

NATIONAL PARTNERSHIP ON UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION – 2018– 2021

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 Indigenous children, vulnerable children and children experiencing disadvantage.

National Partnership on Universal Access to Early Childhood Education – 2018– 2021

INTERGOVERNMENTAL AGREEMENT ON FEDERAL FINANCIAL RELATIONS

OVERVIEW

1. This National Partnership (the Agreement) is created 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. This Agreement extends and replaces the *National Partnership on Universal Access to Early Childhood Education – 2018–2020*.

Purpose

3. 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.
4. This Agreement represents an extension of the *National Partnership Agreement on Universal Access to Early Childhood Education – 2018–2020*, to incorporate the 2021 program year.
5. The commitment to universal access reflects the proxy measure for access is 95 per cent of children enrolled in a quality early childhood education program for 600 hours per year in the year before full-time school.
6. The Parties recognise achieving the policy objectives and outcomes of this Agreement will assist in improving all children's outcomes, especially for Indigenous children, vulnerable children and children experiencing disadvantage, and their transition to school. Engagement with quality early childhood education programs 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. Funding arrangements for preschool beyond the term of this Agreement are a matter for all governments, to be informed by the final report of the National Partnership review, and will be discussed accordingly through existing governance mechanisms, including the National Federation Reform Council, Education Council, Australian Education Senior Officials Committee and its Early Childhood Policy Group.

Reporting Arrangements

8. The States and Territories will report against the agreed performance indicators and benchmarks during the operation of the Agreement, as set out in Part 4 – Performance Monitoring and Reporting.

Financial Arrangements

9. The Commonwealth will provide an estimated total financial contribution to the States and Territories of \$1.8 billion (GST exclusive) in respect of this Agreement, as set out in Part 5 – Financial Arrangements.

PART 1 – FORMALITIES

Parties to this Agreement

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

Term of the Agreement

11. This Agreement will commence as soon as the Commonwealth and one other Party sign it and will expire on 30 June 2022, or on completion of the project, including final performance reporting and processing of final payments against performance benchmarks. Funding under this Agreement covers service delivery from 1 January 2018 to 31 December 2021. The Agreement may be terminated earlier or extended as agreed in writing by the Parties.

PART 2 – OBJECTIVES, OUTCOMES AND OUTPUTS

Objectives

12. The objective of this Agreement is to facilitate children's early learning and development and transition to school, by maintaining universal access to, and improving participation in, affordable, quality early childhood education programs for all children.
13. This objective is to be achieved through universal access to quality early childhood education programs 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 (NQF) requirements, and with a focus on participation by Indigenous children, vulnerable children and children experiencing disadvantage, regardless of the setting in which programs are delivered.
14. Children living in remote Indigenous communities remain a focus for universal access to, affordable, quality early childhood education programs for all children.

Outcomes

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

Outputs

16. The outputs of this Agreement will be:
- (a) implementing accessible quality early childhood education programs which meet the needs of parents and communities at a cost which does not present a barrier to participation, particularly for Indigenous children, vulnerable children and children experiencing disadvantage;
 - (b) delivering strategies and actions targeting the participation of Indigenous children, including in remote areas;
 - (c) delivering strategies and actions targeting the participation of vulnerable children and children experiencing disadvantage; and
 - (d) supporting all children's quality early childhood education participation, regardless of whether quality early childhood education programs are delivered through schools (non-government and government), standalone preschools or long day care¹ centres.

PART 3 – ROLES AND RESPONSIBILITIES OF EACH PARTY

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

Role of the Commonwealth

18. The Commonwealth agrees to be responsible for:
- (a) providing a financial contribution to assist the States to provide universal access and achieve the agreed performance benchmarks;
 - (b) monitoring and assessing the performance in the delivery of services under this Agreement;
 - (c) compiling and publishing an annual National Report as set out in clause 29 of this Agreement, in consultation with the Australian Education Senior Officials Committee (AESOC); and
 - (d) coordinating the development of new, or the amendment of existing, Implementation Plans in partnership with the States and in accordance with clause 22 of this Agreement.

Role of the States

19. The States agree to be responsible for:
- (a) developing and/or amending Implementation Plans in partnership with the Commonwealth and in accordance with clause 22 of this Agreement;
 - (b) delivering on outcomes and outputs agreed in their Implementation Plan;
 - (c) reporting on the delivery of outcomes and outputs as set out in Part 4 of this Agreement;

¹ From 2 July 2018, Centre Based Day Care will replace long day care.

- (d) providing funding to support all children's quality early childhood education participation, regardless of whether the program is delivered through schools (government and non-government), standalone preschools or long day care centres; and
- (e) ensuring funds under this Agreement are expended on quality early childhood education programs and initiatives to facilitate quality early childhood education participation.

Shared roles and responsibilities

- 20. The Commonwealth and the States agree to be jointly responsible for:
 - (a) participating in consultations as appropriate regarding the implementation of this Agreement;
 - (b) negotiating new or revised Schedules, including Implementation Plans, to this Agreement;
 - (c) conducting evaluations and reviews of services and outputs delivered under this Agreement;
 - (d) removing barriers to participation in a quality early childhood education program, including ensuring cost is not a barrier (especially for Indigenous children, vulnerable children, and children experiencing disadvantage) and provision is in a form that meets the needs of families under this Agreement;
 - (e) continuing to collaborate via a National Information Agreement on Early Childhood Education and Care (NIA ECEC) on data development and collection to improve transparency and reporting of outputs and outcomes on early childhood education, while maintaining comparability across collections for the purposes of tracking progress over time;
 - (f) bilaterally agreeing a definition of vulnerable children and children experiencing disadvantage for the purpose of Implementation Plans; and
 - (g) committing to sharing information on a reciprocal basis; subject to relevant legislation, privacy provisions and ongoing discussions and negotiations at the Data Strategy Group, and agreement with the data custodian.
- 21. 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

- 22. The Commonwealth and the States will agree to, or agree amendments to, Implementation Plans that set out each State's strategy for providing universal access from 1 January 2018 to 31 December 2021, and delivering on the outcomes and outputs set out in Part 2 of this Agreement, including:
 - (a) details of priorities and strategies to facilitate participation by all children, including Indigenous children, vulnerable children, and children experiencing disadvantage, in early childhood education programs (including current strategies);
 - (b) strategies to ensure access to early childhood education for all Indigenous four-year-olds, particularly those in remote communities;

- (c) demonstrating how these strategies will address the issue of cost as a potential barrier to participation by Indigenous children, vulnerable children and children experiencing disadvantage;
- (d) strategies to ensure funding is directed to support participation by all children in all quality early childhood education programs, regardless of whether programs are delivered through schools (government and non-government), standalone preschools or long day care centres; and
- (e) State-specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement.

PART 4 – PERFORMANCE MONITORING AND REPORTING

Performance indicators

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

Data Collection

- 24. The NIA ECEC is an agreement between the Commonwealth and the States that provides a framework for cooperation to develop the Early Childhood Education and Care (ECEC) information base required for the COAG early childhood reform agenda. This includes the establishment and maintenance of the ECEC National Minimum Data Set (ECEC NMDS) which underpins the National Early Childhood Education and Care Collection (the National Collection).
- 25. 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. Schedule A of this Agreement outlines specific information relating to Performance Indicator Specifications.
- 26. In addition, States may provide supplementary data and/or contextual information to the Commonwealth to aid interpretation of the data, on which the Commonwealth will consult with the relevant State. This may include contextual information and data on the impacts of COVID-19-related disruptions in the 2020 and 2021 program years, including the impact of relatively small shifts in enrolment numbers within small population groups. Once agreed by the Commonwealth, the supplementary data and/or contextual information will be used to inform assessment of States' achievement of performance benchmarks. Supplementary data must be provided in a timely manner to assist in assessing performance benchmarks in accordance with Tables 2, 3, 4 and 5.

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

Outcomes	Outputs	Performance Indicators (PIs)	Performance Benchmarks/Targets**
<p>Providing universal access to and improving participation of all children in affordable, quality early childhood education program(s), including that:</p> <ul style="list-style-type: none"> i. Vulnerable children and children experiencing disadvantage have access to, and participate in, an affordable, quality early childhood education program; ii. Indigenous children have access to, and participate in, an affordable, quality early childhood education program; and iii. all Indigenous four-year-olds in remote communities have access to early childhood education. 	<p>Implementing accessible, quality early childhood education programs which meet the needs of parents and communities at a cost which does not present a barrier to participation, particularly for Indigenous children, vulnerable children and children experiencing disadvantage.</p> <p>Delivering strategies and actions targeting the participation of vulnerable children and children experiencing disadvantage.</p> <p>Delivering strategies and actions targeting the participation of Indigenous children, including in remote areas.</p>	<p><u>Teacher Qualifications</u></p> <p>1. The proportion of early childhood education programs delivered by a degree qualified early childhood teacher who meets the NQF requirements.</p>	95 per cent.*
		<p><u>Access to Quality Program</u></p> <p>2. The proportion of children enrolled in quality early childhood education program(s) in the year before full-time school.</p>	<p>2.1 95 per cent of children;</p> <p>2.2 95 per cent of Indigenous children; and</p> <p>2.3 95 per cent of vulnerable children and children experiencing disadvantage.</p>
		<p><u>Access to a Quality 600 hour Program</u></p> <p>3. The proportion of children enrolled in quality early childhood education program(s) for 600 hours per year, in the year before full-time school.</p>	<p>3.1 95 per cent of children;</p> <p>3.2 95 per cent of Indigenous children; and</p> <p>3.3 95 per cent of vulnerable children and children experiencing disadvantage.</p>
		<p><u>Attendance</u></p> <p>4. The proportion of enrolled children who attend quality early childhood education program(s) for 600 hours per year, in the year before full-time school.</p>	Annual targets agreed in Implementation Plans taking into account a jurisdiction's starting point and moving to 90 per cent over time

