonwealth of Australia by

The Honourable Tony Abbott 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

[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

The Honourable Campbell Newman MP

Premier of the State of Queensland

[Day] [Month] [Year]

Signed for and on behalf of the State of South Australia by

The Honourable Jay Weatherill MP

Premier of the State of South Australia

[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by

Ms Katy Gallagher MLA

Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

Signed for and on behalf of the State of Victoria by

The Honourable Dr Denis Napthine MP

Premier of the State of Victoria

[Day] [Month] [Year]

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]

Signed ^{27 NOV 2014} for and on behalf of the State of Tasmania by

The Honourable Will Hodgman MP

Premier of the State of Tasmania

[Day] [Month] [Year]

Signed for and on behalf of the Northern Territory by

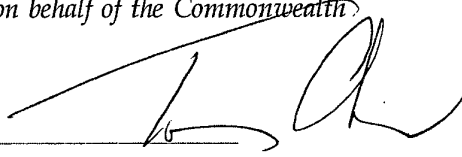
The Honourable Adam Giles MLA

Chief Minister of the Northern Territory of Australia

[Day] [Month] [Year]

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

*Signed for and on behalf of the Commonwealth
of Australia by*



The Honourable Tony Abbott MP
Prime Minister of the Commonwealth of Australia

28 OCT 2014

[Day] [Month] [Year]
28 Oct 2014

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

*Signed for and on behalf of the
State of Victoria by*

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

[Day] [Month] [Year]

The Honourable Dr Denis Napthine MP
Premier of the State of Victoria

[Day] [Month] [Year]

*Signed for and on behalf of the
State of Queensland by*

*Signed for and on behalf of the
State of Western Australia by*

The Honourable Campbell Newman MP
Premier of the State of Queensland

[Day] [Month] [Year]

The Honourable Colin Barnett MLA
Premier of the State of Western Australia

[Day] [Month] [Year]

*Signed for and on behalf of the
State of South Australia by*

*Signed for and on behalf of the
State of Tasmania by*

The Honourable Jay Weatherill MP
Premier of the State of South Australia

[Day] [Month] [Year]

The Honourable Will Hodgman MP
Premier of the State of Tasmania

[Day] [Month] [Year]

*Signed for and on behalf of the Australian
Capital Territory by*

*Signed for and on behalf of the Northern
Territory by*

Ms Katy Gallagher MLA
Chief Minister of the Australian Capital Territory

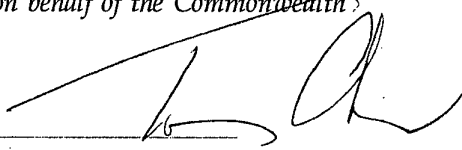
[Day] [Month] [Year]

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

[Day] [Month] [Year]

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

*Signed for and on behalf of the Commonwealth
of Australia by*



The Honourable Tony Abbott MP
Prime Minister of the Commonwealth of Australia

28 OCT 2014

[Day] [Month] [Year]
28 OCT 2014

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

*Signed for and on behalf of the
State of Victoria by*

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

[Day] [Month] [Year]

The Honourable Dr Denis Napthine MP
Premier of the State of Victoria

[Day] [Month] [Year]

*Signed for and on behalf of the
State of Queensland by*

*Signed for and on behalf of the
State of Western Australia by*

The Honourable Campbell Newman MP
Premier of the State of Queensland

[Day] [Month] [Year]

The Honourable Colin Barnett MLA
Premier of the State of Western Australia

[Day] [Month] [Year]

*Signed for and on behalf of the
State of South Australia by*

*Signed for and on behalf of the
State of Tasmania by*

The Honourable Jay Weatherill MP
Premier of the State of South Australia

[Day] [Month] [Year]

The Honourable Will Hodgman MP
Premier of the State of Tasmania

[Day] [Month] [Year]

*Signed for and on behalf of the Australian
Capital Territory by*

*Signed for and on behalf of the Northern
Territory by*

Ms Katy Gallagher MLA
Chief Minister of the Australian Capital Territory

[Day] [Month] [Year]

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

[Day] [Month] [Year]

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

Signed for and on behalf of the Commonwealth of Australia by

The Honourable Tony Abbott 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

[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

The Honourable Campbell Newman MP
Premier of the State of Queensland

[Day] [Month] [Year]

