

# New South Wales: Implementation Plan and Performance Report (Plan) - 2022

PRESCHOOL REFORM AGREEMENT – 2022 TO 2025

## PART 1: PRELIMINARIES

1. This Plan is a schedule to the Preschool Reform Agreement 2022 – 2025 (the Agreement) and should be read in conjunction with the Agreement. It covers the period from 1 January 2022 to 31 December 2022.
2. The Agreement reaffirms a national commitment to provide universal access to, and improved participation by, children in quality preschool programs in the year before full-time school (YBFS), with a focus on Aboriginal and Torres Strait Islander and disadvantaged children. These programs should be delivered in a manner that meets the needs of children, parents and communities at a cost which does not present a barrier to participation.
3. The objective of the Agreement is to facilitate children's early learning and development and transition to school by maintaining universal access to quality preschool programs for all children, improving participation in preschool programs and maximising the benefit of the preschool year by improving outcomes for children.
4. The Agreement supports the delivery of 15 hours a week, or 600 hours a year of quality preschool programs, by a degree qualified early childhood teacher for all children, regardless of the setting in which programs are delivered, in the year before school.
5. The Agreement has a focus on improving preschool participation and outcomes including for Aboriginal and Torres Strait Islander children and disadvantaged children.
6. This Plan is the first of four annual implementation plans that will build on each other to deliver the reforms outlined in the Agreement.

## PART 2: TERMS AND DEFINITIONS OF THIS PLAN

7. This Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Education and Youth, and the State of New South Wales (NSW), represented by their Minister for Education.

8. As a schedule to the Agreement, the purpose of this Plan is to provide the public with an indication of how the State of NSW demonstrates its capacity to achieve and deliver the outcomes of the Agreement.
9. This Plan will cease on completion of the final performance reporting and the processing of final payments against the performance benchmarks or milestones set out within it for 2022.
10. The Australian Government Department of Education, Skills and Employment and central agencies will develop a new template for Implementation Plans from 2023 in consultation with States and Territories. The Commonwealth will require new and additional information in accordance with the Preschool Reform Agreement and the Federal Funding Agreements Principles from 2023.
11. This Plan may be varied by written agreement between the Commonwealth and the responsible State Minister.
12. The Parties to this Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to the Plan and its full implementation.
13. Clarification is provided below on how Definitions, (page 15 of the Agreement refers) are applied in NSW and have been agreed between NSW and the Commonwealth in the case of '*Disadvantaged children*' and '*Preschool program*'
  - a. Noting the definition of preschool program in the Agreement, NSW and the Commonwealth confirm that:
    - i. Preschool program, including associated elements such as "delivery" and "early childhood teacher", will be interpreted in accordance with the National Quality Framework and where there is any inconsistency the NQF will be preferred.
    - ii. The Children (Education and Care Services) National Law (NSW) allows the regulatory authority to approve waivers from certain elements and requirements of the National Quality Standard and Education and Care Services National Regulations.
  - b. Noting the definition of disadvantage in the Agreement, it is agreed that the SEIFA score is to be applied based on the address of the child.
14. NSW and the Commonwealth acknowledge that there are limited data sets for accurate child-level measures of disadvantage and both parties are committed to working together to improve this to support shared policy aims for universal preschool participation.

## PART 3: FUNDING CONTRIBUTION

### Commonwealth Funding Contributions

15. The Commonwealth's estimated total financial contribution to the State of NSW is set out in Tables 1a (program year) and 1b (financial year) of the Agreement.
16. However, the Commonwealth's financial contribution in individual program years is adjusted in accordance with the notes to Tables 1a and 1b of the Agreement. Consistent with the agreed adjustment process, the final amounts for 2022 are set out in **Table 1**.
17. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

Table 1: 2022 Commonwealth financial contribution to the State of NSW

Category	Amount
Estimated YBFS Contribution	\$140,736,094
Adjustment to Estimated YBFS Contribution	N/A
Top-up to maintain 2021 levels	\$85,502
Implementation Project funding	\$6,000,000
<b>Total Budget</b>	<b>\$146,821,596</b>

18. **Table 2** shows how the State of NSW will use Commonwealth funding to meet the objectives of the Preschool Reform Agreement. This may include strategies to facilitate preschool attendance by children in the year before full-time school.