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

** Alternative performance benchmarks/targets apply in 2020 as outlined in Table 4.

Performance benchmarks

27. Subject to the National Collection demonstrating the achievement of deliverables, milestones and performance benchmarks and the Commonwealth's agreement to the use of supplementary data, payments will be made to each State in accordance with Tables 2, 3, 4 and 5 below.
28. Performance will be assessed against the six Performance Indicators (PIs): 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3, as outlined in Table 1. Each PI is weighted equally and performance against each is eligible for a maximum payment equivalent to one sixth of available performance funding. State performance payments will be calculated by adding the payment achieved against each of the six PIs.
29. Revised performance requirements and payment arrangements for the 2020 program year are set out in Table 4. These account for a degree of uncertainty regarding the impact COVID-19 may have on enrolment rates in 2020.
30. In 2021, if COVID-19 continues to impact preschool enrolment rates in ways States cannot reasonably be expected to mitigate, the Commonwealth Minister with portfolio responsibility for early childhood education will initiate a joint process with State counterparts to consider what performance requirements should be applied in 2021, including the potential to apply 2020 performance requirements, as outlined in Table 4. Any revised performance requirements will be formalised by a variation to this agreement.

Table 2: Performance requirements and payments for 2018 program year

Date	Deliverable	Proportion of funding available within each financial year*
2017-18		
31 January 2018	The Commonwealth and the State have agreed on an Implementation Plan for the period 1 January 2018 to 31 December 2018.	30 per cent of 2018 program year funding
2018-19		
31 March 2019	Overall assessment of performance in 2018	70 per cent of 2018 program year funding (comprised of the percentages attributable to performance as shown below)
	For each Performance Indicator (PI) 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3:	
	2018 achievement is at least 95 per cent; <u>OR</u>	11.7 per cent of 2018 program year funding <u>OR</u>
	2018 achievement is at least 90 per cent; <u>OR</u>	10.5 per cent of 2018 program year funding <u>OR</u>
	2018 achievement has improved by at least three percentage points (using the 2017 assessed performance as a baseline); <u>OR</u>	8.2 per cent of 2018 program year funding <u>OR</u>
	2018 achievement has been maintained [#] (using the 2017 assessed performance as a baseline).	5.8 per cent of 2018 program year funding

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

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

Table 3: Performance requirements and payments for 2019 program year

Date	Deliverable	Proportion of funding available within each financial year*
2018-2019		
31 January 2019	The Commonwealth and the State have agreed on an Implementation Plan for the period 1 January 2019 to 31 December 2019.	30 per cent of 2019 program year funding
2019-2020		
31 March 2020	Overall assessment of performance in 2019	70 per cent of 2019 program year funding (comprised of the percentages attributable to performance as shown below)
	For each Performance Indicator (PI) 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3:	
	2019 achievement is at least 95 per cent; <u>OR</u>	11.7 per cent of 2019 program year funding <u>OR</u>
	2019 achievement is at least 90 per cent; <u>OR</u>	10.5 per cent of 2019 program year funding <u>OR</u>
	2019 achievement has improved by at least three percentage points (using the 2018 assessed performance as a baseline); <u>OR</u>	8.2 per cent of 2019 program year funding <u>OR</u>
	2019 achievement has been maintained [#] (using the 2018 assessed performance as a baseline).	5.8 per cent of 2019 program year funding

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

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

Table 4: Performance requirements and payments for 2020 program year

Date	Deliverable	Proportion of funding available within each financial year*
2019-2020		
31 January 2020	The Commonwealth and the State have agreed on an Implementation Plan for the period 1 January 2020 to 31 December 2020.	30 per cent of 2020 program year funding
2020-2021		
31 March 2021	Overall assessment of performance in 2020	70 per cent of 2020 program year funding (comprised of the percentages attributable to performance as shown below)
	For each Performance Indicator (PI) 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3:	
	2020 achievement is at least 95 per cent; OR	11.7 per cent of 2020 program year funding OR
	2020 achievement is at least 90 per cent; OR	10.5 per cent of 2020 program year funding OR
	2020 achievement is at least 80 per cent; OR	9.3 per cent of 2020 program year funding OR
	2020 achievement is below 80 per cent;	8.2 per cent of 2020 program year funding
	<p>A State may elect to have their funding calculated on the basis of the State's final assessed performance result in 2019 if at any time during the census period 20 per cent or more of the State's total population was under 'stay at home orders', for example:</p> <ul style="list-style-type: none"> instructed not to leave the premises where a person ordinarily resides unless for reasons including (but not limited to) work, education, care, exercise or obtaining necessary goods or services. <p>If these conditions are met, then a State's performance in the 2020 program year will be assessed using the State's final assessed 2019 performance result (i.e. Tier, 1, 2, 3 or 4), as advised by the Minister for Education in writing, against PI 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3. Payments will be calculated using the percentages in Table 3, above, applied to 2020 program year funding.</p>	

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

Table 5: Performance requirements and payments for 2021 program year

Date	Deliverable	Proportion of funding available within each financial year*
2020-2021		
31 January 2021	The Commonwealth and the State have agreed on an Implementation Plan for the period 1 January 2021 to 31 December 2021.	30 per cent of 2021 program year funding
2021-2022		
31 March 2022	Overall assessment of performance in 2021	70 per cent of 2021 program year funding (comprised of the percentages attributable to performance as shown below)
	For each Performance Indicator (PI) 2.1, 2.2, 2.3, 3.1, 3.2 and 3.3:	
	2021 achievement is at least 95 per cent; OR	11.7 per cent of 2021 program year funding OR
	2021 achievement is at least 90 per cent; OR	10.5 per cent of 2021 program year funding OR
	2021 achievement has improved by at least three percentage points (using the 2020 assessed performance as a baseline); OR	8.2 per cent of 2021 program year funding OR
	2021 achievement has been maintained [#] (using the 2020 assessed performance as a baseline).	5.8 per cent of 2021 program year funding

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

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

Reporting arrangements

31. The Commonwealth, in consultation with AESOC, will compile and publish a National Report summarising national and State achievement of performance benchmarks, using the National Collection and approved supplementary data.

PART 5 – FINANCIAL ARRANGEMENTS

Financial contributions

32. The Commonwealth will provide an estimated total financial contribution to the States of \$1.8 billion in respect of this Agreement. The estimated allocation by States is set out in Table 6. The funding allocation has been calculated using projected enrolment growth for 2018

and 2019 based on 2016 enrolment data, projected enrolment growth for 2020 based on 2017 enrolment data, and projected enrolment growth for 2021 based on 2018 enrolment data. The National Collection is the source of all enrolment data sets. A cumulative two per cent indexation on the per-child funding amount allocated for the *National Partnership Agreement on Universal Access to Early Childhood Education – 2016 and 2017* for each program year.

33. The Commonwealth will also allocate \$10.5 million to national early childhood data development including support provided for the review specified in Clause 37, below.
34. The Commonwealth's funding contribution will not be reduced where the States secure funding from other activity partners through innovative and collaborative partnerships.
35. 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 6. All allocations are exclusive of GST.
36. The States will be required to support the participation of all children in quality early childhood education programs, regardless of whether the programs are delivered through schools (government and non-government), standalone preschools or long day care centres.

Table 6: Estimated financial contributions to States*

(\$ million)	2017-18	2018-19	2019-20	2020-21	2021-22	Total
Estimated total budget (1)	128.4	433.0	444.7	455.7	319.3	1,781.0
Estimated National Partnership payment (2)	128.4	431.5	442.9	450.6	317.2	1,770.6
New South Wales	37.0	124.9	131.2	138.0	98.6	529.6
Victoria	35.9	120.9	126.0	130.2	90.0	502.9
Queensland	26.4	88.0	86.6	83.1	59.5	343.6
Western Australia	13.8	46.3	46.9	46.5	32.5	186.1
South Australia	8.4	28.2	28.6	28.7	19.8	113.6
Tasmania	2.8	9.3	9.4	9.9	6.9	38.2
Australian Capital Territory	2.7	9.1	9.4	9.6	6.8	37.6
Northern Territory	1.4	4.8	4.8	4.7	3.3	19.0
Commonwealth Own Purpose Expense (National Pool Allocation) (3)	0.0	1.5	1.8	5.1	2.1	10.5
Total Commonwealth contribution (4) = (2) + (3)	128.4	433.0	444.7	455.7	319.3	1,781.0
Balance of non-Commonwealth contributions (5) = (1) – (4)	0.0	0.0	0.0	0.0	0.0	0.0

*Funding for 2018 and 2019 is based on enrolment growth projections based on enrolment data from the Australian Bureau of Statistics' (ABS) *Preschool Education, Australia*, 2016; funding for 2020 is based on enrolment growth projections based on enrolment data from the ABS' *Preschool Education, Australia*, 2017; and funding for 2021 is based on enrolment growth projections based on enrolment data from the ABS' *Preschool Education, Australia*, 2018. Amounts may not add up due to rounding.

Financial risk management

37. Having regard to the agreed estimated costs of projects or reforms under this Agreement, States will not be required to pay a refund to the Commonwealth if the actual cost is less than the agreed estimated cost. Similarly, the States bear all risk should the costs exceed the agreed

estimated costs. The Parties acknowledge that this arrangement provides the maximum incentive for the States to deliver projects and reforms cost effectively and efficiently.