Signed for and on behalf of the State of South Australia by

The Honourable Jay Weatherill MP
Premier of the State of South Australia

[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by



Mr Andrew Barr MLA
Chief Minister of the Australian Capital Territory

12 December 2014

Signed for and on behalf of the State of Victoria by

The Honourable Dr Denis Napthine MP
Premier of the State of Victoria

[Day] [Month] [Year]

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]

Signed for and on behalf of the State of Tasmania by

The Honourable Will Hodgman MP
Premier of the State of Tasmania

[Day] [Month] [Year]

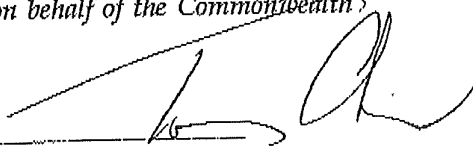
Signed for and on behalf of the Northern Territory by

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

[Day] [Month] [Year]

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

Signed for and on behalf of the Commonwealth of Australia by



The Honourable Tony Abbott MP
Prime Minister of the Commonwealth of Australia

28 OCT 2014

[Day] [Month] [Year]
28 OCT 2014

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

Signed for and on behalf of the State of Victoria by

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

The Honourable Dr Denis Napthine MP
Premier of the State of Victoria

[Day] [Month] [Year]

[Day] [Month] [Year]

Signed for and on behalf of the State of Queensland by

Signed for and on behalf of the State of Western Australia by

The Honourable Campbell Newman MP
Premier of the State of Queensland

The Honourable Colin Barnett MLA
Premier of the State of Western Australia

[Day] [Month] [Year]

[Day] [Month] [Year]

Signed for and on behalf of the State of South Australia by

Signed for and on behalf of the State of Tasmania by

The Honourable Jay Weatherill MP
Premier of the State of South Australia

The Honourable Will Hodgman MP
Premier of the State of Tasmania

[Day] [Month] [Year]

[Day] [Month] [Year]

Signed for and on behalf of the Australian Capital Territory by

Signed for and on behalf of the Northern Territory by

Ms Katy Gallagher MLA
Chief Minister of the Australian Capital Territory

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

[Day] [Month] [Year]

[Day] [Month] [Year]

12 DEC 2014

SCHEDULE A: MONITORING AND REPORTING

Monitoring is a key part of ensuring that governments are progressing on agreed outcomes and objectives within the specified timeframes. The following tables are a guide to inform the definitions and specifications of data for the measurement of progress against performance benchmarks and the range of monitoring information under this Agreement.

Table A1 in this Schedule outlines the proposed specifications, agreed definitions and potential data developments that will be needed to measure achievement against each performance benchmark for the performance indicators detailed in Table 1 of this Agreement.

Table A2 of this Schedule provides details of monitoring information which is to be maintained under this Agreement and was part of the National Partnership on Early Childhood Education 2008 – 2013.

Table A1: Performance indicators, proposed specifications, currently used definitions and data development needs

Performance indicator	Proposed source of data and data specifications	2013 Early Childhood Education and Care National Minimum Data Set definitions and collection guidelines	Data development needs
<p>1. The proportion of early childhood education programmes delivered by a qualified early childhood teacher who meets National Quality Framework requirements.</p>	<p><u>Source:</u> National Early Childhood Education and Care Collection</p> <p><u>Numerator:</u> The number of early childhood education programmes with at least one qualified early childhood teacher who usually delivers an early childhood education programme to children in the year before full-time school.</p> <p><u>Denominator:</u> The total number of early childhood education programmes containing children in the year before full-time school.</p> <p><u>Computation:</u> Numerator ÷ Denominator X 100 = Proportion</p> <p><u>Key Definitions:</u> An early childhood education programme is defined in the Interpretation section of this Agreement as a programme delivered in a diversity of settings, including long day care centre based services, stand-alone preschools and</p>	<ul style="list-style-type: none"> • A preschool (early childhood education) programme is defined as a structured, play based learning program, delivered by a degree qualified teacher aimed at children in the year or two before they commence full-time school, irrespective of the type of institution that provides it or whether it is government funded or privately provided. Information is collected on a range of service settings to capture both a strict Universal Access definition of a 'preschool programme', but also broader information on service activity. • A person is defined as a teacher if they are 3 or 4 year degree-qualified (or equivalent) and usually deliver a preschool programme in the reference week. Higher degrees and lower level qualifications are also collected. • A qualification is measured by collection of the field in which each person has attained their highest ECEC-related qualification. Fields of teaching currently collected include teaching (early childhood related), 	<ul style="list-style-type: none"> • States and Territories have advised that considerable development would be required to ensure that teacher qualifications and the scoping of their collections are aligned with requirements of ACECQA descriptions for past and current qualifications. • Additional development of data may be required to ensure consistency with Agreement definitions for an early childhood education programme, including development of data on services operating with an early childhood teacher temporary waiver. • Alternative data sources may include the National Workforce Census, the National Quality Agenda IT System and further data collected by States and Territories.