Table 2: Program/activities objectives and outcomes

	Program/activity	Outputs	Objectives	Outcomes	Estimated C'th funds allocated
1.	Start Strong and targeted initiatives	<p>Implementing accessible quality early childhood programs that meet the needs of parents and communities at a cost which does not present a barrier to participation, particularly for children who experience vulnerability and disadvantage</p> <p>Delivering strategies and actions targeting the participation of Indigenous children, including in remote areas</p> <p>Delivering strategies and actions targeting the participation of vulnerable and disadvantaged children</p> <p>Supporting enrolment in 600 hours of preschool for all children in the year before fulltime school</p> <p>Supporting all children's quality early childhood education participation regardless of whether quality early childhood education programs are delivered through</p>	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	<p>All children, including vulnerable and disadvantaged children, have access to, and participate in, an affordable, quality early childhood education program.</p> <p>All Indigenous children have access to, and participate in, an affordable, quality early childhood education program</p>	\$140.736M



		schools (non-government and government), stand alone preschools or long day care centres			
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## State context and funding contributions

19. Context influencing the State of NSW's delivery of preschool and the State's investment in preschool for 2022 is covered in this section.

## New South Wales Context

20. In developing this Implementation Plan consideration has been given to the NSW context. Key factors that have influenced the proposed direction are listed below:
- a. Changes to the funding system and the resultant Start Strong funding model build on the achievements of the Preschool Funding Model (PFM). The PFM stemmed from a review by Professor Deborah Brennan, which made recommendations to ensure that funding for early childhood education was simpler, better targeted, and easier to understand to support preschool access, including for three-year-old children from disadvantaged backgrounds.
  - b. Of children in the Year Before Fulltime School<sup>1</sup>, 21 per cent attend community preschools, 4 per cent attend government preschools, and 59 per cent attend long day care. A further 6 per cent attend more than one setting and 10 per cent are not enrolled. The long day care sector represents a larger share of preschool provision in NSW than in most other jurisdictions.
  - c. The profile of preschool services NSW currently funds using both Commonwealth and NSW government funding includes:
    - i. 100 government-run preschools
    - ii. around 740 community preschools
    - iii. over 2700 long day care providers.
  - d. In the 2018/19 budget the NSW Government allocated \$197.8 million over four years to extend the investment in preschool education under the Start Strong Program. The investment was directed to three key areas:
    - i. Extending funding to all three-year-olds in community preschools from 2019 to ensure universal access to two years of early childhood education
    - ii. \$42.1 million in capital grants funding over four years to support the creation of community preschool places in growth areas

<sup>1</sup> DoE estimates of YBFS enrolment by sector based on ABS PEA 2020 and ABS's revised YBFS methodology (2021)

- iii. Continuing Start Strong funding for preschool education in community preschools and long day care services for children in the year before school and equity three-year-olds.
- e. A further \$20 million over four years was allocated in the 2019/20 budget for new and existing community preschools to build, renovate or extend their facilities to cater for increasing enrolments across the state.
- f. In the 2020-21 budget, \$120 million was allocated to extend free preschool for community and mobile preschools until the end of 2021. This continues the fee-free preschool offered in terms 2, 3 and 4 2020. Additional support was also provided during April to July 2020 to preschools run by Local Government who were not eligible for JobKeeper payments.
- g. 2021 saw a significant increase in enrolments in Community and Mobile Preschools from the year prior, with a 3.8 per cent increase overall. This equates to more than 46,000 children enrolled across NSW, an increase of more than 1,700 children from 2020. Enrolment for Aboriginal and Torres Strait Islander children increased by more than 6% in 2021 to more than 4,900 children enrolled.

This was the highest levels of enrolment of children in community and mobile preschools since the implementation of the Start Strong Program.