PART 6 – GOVERNANCE ARRANGEMENTS

Enforceability of the Agreement

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

Review of the Agreement

39. In accordance with clause E23 of the IGA FFR, this Agreement is time limited. To assess the degree to which the agreed objectives and outcomes and/or outputs have been achieved, and inform decisions regarding the appropriate treatment following its expiry, a review of the Agreement is to be completed in early 2020, with results available to inform Parties' 2021–22 Budget considerations. All parties agree to participate cooperatively in the review process.

Variation of the Agreement

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

Delegations

42. 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.
43. 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

44. Any Party may give notice to other Parties of a dispute under this Agreement.
45. Officials of relevant Parties will attempt to resolve any dispute in the first instance.
46. If a dispute cannot be resolved by officials, it may be escalated to the relevant Ministers.

Interpretation

47. For the purposes of this Agreement:
- (a) *Assessed performance*: the performance of a state assessed by the Commonwealth according to National Collection data, consistent with the Performance Indicator Specifications set out in Schedule A, and taking into consideration any supplementary data provided by the states in accordance with clause 26.
 - (b) *Attendance*: the number of hours that each child attends quality early childhood education programs, as defined in the NMDS.

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



Australian Government

Australian Institute of
Health and Welfare

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

Schedule A - Performance Indicator Specifications

National Partnership on Universal Access to Early Childhood Education - 2018–2021

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Acknowledgments

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Abbreviations

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

Introduction

The National Partnership on Universal Access to Early Childhood Education – 2018–2021 (NP UAECE – 2018–2021) 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 children and children experiencing disadvantage. The Agreement covers service delivery from 1 January 2018 to 31 December 2021.

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

1. Teacher qualifications

The proportion of early childhood education programs delivered by a qualified early childhood teacher

2. Access to quality program

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

3. Access to a quality 600 hour program

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

4. Attendance

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

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

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

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

National Early Childhood Education and Care Collection (NECECC)

The NECECC aims to provide nationally comparable information on early childhood education and care. It assists in progress reporting for the NP UAECE – 2018–2021, and the previous NP UAECE – 2016–17 and 2015, NP UAECE and National Partnership Agreement on Early Childhood Education.

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

Supporting information is available in the following publications:

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

Early Childhood Education and Care National Minimum Data Set

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

The PI Specifications are based on data elements in the ECEC NMDS 2015–, which was revised in order to address the requirements of the NP UAECE – 2015 PIs and to ensure that specific data elements, definitions and terminology conformed to the NP UAECE – 2015. These have remained the same in the NP UAECE – 2018–2021.

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

Definitions

The NP UAECE – 2015 defined a number of terms that are used within the Agreement, and these are unchanged in the NP UAECE – 2018–2021. These definitions have been operationalised, where required, for implementation in the ECEC NMDS 2015– and the NECECC. Although these definitions may therefore be expressed differently in the ECEC NMDS, their interpretation is consistent with the NP UAECE – 2018–2021.

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

Early childhood education program

The definition of an early childhood education program used in the PI Specifications is available in the glossary of the ECEC NMDS 2015– in METeOR.

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

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

Quality early childhood education program

The definition of a *quality early childhood program* in the NP UAECE – 2018–2021 and the ECEC NMDS 2015– includes three components that relate specifically to quality:

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

Qualified early childhood teacher

The definition of a qualified early childhood teacher used in the PI Specifications is available in the glossary of the ECEC NMDS 2015– in METeOR.

Year before full-time schooling (YBFS)

In the national PI Specifications, the year before full-time schooling (YBFS) population is defined as all children aged 4 and 5 years old, including 5 year olds who are reported as repeaters. For further information about this definition and how it differs to YBFS as used in the ABS *Preschool Education, Australia* publication, refer to the 2018 issue of *Preschool Education, Australia* – Explanatory Notes, Appendix 4 ‘State-specific year before full time schooling’.

Performance Indicator 1

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

1.1 All programs

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

PI 1. PROPORTION OF EARLY CHILDHOOD EDUCATION PROGRAMS DELIVERED BY A QUALIFIED EARLY CHILDHOOD TEACHER

Related Data Element

Early childhood education program enrolment indicator (602301)

Date of birth (287007)

Early childhood education program delivered by a qualified teacher indicator (602338)

Computation

PROVIDER RECORD^(a)

Is there at least one child (aged between 4-5 years) enrolled in an early childhood education program within the service provider?

No

Exclude

Yes

Enrolment in YBFS

Has the early childhood education program been delivered by at least one qualified teacher?

No

Exclude

Yes

Disaggregation by state/territory^(b)

Calculate total service providers^(a)

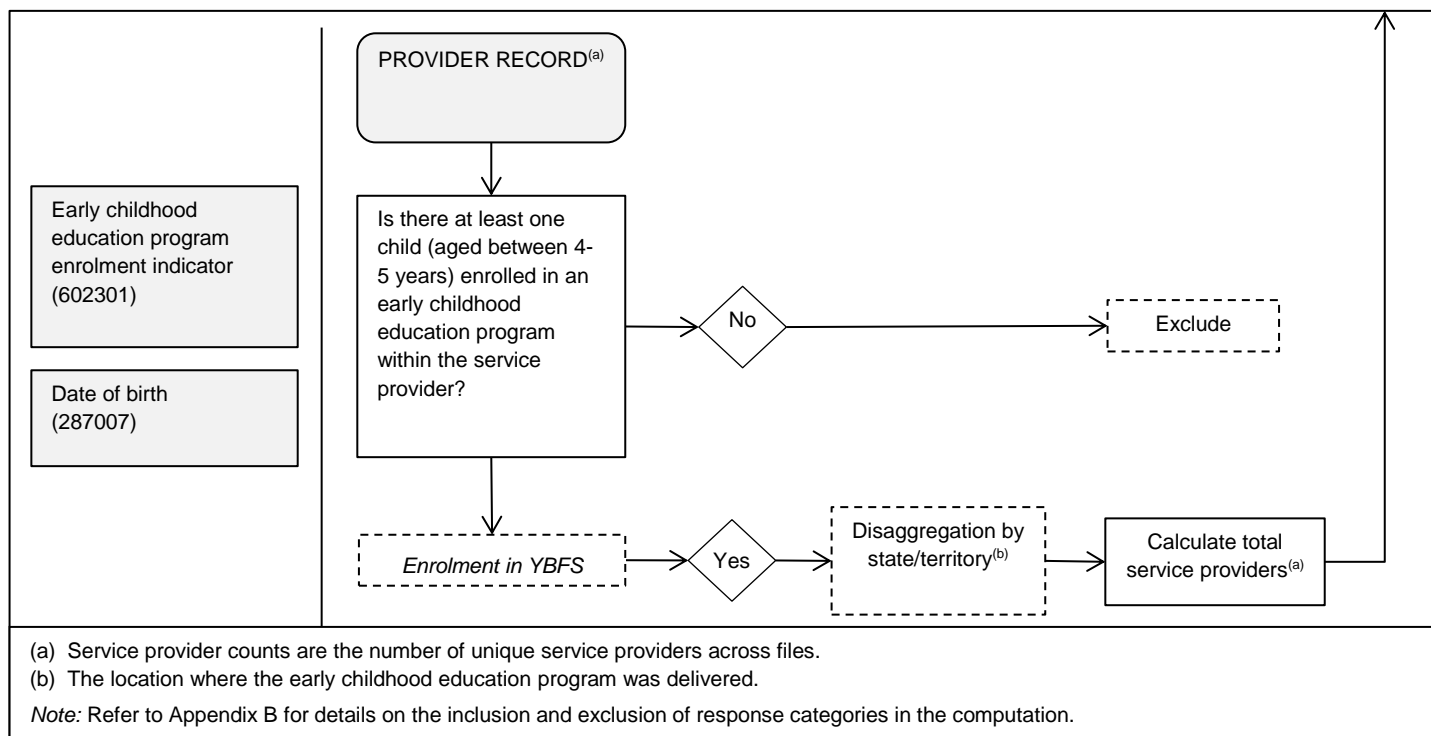
Numerator

The number of early childhood education programs delivered to children aged 4 and 5 years as at 1 July of the collection year that are delivered by at least one qualified early childhood teacher who meets the requirements of the National Quality Framework.

÷ X 100 = proportion

The total number of early childhood education programs delivered to children aged 4 or 5 years as at 1 July of the collection year.