Performance indicator	Proposed source of data and data specifications	2013 Early Childhood Education and Care National Minimum Data Set definitions and collection guidelines	Data development needs
	<p>preschools that are part of schools. The programme is to provide structured, play-based early childhood education delivered in accordance with the Early Years Learning Framework and the National Quality Standard.</p> <p>A qualified early childhood teacher is defined in the Interpretation section of this Agreement.</p>	<p>teaching (primary) and teaching (other e.g. special education).</p>	
<p>2. The proportion of children enrolled in the year before full-time school in quality early childhood education programme(s).</p>	<p>This indicator will be disaggregated for:</p> <ul style="list-style-type: none"> • Indigenous children by state/territory • Indigenous children by remoteness areas (major cities, regional, remote and very remote) • vulnerable and disadvantaged children. <p><u>Source:</u> For all children and Indigenous children: National Early Childhood Education and Care (ECEC) Collection, ABS Estimated Resident Population and Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians (latest) (using remoteness categories based on the Accessibility/ Remoteness Index of Australia (ARIA) where</p>	<ul style="list-style-type: none"> • A child is considered to be enrolled if they are present for at least one hour during the reference week, or have been absent in the reference week due to illness or holiday leave but are expected to return. • Data on individual hours of enrolment in the reference week for each child is collected. • Data on the number of weeks of service operation in the calendar year is also collected at the service level. • Unique child counts rather than 'episode level' counts are the unit of measure where available. Only 4 and 5 year old children are included in reporting on enrolments. • Disadvantage is measured using the ABS SEIFA IRSD, with the lowest quintile being used as a proxy for the most disadvantaged. Some 	<ul style="list-style-type: none"> • Data on the number of service operation weeks may be used to determine availability of an early childhood education programme over the year. Additional data development may be required to ensure variable delivery patterns across the year are adequately represented. • To collect and report national data on vulnerable and disadvantaged children requires development beyond the current measure of disadvantage using SEIFA IRSD, with jurisdictions to commit to data development as part of this Agreement, including agreement on: <ul style="list-style-type: none"> ○ national definition(s) ○ data sources ○ reporting (and by when).

Performance indicator	Proposed source of data and data specifications	2013 Early Childhood Education and Care National Minimum Data Set definitions and collection guidelines	Data development needs
	<p>applicable).</p> <p>For disadvantaged children: currently National ECEC Collection uses Socio-Economic Indexes for Areas (SEIFA) Index of Relative Socio Economic Disadvantage (IRSD) measure of disadvantage. May require further review in development of national definition(s).</p> <p>Disadvantaged and vulnerable children to be defined through Implementation Plans with a view to agreement on national definition over time. A definition of various disadvantaged and vulnerable groups is included in the Interpretation section to this Agreement. Pending further data development and national definition(s), in agreement with the Commonwealth, jurisdictions will be able to establish their own baseline and use data agreed in their Implementation Plans, as well as national data, to monitor progress for vulnerable and disadvantaged children.</p> <p><u>Numerator:</u> The number of children aged 4 and 5 years old as at 1 July of the collection year (for each selected population group), who are enrolled in a quality</p>	<p>jurisdictions use other measures of disadvantage such as possession of a Health Care Card.</p>	<ul style="list-style-type: none"> • A particular focus of data development on vulnerable and disadvantaged children will be children with disability (in line with agreement under the National Disability Strategy to improve data).