## Uses of funding

- 21. Noting the suggested uses for funding in the Agreement (cl 6, Appendix A), it is agreed that the purpose of funding follows the child is to provide flexibility for all states to direct core funding for preschool in ways that meet jurisdictional needs including to drive equity outcomes and, provide for economies of scale from sector wide actions.

## Data Sharing

- 22. NSW and the Commonwealth are committed to an open flow of information to facilitate shared policy aims in relation to universal preschool participation. The Commonwealth holds data which underpin the delivery of reforms, including the development, delivery and evaluation of policy initiatives to drive quality and participation outcomes in early childhood education in NSW.
- 23. The Commonwealth and NSW have agreed to facilitate data sharing and will work together to identify what data is available and ensure that it is shared in accordance with appropriate legislation such as data privacy and Family Assistance laws with an intent to share initial data and examine opportunities for a consistent multilateral approach in 2022.

## Implementation Project Funding Contributions

24. This section includes the State of NSW's summary of details of implementation project funding provided by the Commonwealth including funding amounts and purpose. The State of NSW will be required to provide details of how Implementation Project Funding will be used to deliver reforms, including key performance indicators (KPIs) and timing. Details will be captured at **Table 3**.

**Table 3: Overview of Implementation Project Funding for the State of NSW - Statement of Allocations**

Implementation Project (details)	Commonwealth funding	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
Building-up the attendance evidence base	\$1M	Commissioned research and behaviour analytics on attendance strategies	Report with actionable recommendations on effective strategies to improve attendance  Program evaluation	December 2022  December 2023
Boosting preschool attendance	\$5m	Delivered as grants/additional loading to existing preschool programs.  Funding available to community preschools and long day care providers delivering 600 hour preschool programs.  Services will be funded to deliver evidence based attendance boosting initiatives including those that improve community and family outreach, increase access to preschool, enhance cultural safety and inclusiveness of ECE services and support educators working with children who have additional needs.  Services may also be assisted to collect	Evidence-based attendance strategies developed  Grants provided to services to deliver attendance programs  Data collected to support evaluation of impact of attendance strategies  Learnings from programs assessed, to inform future attendance strategies	June 2023  July 2023  December 2023  December 2023



		attendance data and build a baseline.		
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25. Consistent with the terms of the Agreement, Commonwealth funding for Implementation Projects will be provided as part of the first milestone payment of the Agreement, subject to the Commonwealth and the State of NSW agreeing to this Plan.

### **Risk Management**

26. The State of NSW will actively identify, monitor and manage the risks associated with delivering outcomes under the Agreement, such as through maintaining a risk management plan.

## **PART 4: REFORMS**

27. As part of the Agreement, the State of NSW and the Commonwealth agree to work collaboratively to implement reforms outlined in the Additional terms in the Agreement.
28. The actions that the State of NSW will undertake to meet these commitments are detailed in **Table 4**.



Table 4: Planned Actions for the period 1 January 2022 to 31 December 2022 for the State of NSW