Denominator



Performance Indicator 2

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

2.1 All children

Indicator details:	
Description	The proportion of children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in quality early childhood education program(s).
Numerator	The number of children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in at least one quality early childhood education program.
Numerator data elements	<p>Child/Person URL data elements:</p> <ul style="list-style-type: none"> Early childhood education program enrolment indicator (METeOR Id 602301) Date of birth (METeOR Id 287007)
Denominator	Estimated number of children aged 4 years, as at 30 June of the collection year.
Denominator data elements	<p>Child/Person URL data elements:</p> <ul style="list-style-type: none"> Estimated Resident Population (ERP) of children aged 4, by state/territory, (METeOR Id 388656)
Computation	<p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Refer to flow chart PI 2: Proportion of children enrolled in the year before full-time school in quality early childhood education programs</p>
Presentation	Proportion
Calculation rules	<p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p>This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'. If children are enrolled in multiple services, they should be counted in the numerator/denominator if they meet the criteria in at least one service.</p> <p>Numerator:</p> <p>The numerator is obtained by summing all children aged 4 or 5 years who have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling).</p> <p>Denominator:</p> <p>To be based on the 2016 Census-based ERP for 4 year olds from 2017 onwards.</p>
Identifiers	<p>Person ID (SLK 581):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage that may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex and address details of each child with an identical SLK.</p> <p>Matching SLKs should be identified appropriately. See Appendix A: 'Creating unique child records from episode records'.</p>
Identifier data elements	<p>Child/Person URL data elements:</p> <ul style="list-style-type: none"> Statistical linkage key 581 (METeOR Id 349895)
Data collection details	

Data source(s)	<u>Numerator:</u> NECECC <u>Denominator:</u> ABS Estimated Resident Population, available via Australian Demographic Statistics (ABS cat. no. 3101.0)
Frequency of data source collection	<u>Numerator:</u> Annual <u>Denominator:</u> Annual

2.2 Aboriginal and Torres Strait Islander children

Indigenous status	
Description	The proportion of Aboriginal and Torres Strait Islander children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in quality early childhood education programs.
Numerator	The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in quality early childhood education programs.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • Indigenous status (METeOR Id 602543)
Denominator	Estimated number of Aboriginal and Torres Strait Islander children aged 4 years.
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026 (ABS cat. no. 3238.0)
Computation	<p>$\text{Numerator} \div \text{Denominator} \times 100 = \text{Proportion}$</p> <p>Refer to flow chart PI 2: Proportion of children enrolled in the year before full-time school in quality early childhood education programs</p>
Presentation	Proportion
Calculation rules	<p>This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'. If children are enrolled in multiple services, they should be counted in the numerator/denominator if they meet the criteria in at least one service.</p> <p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p>Two disaggregations are required for Aboriginal and Torres Strait Islander children:</p> <ol style="list-style-type: none"> a) State/territory b) Remoteness Area (national level only) (based on Statistical Area 1). <p><u>Numerator:</u></p> <p>The numerator is obtained by summing all children aged 4 and 5 years who are reported as Aboriginal and/or Torres Strait Islander and have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling).</p> <p><u>Denominator:</u></p> <p>To be based on the population projections for Aboriginal and Torres Strait Islander 4 year olds from the latest published data.</p>
Identifiers	<p>Person ID (SLK 581):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage that may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex and address details of each child with an identical SLK.</p> <p>Matching SLKs should be identified appropriately. See Appendix A: 'Creating unique child records from episode records'.</p>
Identifier data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Statistical linkage key 581 (METeOR Id 349895)
Data collection details	
Data source(s)	<u>Numerator:</u> NECECC

	<u>Denominator</u> : Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2001 to 2026 (ABS cat. no. 3238.0)
Frequency of data source collection	<u>Numerator</u> : Annual <u>Denominator</u> : Annual intercensal estimates; Aboriginal and Torres Strait Islander population projections

2.3 Vulnerable children and children experiencing disadvantage²

Vulnerable children and children experiencing disadvantage	
Description	The proportion of children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and are enrolled in the year before full-time schooling in quality early childhood education programs.
Numerator	The number of children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and are enrolled in the year before full-time schooling in quality early childhood education programs.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • SEIFA (2016 Census, ASGS 2016) cluster (METeOR Id 695778) <ul style="list-style-type: none"> • Address—Statistical Area level 1 (SA1) code (ASGS 2016) (METeOR Id 660637)
Denominator	Estimated number of children aged 4 years who reside in disadvantaged areas, as at 30 June of the collection year.
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Estimated Resident Population (ERP) of children aged 4 by SEIFA IRSD, by state/territory (METeOR Id 388656)
Computation	<p>$\text{Numerator} \div \text{Denominator} \times 100 = \text{Proportion}$</p> <p>Refer to flow chart PI 2: Proportion of children enrolled in the year before full-time school in quality early childhood education programs</p>
Presentation	Proportion
Calculation rules	<p>This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'. If children are enrolled in multiple services, they should be counted in the numerator/denominator if they meet the criteria in at least one service.</p> <p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p><u>Numerator:</u> The numerator is obtained by summing all children aged 4 or 5 years who reside in areas with a SEIFA IRSD quintile of 1 (based on Statistical Area 1, SA1³) and who have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling).</p> <p><u>Denominator:</u> To be based on the 2016 Census-based ERP by SEIFA IRSD for 4 year olds from 2017 onwards.</p>

² There is currently no nationally agreed definition of 'vulnerable children and children experiencing disadvantage' under the NP UAECE – 2018–2021. The performance indicators use SEIFA IRSD, which is a nationally consistent measure of disadvantage available from the NECECC. States and territories may use different measures in their individual Implementation Plans as agreed bilaterally with the Commonwealth.

³ Subject to availability, SEIFA quintiles may be based on state/territory rankings rather than rankings for Australia. This reflects that advantage is a relative rather than absolute characteristic.

Notes and Exceptions	Disadvantage is measured using the ABS Index of Relative Socio-economic Disadvantage (IRSD) derived from the 2016 ABS Census of Population and Housing. IRSD is a general socio-economic index that summarises a range of information about the economic and social resources of people and households within an area. Census variables that comprise this index include low income, no qualifications, low educational attainment, unemployment, overcrowded housing, disability, dwellings without motor vehicles, and Indigenous status. See the ABS website for more information (Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), Australia, 2016, ABS cat. no. 2033.0.55.001). The use of SEIFA IRSD to measure disadvantage for this performance indicator may be reviewed pending national agreement on a definition of vulnerable children and children experiencing disadvantage.
Identifiers	<p>Person ID (SLK 581):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage that may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex and address details of each child with an identical SLK.</p> <p>Matching SLKs should be identified appropriately. See Appendix A: 'Creating unique child records from episode records'.</p>
Identifier data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> Statistical linkage key 581 (METeOR Id 349895)
Data collection details	
Data source(s)	<p><u>Numerator:</u> NECECC</p> <p><u>Denominator:</u> ABS Estimated Resident Population, available via Australian Demographic Statistics (ABS cat. no. 3101.0)</p>
Frequency of data source collection	<p><u>Numerator:</u> Annual</p> <p><u>Denominator:</u> Annual</p>

PI 2. PROPORTION OF CHILDREN ENROLLED IN THE YEAR BEFORE FULL-TIME SCHOOL IN QUALITY EARLY CHILDHOOD EDUCATION PROGRAM(S)

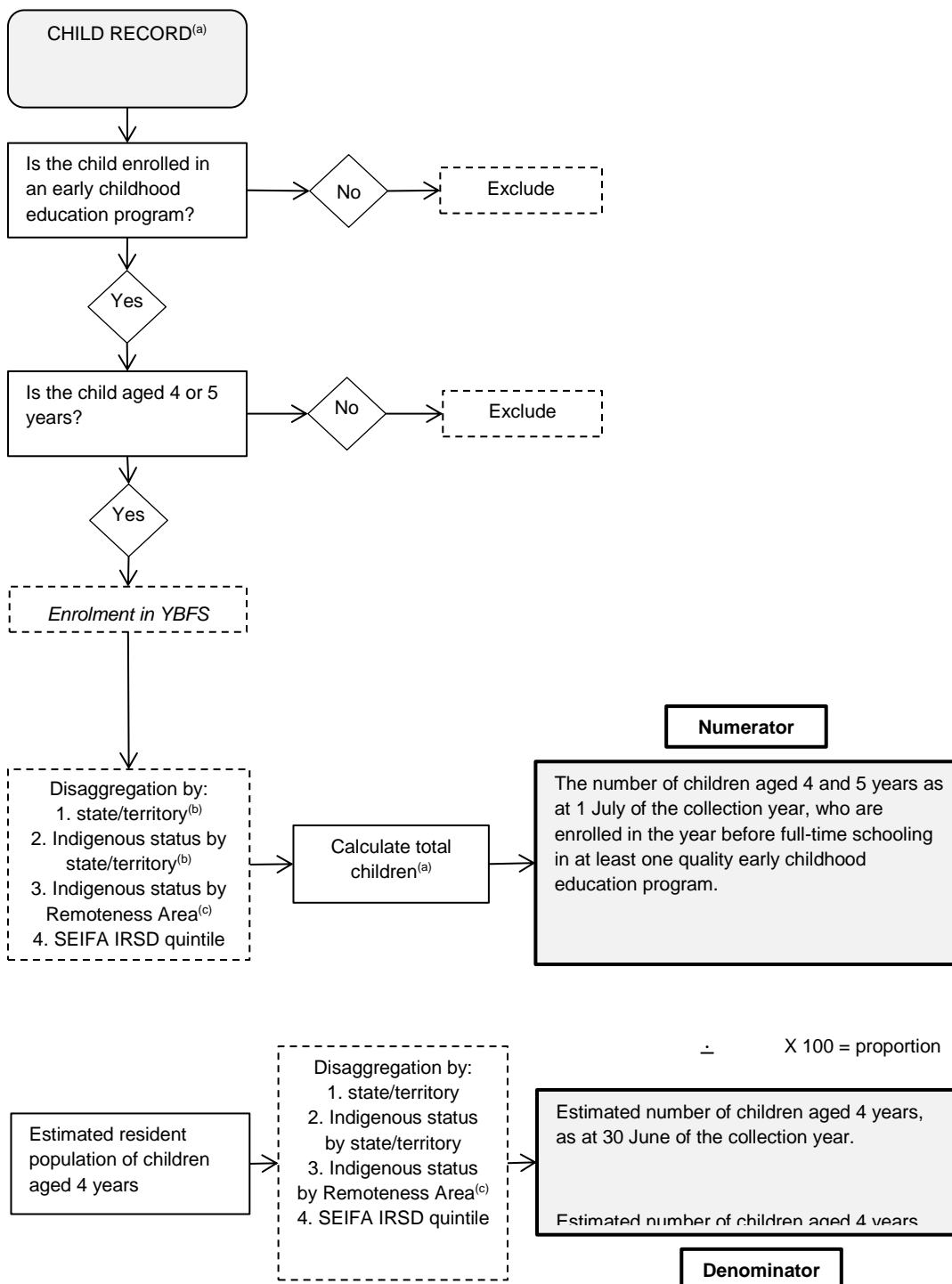
Related Data Element

Early childhood education program enrolment indicator (602301)