Performance indicator	Proposed source of data and data specifications	2013 Early Childhood Education and Care National Minimum Data Set definitions and collection guidelines	Data development needs
	<p>early childhood education programme in the year before full-time school.</p> <p><u>Denominator:</u> Estimated number of children aged 4 years old, as at 30 June of the collection year.</p> <p><u>Computation:</u> Numerator ÷ Denominator X 100 = Proportion</p> <p><u>Key definitions:</u> Enrolment is defined in the Interpretation section of this Agreement – a child is enrolled if he/she is on the 'roll' for an early childhood education programme, regardless of where that programme is accessed.</p> <p>An Indigenous child is one who has (or has been) identified as Aboriginal and/or Torres Strait Islander. Data on Indigenous children by remoteness areas (major cities, regional, remote and very remote) is to be reported at the national level only, consistent with reporting in the National Indigenous Reform Agreement.</p> <p>For disadvantaged children: currently National ECEC Collection uses SEIFA IRSD measure of disadvantage. May require further review in development</p>		

Performance indicator	Proposed source of data and data specifications	2013 Early Childhood Education and Care National Minimum Data Set definitions and collection guidelines	Data development needs
	<p>of national definition(s).</p> <p>Disadvantaged and vulnerable children to be defined through Implementation Plans with a view to agreement on national definition over time. A definition of various disadvantaged and vulnerable groups is included in the Interpretation section to this Agreement.</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>This indicator will be disaggregated for:</p> <ul style="list-style-type: none"> • Indigenous children by state/territory • Indigenous children by remoteness areas (major cities, regional, remote and very remote) • vulnerable and disadvantaged children. <p><u>Source:</u> For all children and Indigenous children: National Early Childhood Education and Care (ECEC) Collection, ABS Estimated Resident Population and Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians (latest) (using remoteness categories based on the Accessibility/Remoteness Index of Australia (ARIA) where applicable).</p>	<ul style="list-style-type: none"> • A child is considered to be enrolled if they are present for at least one hour during the reference week, or have been absent in the reference week due to illness or holiday leave but are expected to return. • Data on individual hours of enrolment in the reference week for each child is collected. • Data on the number of weeks of service operation in the calendar year is also collected at the service level. • Unique child counts rather than 'episode level' counts are the unit of measure where available. Only 4 and 5 year old children are included in reporting on enrolments. • Disadvantage is measured using the ABS SEIFA IRSD, with the lowest quintile being used as a proxy for the most disadvantaged. Some jurisdictions use other measures of 	<ul style="list-style-type: none"> • Data on the number of service operation weeks may be used to determine availability of an early childhood education programme over the year. Additional data development may be required to ensure variable delivery patterns across the year are adequately represented. • To collect and report national data on vulnerable and disadvantaged children requires development beyond the current measure of disadvantage using SEIFA IRSD, with jurisdictions to commit to data development as part of this Agreement, including agreement on: <ul style="list-style-type: none"> ○ national definition(s) ○ data sources ○ reporting (and by when). • A particular focus of data

Performance indicator	Proposed source of data and data specifications	2013 Early Childhood Education and Care National Minimum Data Set definitions and collection guidelines	Data development needs
	<p>For disadvantaged children: currently National ECEC Collection uses Socio-Economic Indexes for Areas (SEIFA) Index of Relative Socio Economic Disadvantage (IRSD) measure of disadvantage. May require further review in development of national definition(s).</p> <p>Disadvantaged and vulnerable children to be defined through Implementation Plans with a view to agreement on national definition over time. A definition of various disadvantaged and vulnerable groups is included in the Interpretation section to this Agreement. Pending further data development and national definition(s), in agreement with the Commonwealth, jurisdictions will be able to establish their own baseline and use data agreed in their Implementation Plans, as well as national data, to monitor progress for vulnerable and disadvantaged children.</p> <p><u>Numerator:</u> The number of children aged 4 and 5 years old as at 1 July of the collection year (for each selected population group) enrolled in the year before full-time schooling in a quality early</p>	<p>disadvantage such as possession of a Health Care Card.</p>	<p>development on vulnerable and disadvantaged children will be children with disability (in line with agreement under the National Disability Strategy to improve data).</p>