Reform Element	Actions	Timing
<b>Reform Element One: Implement Commonwealth Funding Follows Child</b>		
Steps to ready the state to ensure Commonwealth Funding Follows Child can be implemented in 2023.	<p>Measures to be undertaken in 2022</p> <ul style="list-style-type: none"> <li>Noting the ABS YBFS measure is an estimate only, NSW and the Commonwealth will work together to: <ul style="list-style-type: none"> <li>Identify and agree the data source to inform this work</li> <li>Confirm data sharing arrangements</li> <li>Agree timeframe for provision of data</li> <li>Agree the process for applying the ABS estimate of YBFS population to 4- and 5-year olds in NSW</li> <li>Agree the process for determining YBFS for specific cohorts. Aboriginal children and children who experience disadvantage</li> </ul> </li> <li>Review existing funding programs and develop funding and program guidelines to align with outcomes, including the requirement that funding follows child:</li> <li>Review IT systems to ensure capacity to deploy new funding</li> <li>Publish revised program guidelines on the website to make the approach transparent to families</li> <li>Work with the Commonwealth to agree data sets and timeframes for acquittal</li> <li>Work is underway to better understand the reasons why families do not engage with ECE and develop strategies in response</li> <li>Incentive payments are provided to services that enrol children in the YBFS who have not previously engaged with ECE</li> </ul>	By end 2022
<b>Reform Element Two: Implement a new national preschool attendance measure</b>		
Work to ready the State to measure preschool attendance in 2024 and provide baseline data to the Commonwealth in 2023.	<p>Measures to be undertaken in 2022</p> <ul style="list-style-type: none"> <li>Access and analyse Commonwealth supplied CCS attendance data to understand historical attendance patterns in LDC</li> <li>Develop attendance data collection IT system and processes for roll out to the sector</li> <li>Ongoing liaison regarding the Dandolo report on attendance</li> <li>Clarify details of process for working through Appendix A.1 with the Commonwealth</li> </ul>	By end 2022

Strategies to facilitate preschool attendance by children in the YBFS. For strategies relating to Aboriginal and Torres Strait Islander children, consistent with the Closing the Gap agreement, engage those communities and/or representative bodies in the design process.	Measures to be undertaken in 2022 <ul style="list-style-type: none"> <li>• Better understanding patterns of attendance, barriers and opportunities for improvement</li> <li>• The Commonwealth agrees to share child-level attendance data for the previous three years to enable NSW to analyse patterns of attendance and identify where support is most needed</li> <li>• Review of existing programs and literature</li> <li>• Consultation with Aboriginal ECE Advisory Group and other key community groups</li> <li>• Co-design strategies to support attendance that are sensitive to community concerns around the pandemic and children's health</li> </ul>	By end 2022
<b>Reform Element Three: Implement a new national Preschool Outcomes Measure from 2025</b>		
Plans for how the State will work with the Commonwealth to develop the preschool outcomes measure.	Measures to be undertaken in 2022 <ul style="list-style-type: none"> <li>• The state undertakes to work collaboratively with the Commonwealth on the development of the Outcomes measure</li> </ul>	Throughout 2022
<b>Reform Delivery/Implementation</b>		
State-specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement.	Measures to be undertaken in 2022 <ul style="list-style-type: none"> <li>• Finalise data sharing agreement with Commonwealth to develop better understanding of Centre Based Day Care attendance patterns</li> <li>• NSW does not currently collect attendance data –NSW will implement appropriate interim measures in consultation with sector</li> </ul>	By end 2022

## PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS

29. Part 5 sets out the performance and reporting arrangements for the State of NSW for 2022.
30. Commonwealth and State based collections or data sources and methodologies, agreed by both the Parties to this Plan, to measure progress against the performance milestones and benchmarks and targets in the Agreement, are set out in Part 5 of this Plan and Appendix B of the Agreement.
31. These data and performance specifications will be used to report the State of NSW's performance, except for the supplementary data agreed by the Parties to this Plan.
32. Supplementary data reports must contain the following details for each Performance Indicator (PI) where the method is not consistent with the Early Childhood Education and Care Minimal Data Set (NMDS):
  - a. PI calculation description (numerator, denominator, computation and presentation)
  - b. numerator information (collection name and population description)
  - c. denominator information (collection name and population description)
  - d. calculation notes (including any information about how the PI is calculated)
  - e. methodology
  - f. rationale for supplementary data and reporting (including any additional information to explain how and why the specifications for the supplementary data differ from the specifications in the NMDS).

### Performance requirements, reporting and payment summary 2022

33. Performance Reporting for 2022 will evaluate the planned actions undertaken by the State of NSW as detailed at **Table 4**.
34. Performance results and reporting will be signed off by the Commonwealth Minister who will then inform the State of NSW's Minister of the outcome through an exchange of letters.