Date of birth (287007)

Estimated resident population (388656)

Computation



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

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

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

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

Performance Indicator 3

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

3.1 All children

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

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

3.2 Aboriginal and Torres Strait Islander children

Indicator details:	
Description	The proportion of Aboriginal and Torres Strait Islander children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in a quality early childhood education program(s) for 600 hours per year.
Numerator	The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in one or more quality early childhood education program(s) for a total of 600 hours in the collection year.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • Early childhood education program hours enrolled (per week) (METeOR Id 602310) • Indigenous status (METeOR Id 615458) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> • Number of early childhood education program service operation weeks (METeOR Id 602358)
Denominator	The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in one or more quality early childhood education program(s).
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • Indigenous status (METeOR Id 615458)
Computation	<p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Refer to flow chart PI 3: Proportion of enrolled children, enrolled in the year before full-time school, in quality early childhood education program(s) for 600 hours per year</p>
Presentation	Proportion
Calculation rules	<p>This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'.</p> <p>Enrolment in a program(s) for a total of 600 hours or more per year is determined by multiplying 'Early childhood education program hours enrolled (per week)' by the 'Number of early childhood education program service operation weeks' to gain a figure above or below 600 hours per year. Where a child is enrolled across multiple service providers, the calculation will be the sum of (hours enrolled at each service multiplied by the service operation weeks for that service).</p> <p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p>Two disaggregations are required for Aboriginal and Torres Strait Islander children:</p> <ol style="list-style-type: none"> a) State/territory b) Remoteness Area (national level only) (based on Statistical Area 1). <p><u>Numerator:</u></p> <p>The numerator is obtained by summing all children aged 4 or 5 years who are reported as Aboriginal and/or Torres Strait Islander and have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling), and who are enrolled in a program for a total of 600 hours or more per year.</p> <p><u>Denominator:</u></p>

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

3.3 Vulnerable children and children experiencing disadvantage⁴

Indicator details:	
Description	The proportion of children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and are enrolled in the year before full-time schooling in a quality early childhood education program(s) for 600 hours per year.
Numerator	The number of children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and are enrolled in the year before full-time schooling in one or more quality early childhood education program(s) for a total of 600 hours or more in the collection year.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • Early childhood education program hours enrolled (per week) (METeOR Id 602310) • SEIFA (2016 Census, ASGS 2016) cluster (METeOR Id 695778) <ul style="list-style-type: none"> • Address—Statistical Area level 1 (SA1) code (ASGS 2016) (METeOR Id 660637) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> • Number of early childhood education program service operation weeks (METeOR Id 602358)
Denominator	The number of children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and who are enrolled in the year before full-time schooling in one or more quality early childhood education program(s).
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • SEIFA (2016 Census, ASGS 2016) cluster (METeOR Id 695778) <ul style="list-style-type: none"> • Address—Statistical Area level 1 (SA1) code (ASGS 2016) (METeOR Id 660637)
Computation	<p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Refer to flow chart PI 3: Proportion of enrolled children, enrolled in the year before full-time school, in quality early childhood education program(s) for 600 hours per year</p>
Presentation	Proportion
Calculation rules	<p>This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'.</p> <p>Enrolment in a program(s) for a total of 600 hours or more per year is determined by multiplying 'Early childhood education program hours enrolled (per week)' by the 'Number of early childhood education program service operation weeks' to gain a figure above or below 600 hours per year. Where a child is enrolled across multiple service providers, the calculation will be the sum of (hours enrolled at each service multiplied by the service operation weeks for that service).</p> <p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p><u>Numerator:</u></p>

⁴ There is currently no nationally agreed definition of 'vulnerable children and children experiencing disadvantage' under the NP UAECE – 2018–2021. The performance indicators use SEIFA IRSD, which is a nationally consistent measure of disadvantage available from the NECECC. States and territories may use different measures in their individual Implementation Plans as agreed bilaterally with the Commonwealth.

	<p>The numerator is obtained by summing all children aged 4 or 5 years who reside in areas with a SEIFA IRSD quintile of 1 (based on Statistical Area 1, SA1⁵) and who have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling), and who are enrolled in a program(s) for a total of 600 hours or more per year.</p> <p><u>Denominator:</u></p> <p>The denominator is obtained by summing all children aged 4 or 5 years who reside in areas with a SEIFA IRSD quintile of 1 (based on Statistical Area 1, SA1) and who have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling).</p>
Notes and Exceptions	<p>Disadvantage is measured using the ABS Index of Relative Socio-economic Disadvantage (IRSD) derived from the 2016 ABS Census of Population and Housing. IRSD is a general socio-economic index that summarises a range of information about the economic and social resources of people and households within an area. Census variables that comprise this index include low income, no qualifications, low educational attainment, unemployment, overcrowded housing, disability, dwellings without motor vehicles, and Indigenous status. See the ABS website for more information (Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), Australia, 2016, ABS cat. no. 2033.0.55.001). The use of SEIFA IRSD to measure disadvantage for this performance indicator may be reviewed pending national agreement on a definition of vulnerable children and children experiencing disadvantage.</p>
Identifiers	<p>Person ID (SLK 581):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage that may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex and address details of each child with an identical SLK.</p> <p>Matching SLKs should be identified appropriately. See Appendix A: 'Creating unique child records from episode records'.</p>
Identifier data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> Statistical linkage key 581 (METeOR Id 349895)
Data collection details	
Data source(s)	<p><u>Numerator:</u> NECECC</p> <p><u>Denominator:</u> NECECC</p>
Frequency of data source collection	<p><u>Numerator:</u> Annual</p> <p><u>Denominator:</u> Annual</p>

⁵ Subject to availability, SEIFA quintiles may be based on state/territory rankings rather than rankings for Australia.

PI 3. PROPORTION OF ENROLLED CHILDREN, ENROLLED IN THE YEAR BEFORE FULL-TIME SCHOOL, IN QUALITY EARLY CHILDHOOD EDUCATION PROGRAM(S) FOR 600 HOURS PER YEAR

Related Data Element

Computation

Early childhood education program enrolment indicator (602301)

Date of birth (287007)

Early childhood education hours enrolled (per week) (602310)

Early childhood education hours enrolled (per week) (602310)

Number of early childhood education program service operation weeks (602358)

CHILD RECORD^(a)

Is the child enrolled in an early childhood education program(s)?

No

Exclude

Yes

Is the child aged 4 or 5 years?

No

Exclude

Yes

Enrolment in YBFS

How many hours is the child enrolled in early childhood education program(s) per week?

How many hours is the child enrolled in early childhood education

Hours enrolled X
Number of service operation weeks

Hours enrolled √

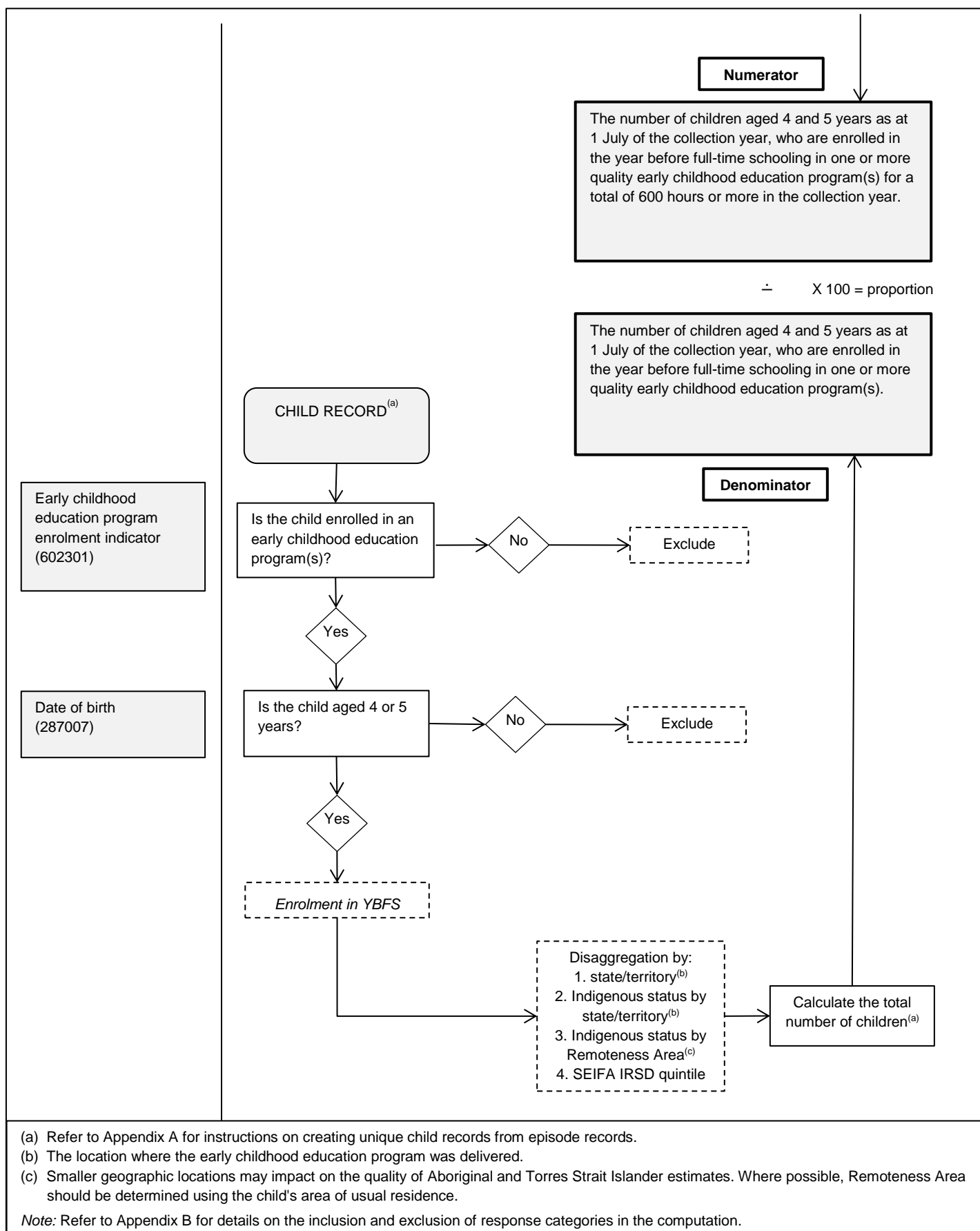
<600 hrs

Exclude

≥600 hrs

Calculate total children^(a)