Performance indicator	Proposed source of data and data specifications	2013 Early Childhood Education and Care National Minimum Data Set definitions and collection guidelines	Data development needs
	<p>childhood education programme(s) for at least 600 hours in the collection year.</p> <p><u>Denominator:</u> Number of 4 and 5 year old children as at 1 July of the collection year, who are enrolled in an early childhood education programme in the year before full-time schooling.</p> <p><u>Computation:</u> Numerator ÷ Denominator X 100 = Proportion</p> <p><u>Key definitions:</u> Enrolment is defined in the Interpretation section of this Agreement – a child is enrolled if he/she is on the 'roll' for an early childhood education programme, regardless of where that programme is accessed.</p> <p>An Indigenous child is one who has (or has been) identified as Aboriginal and/or Torres Strait Islander. Data on Indigenous children by remoteness areas (major cities, regional, remote and very remote) is to be reported at the national level only, consistent with reporting in the National Indigenous Reform Agreement.</p> <p>For disadvantaged children: currently</p>		

Performance indicator	Proposed source of data and data specifications	2013 Early Childhood Education and Care National Minimum Data Set definitions and collection guidelines	Data development needs
	<p>National ECEC Collection uses SEIFA IRSD measure of disadvantage. May require further review in development of national definition(s).</p> <p>Disadvantaged and vulnerable children to be defined through Implementation Plans with a view to agreement on national definition by over time. A definition of various disadvantaged and vulnerable groups is included in the Interpretation section to this Agreement.</p>		
<p>4. The proportion of children in the year before full-time school who attend quality early childhood education programme(s) for 600 hours per year.</p>	<p>This indicator will be disaggregated for:</p> <ul style="list-style-type: none"> • Indigenous children by state/territory • Indigenous children by remoteness areas (major cities, regional, remote) • Indigenous children by state/territory • vulnerable and disadvantaged children. <p><u>Source:</u> For all children and Indigenous children: National ECEC Collection (using remoteness categories based on the Accessibility/Remoteness Index of Australia (ARIA) where applicable).</p>	<ul style="list-style-type: none"> • A child is considered to be attending a preschool (early childhood education) programme if they are present for at least one hour during the reference week. Data on individual hours of attendance for each child are also collected. • Data on individual hours of enrolment in the reference week for each child is collected. • Data on the number of weeks of service operation in the calendar year is also collected at the service level. • Unique child counts rather than 'episode level' counts are the unit of measure where available. Only 4 and 5 year old children are included in reporting on attendance. • Disadvantage is measured using the 	<ul style="list-style-type: none"> • To improve the collection and reporting of data on attendance, states are to commit to reporting on the proportion of children who are in the year before full-time schooling (including Indigenous, and vulnerable and disadvantaged children), that are attending an early childhood education programme for the number of hours specified to meet the benchmark of any revised performance indicator requirements: <ul style="list-style-type: none"> ○ In each year of the Agreement, at least one hour per week in the reference week. • Data on the number of service operation weeks may be used to

Performance indicator	Proposed source of data and data specifications	2013 Early Childhood Education and Care National Minimum Data Set definitions and collection guidelines	Data development needs
	<p>For disadvantaged children: currently National ECEC Collection uses SEIFA IRSD measure of disadvantage. May require further review in development of national definition(s).</p> <p>Vulnerable children: to be defined through Implementation Plans with a view to agreement on National definition over time. A definition of various vulnerable groups is included in the Interpretation section to this Agreement.</p> <p>Pending further data development and national definition(s), in agreement with the Commonwealth, jurisdictions will be able to establish their own baseline and use data agreed in their Implementation Plans, as well as national data, to monitor progress for vulnerable and disadvantaged children.</p> <p><u>Numerator:</u> The number of children aged 4 and 5 years old as at 1 July of the collection year, (for each selected population group) who are attending a quality early childhood education programme for at least 600 or more hours in the collection year, which is delivered by a qualified early childhood teacher.</p>	<p>ABS SEIFA IRSD, with the lowest quintile being used as a proxy for the most disadvantaged. Some jurisdictions use other measures of disadvantage such as possession of a Health Care Card.</p>	<p>determine availability of an early childhood education programme over the year. Additional data development may be required to ensure variable delivery patterns across the year are adequately represented.</p> <ul style="list-style-type: none"> • To collect and report national data on vulnerable and disadvantaged children requires development beyond the current measure of disadvantage using SEIFA IRSD, with jurisdictions to commit to data development as part of this Agreement, including agreement on: <ul style="list-style-type: none"> ○ national definition(s) ○ data sources ○ reporting (and by when). • A particular focus of data development on vulnerable and disadvantaged children will be children with disability (in line with agreement under the National Disability Strategy to improve data).