## Sign off

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

*Sarah Mitchell*

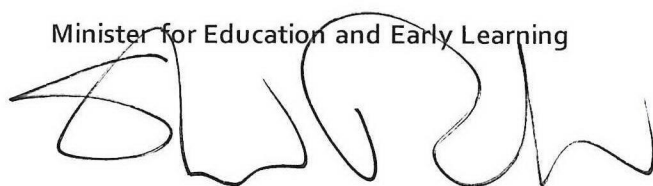
09 April 2022

Signature

Date

The Hon Sarah Mitchell MLC

Minister for Education and Early Learning



29 April 22

Signature

Date

The Hon Stuart Robert MP

A/g Minister for Education and Youth



# Victoria: Implementation Plan and Performance Report (Plan) - 2022

PRESCHOOL REFORM AGREEMENT - 2022 TO 2025

## PART 1: PRELIMINARIES

1. This Plan is a schedule to the Preschool Reform Agreement 2022 – 2025 (the Agreement) and should be read in conjunction with the Agreement. It covers the period from 1 January 2022 to 31 December 2022.
2. The Agreement reaffirms a national commitment to provide universal access to, and improved participation by, children in quality preschool programs in the year before full-time school (YBFS), with a focus on Aboriginal and Torres Strait Islander and disadvantaged children. These programs should be delivered in a manner that meets the needs of children, parents and communities at a cost which does not present a barrier to participation.
3. The objective of the Agreement is to facilitate children's early learning and development and transition to school by maintaining universal access to quality preschool programs for all children, improving participation in preschool programs and maximising the benefit of the preschool year by improving outcomes for children.
4. The Agreement supports the delivery of 15 hours a week, or 600 hours a year of quality preschool programs, by a degree qualified early childhood teacher for all children, regardless of the setting in which programs are delivered, in the year before school.
5. The Agreement has a focus on improving preschool participation and outcomes including for Aboriginal and Torres Strait Islander children and disadvantaged children.
6. This Plan is the first of four annual implementation plans that will build on each other to deliver the reforms outlined in the Agreement.

## PART 2: TERMS AND DEFINITIONS OF THIS PLAN

7. This Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Education and Youth, and the State of Victoria, represented by their Minister for Early Childhood.
8. As a schedule to the Agreement, the purpose of this Plan is to provide the public with an indication of how the State of Victoria demonstrates its capacity to achieve and deliver the outcomes of the Agreement.

9. This Plan will cease on completion of the final performance reporting and the processing of final payments against the performance benchmarks or milestones set out within it for 2022.
10. The Australian Government Department of Education, Skills and Employment and central agencies will develop a new template for Implementation Plans from 2023 in consultation with States and Territories. The Commonwealth will require new and additional information in accordance with the Preschool Reform Agreement and the Federal Funding Agreements Principles from 2023.
11. This Plan may be varied by written agreement between the Commonwealth and the responsible State Minister.
12. The Parties to this Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to the Plan and its full implementation.

## PART 3: FUNDING CONTRIBUTION

### Commonwealth Funding Contributions

13. The Commonwealth's estimated total financial contribution to the State of Victoria is set out in Tables 1a (program year) and 1b (financial year) of the Agreement.
14. However, the Commonwealth's financial contribution in individual program years is adjusted in accordance with the notes to Tables 1a and 1b of the Agreement. Consistent with the agreed adjustment process, the final amounts for 2022 are set out in **Table 1**.
15. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

**Table 1: 2022 Commonwealth financial contribution to the State of Victoria**

Category	Amount <sup>1</sup>
Estimated YBFS Contribution	\$124,132,707
Adjustment to Estimated YBFS Contribution	N/A
Top-up to maintain 2021 levels	\$4,413,779
Implementation Project funding	\$5,750,000
<b>Total Budget</b>	<b>\$134,296,486</b>

<sup>1</sup>Figures may not add due to rounding.

16. **Table 2** should be used to show how the State of Victoria will use Commonwealth funding to meet the objectives of the Preschool Reform Agreement. This may include strategies to facilitate preschool attendance by children in the year before full-time school.