Disaggregation by:
1. state/territory^(b)
2. Indigenous status by state/territory^(b)
3. Indigenous status by Remoteness Area^(c)
4. SEIFA IRSD quintile



Performance Indicator 4

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

4.1 All children

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

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

4.2 Aboriginal and Torres Strait Islander children

Indicator details:	
Description	The proportion of Aboriginal and Torres Strait Islander enrolled children aged 4 and 5 years as at 1 July of the collection year, who are attending in the year before full-time schooling a quality early childhood education program(s) for 600 hours per year.
Numerator	The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years as at 1 July of the collection year, who are attending in the year before full-time schooling one or more quality early childhood education program(s), for a total of 600 hours or more in the collection year.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> Early childhood education program attendance indicator (METeOR Id 602298) Date of birth (METeOR Id 287007) Early childhood education hours attended (per week) (METeOR Id 602308) Indigenous status (METeOR Id 615458) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> Number of early childhood education program service operation weeks (METeOR Id 602358)
Denominator	The number of Aboriginal and Torres Strait Islander children aged 4 and 5 years as at 1 July of the collection year, who are enrolled in the year before full-time schooling in one or more quality early childhood education program(s), for a total of 600 hours or more in the collection year.
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> Early childhood education program enrolment indicator (METeOR Id 602301) Date of birth (METeOR Id 287007) Early childhood education hours enrolled (per week) (METeOR Id 602310) Indigenous status (METeOR Id 615458) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> Number of early childhood education program service operation weeks (METeOR Id 602358)
Computation	<p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Refer to flow chart PI 4: Proportion of enrolled children who attend, in the year before full-time school, quality early childhood education program(s) for 600 hours per year</p>
Presentation	Proportion
Calculation rules	<p>This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'.</p> <p>Attendance at a program(s) for a total of 600 hours or more per year is determined by multiplying 'Early childhood education hours attended (per week)' by the 'Number of early childhood education program service operation weeks' to gain a figure above or below 600 hours per year. Where a child is attending across multiple service providers, the calculation will be the sum of (hours attended at each service multiplied by the service operation weeks for that service).</p> <p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p>Two disaggregations are required for Aboriginal and Torres Strait Islander children:</p> <ol style="list-style-type: none"> State/territory Remoteness Area (national level only) (based on Statistical Area 1). <p><u>Numerator:</u></p>

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

4.3 Vulnerable children and children experiencing disadvantage⁶

Indicator details:	
Description	The proportion of enrolled children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and are attending in the year before full-time schooling a quality early childhood education program(s) for 600 hours per year.
Numerator	The number of children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and are attending in the year before full-time schooling one or more quality early childhood education program(s), for a total of 600 hours or more in the collection year.
Numerator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program attendance indicator (METeOR Id 602298) • Date of birth (METeOR Id 287007) • Early childhood education hours attended (per week) (METeOR Id 602308) • SEIFA (2016 Census, ASGS 2016) cluster (METeOR Id 695778) <ul style="list-style-type: none"> • Address—Statistical Area level 1 (SA1) code (ASGS 2016) (METeOR Id 660637) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> • Number of early childhood education program service operation weeks (METeOR Id 602358)
Denominator	The number of children aged 4 and 5 years as at 1 July of the collection year, who reside in disadvantaged areas and are enrolled in the year before full-time schooling in one or more quality early childhood education program(s), for a total of 600 hours or more in the collection year.
Denominator data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> • Early childhood education program enrolment indicator (METeOR Id 602301) • Date of birth (METeOR Id 287007) • Early childhood education hours enrolled (per week) (METeOR Id 602310) • SEIFA (2016 Census, ASGS 2016) cluster (METeOR Id 695778) <ul style="list-style-type: none"> • Address—Statistical Area level 1 (SA1) code (ASGS 2016) (METeOR Id 660637) <p><u>Service provider organisation URL data elements:</u></p> <ul style="list-style-type: none"> • Number of early childhood education program service operation weeks (METeOR Id 602358)
Computation	<p>Numerator ÷ Denominator X 100 = Proportion</p> <p>Refer to flow chart PI 4: Proportion of enrolled children who attend, in the year before full-time school, quality early childhood education program(s) for 600 hours per year</p>
Presentation	Proportion
Calculation rules	This performance indicator requires child level data. For instructions on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix A: 'Creating unique child records from episode records'.

⁶ There is currently no nationally agreed definition of 'vulnerable children and children experiencing disadvantage' under the NP UAECE—2018–2021. The performance indicators use SEIFA IRSD, which is a nationally consistent measure of disadvantage available from the NECECC. States and territories may use different measures in their individual Implementation Plans as agreed bilaterally with the Commonwealth.

	<p>Attendance at a program(s) for a total of 600 hours or more per year is determined by multiplying 'Early childhood education hours attended (per week)' by the 'Number of early childhood education program service operation weeks' to gain a figure above or below 600 hours per year. Where a child is attending across multiple service providers, the calculation will be the sum of (hours attended at each service multiplied by the service operation weeks for that service).</p> <p>Age is calculated for children using their date of birth, referenced to their age at 1 July of the collection year.</p> <p><u>Numerator:</u></p> <p>The numerator is obtained by summing all children aged 4 or 5 years who reside in areas with a SEIFA IRSD quintile of 1 (based on Statistical Area 1, SA1⁷) and who have a 'Yes' response against the child level data element 'Early childhood education program attendance indicator' (representing attendance in the year before full-time schooling), and who attend a program(s) for a total of 600 hours or more per year.</p> <p><u>Denominator:</u></p> <p>The denominator is obtained by summing all children aged 4 or 5 years who reside in areas with a SEIFA IRSD quintile of 1 (based on Statistical Area 1, SA1) and who have a 'Yes' response against the child level data element 'Early childhood education program enrolment indicator' (representing enrolment in the year before full-time schooling), and who are enrolled in a program(s) for a total of 600 hours or more per year.</p>
Notes and Exceptions	<p>Disadvantage is measured using the ABS Index of Relative Socio-economic Disadvantage (IRSD) derived from the 2016 ABS Census of Population and Housing. IRSD is a general socio-economic index that summarises a range of information about the economic and social resources of people and households within an area. Census variables that comprise this index include low income, no qualifications, low educational attainment, unemployment, overcrowded housing, disability, dwellings without motor vehicles, and Indigenous status. See the ABS website for more information (Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), Australia, 2016, ABS cat. no. 2033.0.55.001). The use of SEIFA IRSD to measure disadvantage for this performance indicator may be reviewed pending national agreement on a definition of vulnerable children and children experiencing disadvantage.</p>
Identifiers	<p>Person ID (SLK 581):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage that may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex and address details of each child with an identical SLK.</p> <p>Matching SLKs should be identified appropriately. See Appendix A: 'Creating unique child records from episode records'.</p>
Identifier data elements	<p><u>Child/Person URL data elements:</u></p> <ul style="list-style-type: none"> Statistical linkage key 581 (METeOR Id 349895)
Data collection details	
Data source(s)	<p><u>Numerator:</u> NECECC</p> <p><u>Denominator:</u> NECECC</p>
Frequency of data source collection	<p><u>Numerator:</u> Annual</p> <p><u>Denominator:</u> Annual</p>

⁷ Subject to availability, SEIFA quintiles may be based on state/territory rankings rather than rankings for Australia.

PI 4. PROPORTION OF ENROLLED CHILDREN WHO ATTEND, IN THE YEAR BEFORE FULL-TIME SCHOOL, QUALITY EARLY CHILDHOOD EDUCATION PROGRAM(S) FOR 600 HOURS PER YEAR

Related Data Element

Computation

Early childhood education program attendance indicator (602298)

Date of birth (287007)

Early childhood education hours attended (per week) (602308)

Number of early childhood education program service operation weeks (602358)

CHILD RECORD^(a)

Did the child attend an early childhood education program(s)?

No

Exclude

Yes

Is the child aged 4 or 5 years old?

No

Exclude

Yes

Attendance in YBFS

How many hours does the child attend an early childhood education program(s) per week?