Performance indicator	Proposed source of data and data specifications	2013 Early Childhood Education and Care National Minimum Data Set definitions and collection guidelines	Data development needs
	<p><u>Denominator:</u> The number of children aged 4 and 5 years old as at 1 July of the collection year (for each selected population group), who are enrolled in a quality early childhood education programme operating for at least 600 hours or more in the collection year, which is delivered by a qualified early childhood teacher.</p> <p><u>Computation:</u> Numerator ÷ Denominator X 100 = Proportion</p> <p><u>Key definitions:</u> Attendance is defined in the Interpretation section to this Agreement – it refers to the number of hours in the reference week that each child in the year before full-time schooling attends an early childhood education programme.</p> <p>An Indigenous child is one who has (or has been) identified as Aboriginal and/or Torres Strait Islander.</p> <p>For disadvantaged children: currently National ECEC Collection uses SEIFA IRSD measure of disadvantage. May require further review in development of national definition(s).</p> <p>Disadvantaged and vulnerable</p>		

Performance indicator	Proposed source of data and data specifications	2013 Early Childhood Education and Care National Minimum Data Set definitions and collection guidelines	Data development needs
	<p>children to be defined through Implementation Plans with a view to agreement on national definition by over time. A definition of various disadvantaged and vulnerable groups is included in the Interpretation section to this Agreement.</p>		

Table A2: Monitoring information and data elements

Monitoring information	Previous National Partnership Agreement performance indicators	2013 Early Childhood Education and Care National Minimum Data Set data elements
<p>Enrolment and attendance</p> <ul style="list-style-type: none"> • All children • Disadvantaged children • Aboriginal and Torres Strait Islander children 	<p>The proportion of children who are enrolled in, and attending a preschool programme.</p> <p>The proportion of disadvantaged children enrolled in, and attending, a preschool programme.</p> <p>The proportion of Indigenous children (by geographic location as identified by the Australian Standard Geographic Classification (ASGC)), who are enrolled in, and attending a preschool programme.</p>	<ul style="list-style-type: none"> • Preschool programme enrolment indicator • Preschool programme attendance indicator • Maximum preschool programme hours available • Child—preschool programme received from a qualified teacher indicator • Preschool programme repeater indicator • SEIFA cluster • Indigenous status
<p>Teachers</p>	<p>The number of teachers delivering preschool programmes who are four year university trained and early childhood qualified.</p>	<ul style="list-style-type: none"> • Field of highest qualification relevant to ECEC • Level of highest qualification relevant to ECEC • Delivery of preschool programme indicator • Hours worked in preschool programme delivery • Role • Type of work activity
<p>Hours</p>	<p>Hours per week of attendance (where possible to measure) at a preschool programme.</p>	<ul style="list-style-type: none"> • Preschool programme attendance indicator • Preschool programme hours attended, including by bands of hours attended in the reference week (0-4 hours, 5-9 hours, 10-14 hours, 15+ hours).
<p>Cost</p>	<p>Distribution of children who attend a preschool programme by weekly cost per child (after subsidies) as defined by jurisdictions.</p>	<ul style="list-style-type: none"> • Fees charged • Reporting of subsidies provided to targeted groups
<p>Demographics and service characteristics</p>		<ul style="list-style-type: none"> • Name • Sex • Date of birth • Statistical linkage key • Estimated Resident Population

Monitoring information	Previous National Partnership Agreement performance indicators	2013 Early Childhood Education and Care National Minimum Data Set data elements
		<ul style="list-style-type: none"> • Area of usual residence • Australian postcode • Suburb/town/locality name • Statistical area level 1 • Australian state/territory identifier • Service name • Service address • Service geographic location • Service government funding type • Service management type • Number of service operation weeks • Organisation identifier • Service activity type • Service delivery setting