**Table 2: Program/activities objectives and outcomes**

	Program/activity	Outputs	Objectives	Outcomes	Estimated C'th funds allocated
1.	Provision of 15 hours per week of four-year-old kindergarten	Quality, affordable preschool programs	To facilitate children's early learning and development	All children have access to, and are able to participate in, an affordable, quality early childhood education program	\$128,546,486

## State context and funding contributions

17. A diverse range of service providers deliver kindergarten in Victoria, including government and non-government providers, private for-profit providers and community service organisations. The Victorian Government funds these services, irrespective of setting, to contribute to the cost of running a funded kindergarten program.
18. Victorian 2022 funding rates for all services are available on the Victorian Department of Education and Training website at:  
<https://www.education.vic.gov.au/childhood/providers/funding/Pages/kinderfundrates.aspx>
19. Services charge families fees to help meet the cost of running kindergarten programs. Fees are set by individual services and can vary depending on service type, how many hours a child attends, group size and extra costs such as excursions.
20. In developing this Implementation Plan consideration has been given to the Victorian context. Key factors listed below:
  - a. the historic community ownership of kindergartens
  - b. the maturity of the kindergarten system which is operating at close to full capacity (spaces and teachers) in some areas such as growth corridors and inner metropolitan suburbs
  - c. the extent to which the full range of early years services (kindergarten for both 3 and 4 year olds, playgroups etc.) are embedded in and valued by local communities
  - d. anticipated continuation of the high participation rate in Victorian kindergarten programs
  - e. the ongoing implementation of the National Quality Agenda
  - f. a period of significant population growth in parts of Victoria
  - g. policy and legislation that may impact on access and participation (e.g. Victoria's No Jab No Play, the Australian Government's No Jab No Pay and the new Child Care Subsidy)
  - h. the ongoing impact of the coronavirus (COVID-19) pandemic on the Victorian community.
21. The Victorian Government undertakes a range of activities to help meet the objectives of maintaining universal access to affordable, quality preschool programs for all children, improving participation in preschool programs, and maximising the benefit of the preschool year by improving outcomes for children. These actions are outlined in Table 4.

## Implementation Project Funding Contributions

22. This section will include a State's summary of details of implementation project funding provided by the Commonwealth including funding amounts and purpose. States will be required to provide details of how Implementation Project Funding will be used to deliver reforms, including key performance indicators (KPIs) and timing. Details will be captured at **Table 3**.

**Table 3: Overview of Implementation Project Funding for State of Victoria - Statement of Allocations (updated by 31 January 2022)**

Implementation Project (details)	Commonwealth funding	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
Attendance data collection	\$5,750,000	<ul style="list-style-type: none"><li>• Commence scoping and preparing for new state-based system to collect attendance data from sessional services e.g. IT system development</li><li>• Agree approach to a sample collection for 2023</li><li>• Utilise any unspent funding not required for scoping and preparing for the new state-based system to begin to implement changes required for data collection</li></ul>	Scoping complete in 2022	December 2022

23. Consistent with the terms of the Agreement, Commonwealth funding for Implementation Projects will be provided as part of the first milestone payment of the Agreement, subject to the Commonwealth and State agreeing to this Plan.

## Risk Management

24. The Victorian Department of Education and Training will actively identify, monitor and manage the risks associated with delivering outcomes under the Agreement, such as through maintaining a risk management plan.

## PART 4: REFORMS

25. As part of the Agreement, the State of Victoria and the Commonwealth agree to work collaboratively to implement reforms outlined in the Additional terms in the Agreement.
26. The actions that the State of Victoria will undertake to meet these commitments are detailed in **Table 4**.