Hours attended
X
Number of service operation weeks

<600 hrs

Exclude

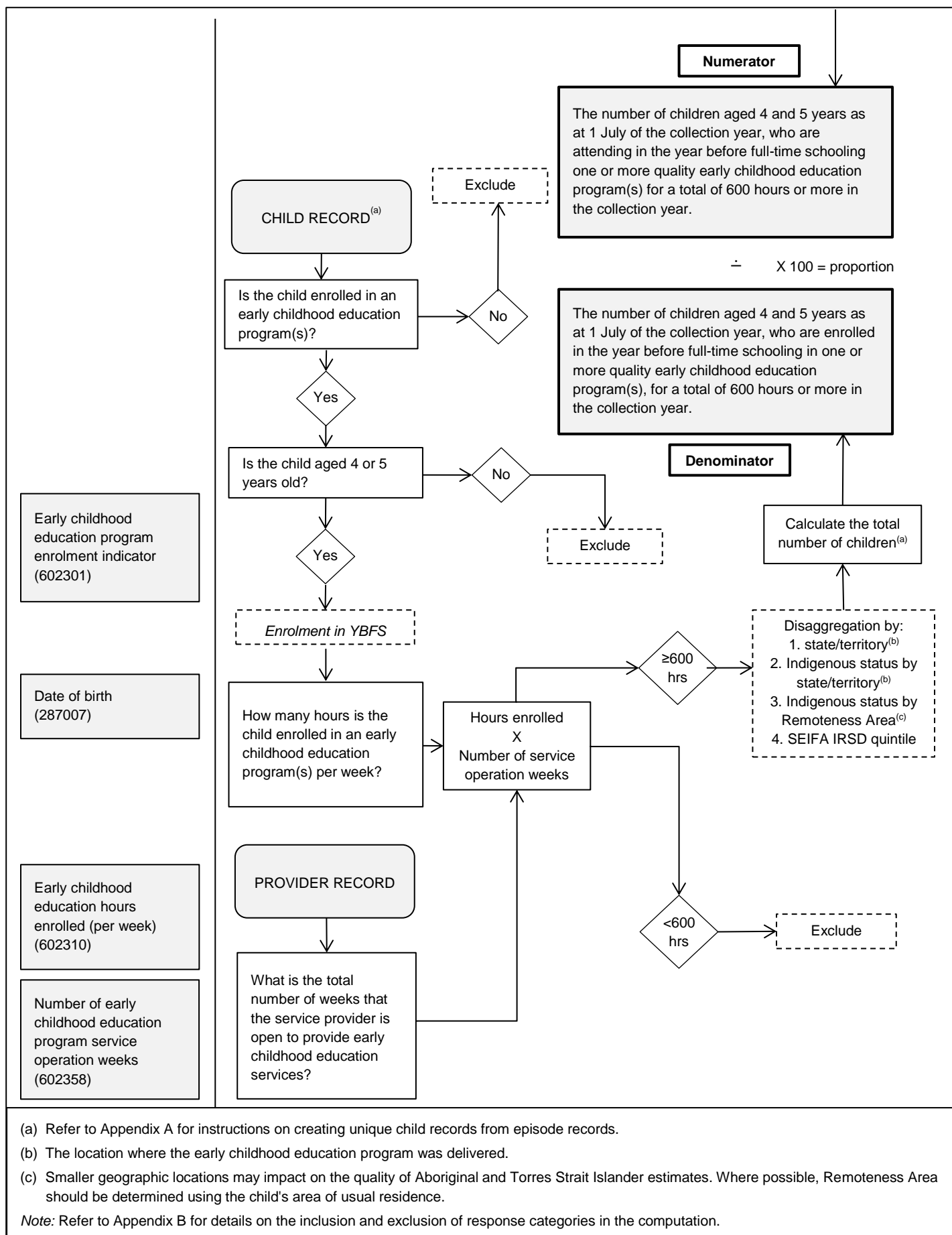
≥600 hrs

Calculate total children^(a)

Disaggregation by:
1. state/territory^(b)
2. Indigenous status by state/territory^(b)
3. Indigenous status by Remoteness Area^(c)
4. SEIFA IRSD quintile

PROVIDER RECORD

What is the total number of weeks that the service provider is open to provide early childhood education services?



Appendix A: Creating unique child records from episode records

This appendix summarises, for background purposes only, how unique child records have been created from episode records in the National Early Childhood Education and Care Collection (NECECC). Methods have improved over time in order to maximise the accuracy of this process and may continue to do so.

Linking of records across data sources

The NECECC utilises and combines data from different sources. Within and across the individual data files supplied by data providers, there may be more than one episode record for a single child. These records consequently need to be linked together in order to produce accurate child statistics. The following data elements have been used for linking the multiple data sources:

- Statistical Linkage Key (SLK)
- SLK Match Code
- Geographic location of child's residence

When linking within a file, if two records have the same SLK and the same SLK Match code, then they are considered as belonging to the same child. If the same SLK does not link on the SLK Match code, or no Match code is supplied, they are considered as being separate children.

When linking across files, the SLK and child geography are used to identify records that belong to a single child.

These linking processes occur after the ABS has identified and reconciled/removed duplicate episode records from the different data sources. This reconciliation uses service provider names and address information.

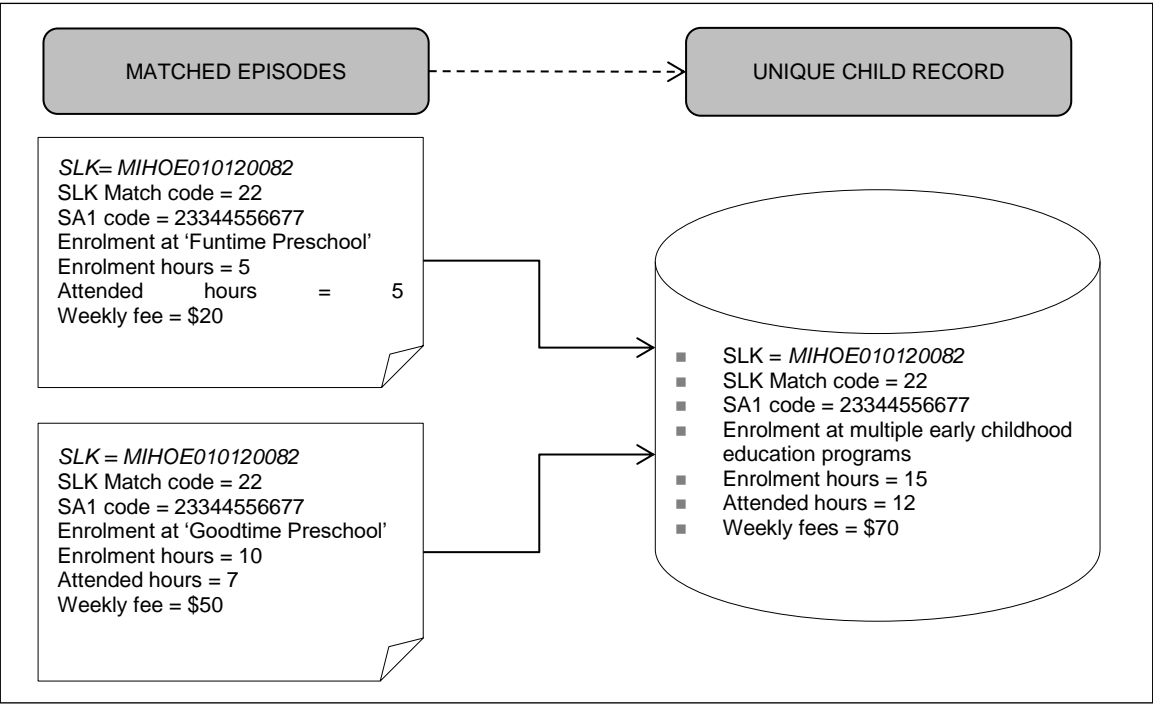
Reporting Child Counts

After completing linking, a data item is created to mark:

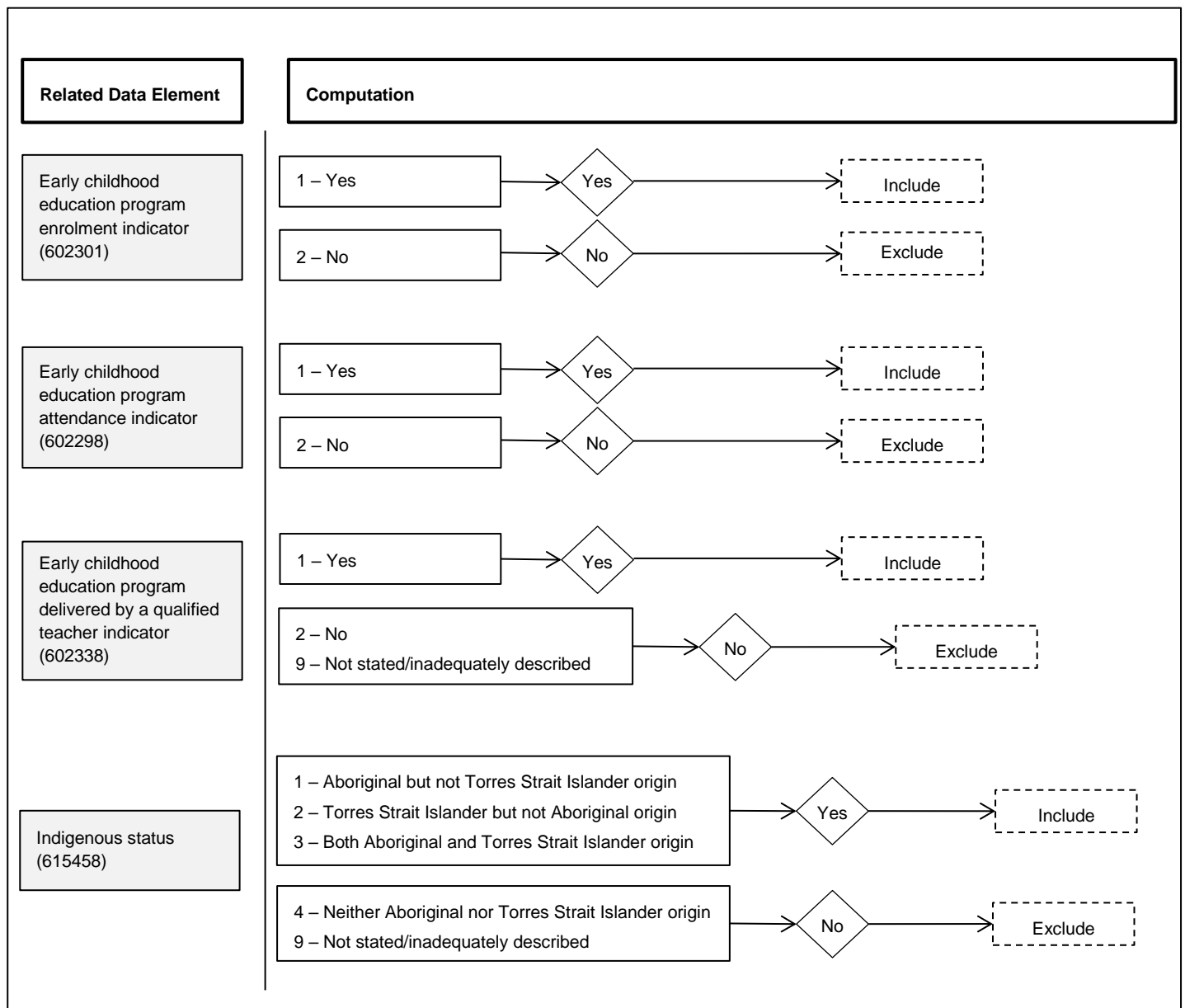
- a child with records solely from a state/territory source
- a child with records solely from a CCSS source
- a child with records from both a state/territory and a CCSS source.

Where two or more child episodes are linked, the unique characteristics within each episode are used to formulate the characteristics of the corresponding unique child record. Figure A.1 provides an example of how the child level data items are produced from episode level information (eg total hours enrolled is calculated from the child's individual episodes).

Figure A.1: Child episode record to unique child record



Appendix B: Values for inclusion in PI calculations



List of PI flow charts

- PI 1. Proportion of early childhood education programs delivered by a qualified early childhood teacher 25
- PI 2. Proportion of children enrolled in the year before full-time school in quality early childhood education program(s) 33
- PI 3. Proportion of enrolled children, enrolled in the year before full-time school, in quality early childhood education program(s) for 600 hours per year 40
- PI 4. Proportion of enrolled children who attend, in the year before full-time school, quality early childhood education program(s) for 600 hours per year 48

List of figures

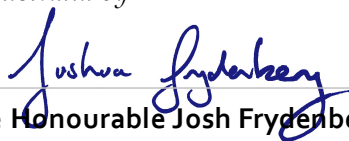
Figure A.1: Child episode record to unique child record 51

References

- ABS (Australian Bureau of Statistics) 2015. Preschool education, Australia 2014. Cat. no. 4240.0. Canberra: ABS. Viewed 4 September 2015, <<http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/4240.0main+features12014>>.
- ABS 2014a. National Early Childhood Education and Care Collection: Concepts, sources and methods, 2013. Cat. no. 4240.0.55.001. Canberra: ABS. Viewed 4 September 2015, <<http://www.abs.gov.au/ausstats/abs@.nsf/mf/4240.0.55.001>>.
- ABS 2014b. National Early Childhood Education and Care Collection: Data collection guide, 2013. Cat. no. 4240.0.55.002. Canberra: ABS. Viewed 30 January 2015, <<http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/4240.0.55.002Chapter12013>>.
- AIHW (Australian Institute of Health and Welfare) 2015. Early Childhood Education and Care Data Set Specification. Viewed 4 September 2015, <<http://meteor.aihw.gov.au/content/index.phtml/itemId/602243>>.
- COAG (Council of Australian Governments) 2016. National Partnership Agreement on Universal Access to Early Childhood Education – 2016 and 2017. Canberra: COAG.

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

Signed for and on behalf of the Commonwealth of Australia by



The Honourable Josh Frydenberg
Treasurer of the Commonwealth of Australia

25 September 2020

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

The Honourable Dominic Perrottet MP
Treasurer of the State of New South Wales

2020

Signed for and on behalf of the State of Victoria by

The Honourable Tim Pallas MP
Treasurer of the State of Victoria

2020

Signed for and on behalf of the State of Queensland by



The Honourable Cameron Dick MP
Treasurer of the State of Queensland

5 October 2020

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

The Honourable Ben Wyatt MLA
Treasurer of the State of Western Australia

2020

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

The Honourable Rob Lucas MLC
Treasurer of the State of South Australia

2020

Signed for and on behalf of the State of Tasmania by

The Honourable Peter Gutwein MP
Premier of the State of Tasmania

2020

Signed for and on behalf of the Australian Capital Territory by

Andrew Barr MLA
Chief Minister of the Australian Capital Territory

2020

Signed for and on behalf of the Northern Territory by

The Honourable Michael Gunner MLA
Chief Minister of the Northern Territory of Australia

2020

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

Signed for and on behalf of the Commonwealth of Australia by



The Honourable Josh Frydenberg
Treasurer of the Commonwealth of Australia

25 September 2020

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

The Honourable Dominic Perrottet MP
Treasurer of the State of New South Wales

2020

Signed for and on behalf of the State of Victoria by

The Honourable Tim Pallas MP
Treasurer of the State of Victoria

2020

Signed for and on behalf of the State of Queensland by

The Honourable Cameron Dick MP
Treasurer of the State of Queensland

2020

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

The Honourable Ben Wyatt MLA
Treasurer of the State of Western Australia

2020

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

The Honourable Rob Lucas MLC
Treasurer of the State of South Australia

2020

Signed for and on behalf of the State of Tasmania by

The Honourable Peter Gutwein MP
Premier of the State of Tasmania

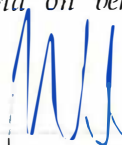
2020

Signed for and on behalf of the Australian Capital Territory by

Andrew Barr MLA
Chief Minister of the Australian Capital Territory

2020

Signed for and on behalf of the Northern Territory by

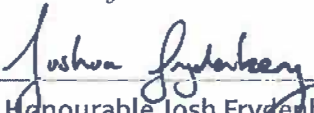


The Honourable Michael Gunner MLA
Chief Minister of the Northern Territory of Australia

13 November 2020

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

Signed for and on behalf of the Commonwealth of Australia by


The Honourable Josh Frydenberg
Treasurer of the Commonwealth of Australia

25 September 2020

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

The Honourable Dominic Perrottet MP
Treasurer of the State of New South Wales

2020

Signed for and on behalf of the State of Victoria by

The Honourable Tim Pallas MP
Treasurer of the State of Victoria

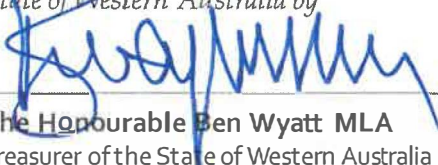
2020

Signed for and on behalf of the State of Queensland by

The Honourable Cameron Dick MP
Treasurer of the State of Queensland

2020

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


The Honourable Ben Wyatt MLA
Treasurer of the State of Western Australia

17 November 2020

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

The Honourable Rob Lucas MLC
Treasurer of the State of South Australia

2020

Signed for and on behalf of the State of Tasmania by

The Honourable Peter Gutwein MP
Premier of the State of Tasmania

2020

Signed for and on behalf of the Australian Capital Territory by

Andrew Barr MLA
Chief Minister of the Australian Capital Territory

2020

Signed for and on behalf of the Northern Territory by

The Honourable Michael Gunner MLA
Chief Minister of the Northern Territory of Australia

2020

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

Signed for and on behalf of the Commonwealth of Australia by



The Honourable Josh Frydenberg
Treasurer of the Commonwealth of Australia

25 September 2020

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

The Honourable Dominic Perrottet MP
Treasurer of the State of New South Wales

2020

Signed for and on behalf of the State of Victoria by

The Honourable Tim Pallas MP
Treasurer of the State of Victoria

2020

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2020

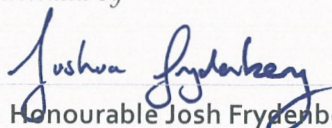
Signed for and on behalf of the Northern Territory by

The Honourable Michael Gunner MLA
Chief Minister of the Northern Territory of Australia

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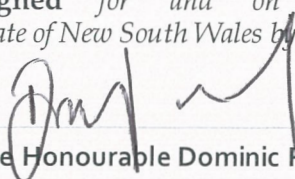
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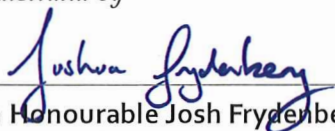
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Signed for and on behalf of the State of South Australia by



The Honourable Rob Lucas MLC
Treasurer of the State of South Australia

10/10/2020

Signed for and on behalf of the State of Tasmania by

The Honourable Peter Gutwein MP
Premier of the State of Tasmania

2020

Signed for and on behalf of the Australian Capital Territory by

Andrew Barr MLA
Chief Minister of the Australian Capital Territory

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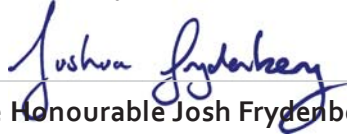
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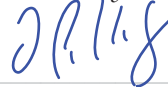
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