**Table 4: Planned Actions for the period 1 January 2022 to 31 December 2022 for the State of Victoria**

Reform Element	Actions	Timing
<b>Reform Element One: Implement Commonwealth Funding Follows Child</b>		
Steps to ready the state to ensure Commonwealth Funding Follows Child can be implemented in 2023.	<p>Measures to be undertaken 2022</p> <ul style="list-style-type: none"> <li>Victoria has a strong foundation for ensuring Commonwealth funding is allocated to settings in which children attend preschool, through its service agreement monitoring.</li> <li>The eligibility criteria for services to receive Victorian Government kindergarten funding is outlined in Victoria's Kindergarten Funding Guide (<a href="https://www.education.vic.gov.au/childhood/providers/funding/Pages/kinderfundingcriteria.aspx">https://www.education.vic.gov.au/childhood/providers/funding/Pages/kinderfundingcriteria.aspx</a>)</li> <li>Victoria is continually reviewing how to strengthen and enhance current contract management arrangements and processes.</li> </ul>	Throughout 2022
<b>Reform Element Two: Implement a new national preschool attendance measure</b>		
Work to ready the State to measure preschool attendance in 2024 and provide baseline data to the Commonwealth in 2023.	<p>Measures to be undertaken 2022</p> <ul style="list-style-type: none"> <li>Victoria undertakes to work collaboratively with the Commonwealth on the development of a preschool attendance measure, including the 'definition' of 'attendance' and 'disadvantaged', methodology, and data considerations (refer to Appendix A.1).</li> <li>Complete scope and commence preparing for new state-based system to collect attendance data from sessional services.</li> <li>Agree approach to an interim collection of attendance data for 2023.</li> </ul>	Throughout 2022
Strategies to facilitate preschool attendance by children in the YBFS. For strategies relating to Aboriginal and Torres Strait Islander children, consistent with the Closing the Gap agreement, engage those communities and/or representative bodies in the design process.	<p>Measures to be undertaken 2022</p> <ul style="list-style-type: none"> <li>The department works closely with local government, kindergarten providers and other stakeholders to support attendance through initiatives such as: <ul style="list-style-type: none"> <li>Kindergarten Fee Subsidy – promotes participation by enabling eligible children to attend a funded kindergarten program free of charge in the year before school.</li> <li>Early Start Kindergarten – provides targeted funding for vulnerable or Aboriginal children to attend a free kindergarten program two years before school.</li> <li>Access to Early Learning program – provides additional support for children experiencing vulnerability and/or disadvantage to address complex barriers to participation in early childhood education and care.</li> <li>Early Childhood LOOKOUT – supports children in out-of-home care to attend kindergarten and builds the capacity of the sector to identify and engage children in out-of-home care in kindergarten and support vulnerable children at risk of entering out-of-home care.</li> </ul> </li> </ul>	Throughout 2022

Reform Element Three: Implement a new national Preschool Outcomes Measure from 2025			Throughout 2022
Plans for how the State will work with the Commonwealth to develop the preschool outcomes measure.	Measures to be undertaken 2022 <ul style="list-style-type: none"> <li>Victoria undertakes to work collaboratively with the Commonwealth on the development of the preschool outcomes measure, trial and evaluation.</li> </ul>		
<b>Reform Delivery/Implementation</b>			
State-specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement.	Measures to be undertaken 2022 <ul style="list-style-type: none"> <li>Victoria undertakes to work collaboratively with the Commonwealth to finalise the new year before full-time school (YBFS) methodology.</li> </ul>		Throughout 2022

## PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS

27. Part 5 sets out the performance and reporting arrangements for the State of Victoria for 2022.
28. Commonwealth and State based collections or data sources and methodologies, agreed by both the Parties to this Plan, to measure progress against the performance milestones and benchmarks and targets in the Agreement, are set out in Part 5 of this Plan and Appendix B of the Agreement.
29. These data and performance specifications will be used to report State of Victoria performance, except for the supplementary data agreed by the Parties to this Plan.
30. Supplementary data reports must contain the following details for each Performance Indicator (PI) where the method is not consistent with the Early Childhood Education and Care Minimal Data Set (NMDS):
  - a. PI calculation description (numerator, denominator, computation and presentation)
  - b. numerator information (collection name and population description)
  - c. denominator information (collection name and population description)
  - d. calculation notes (including any information about how the PI is calculated)
  - e. methodology
  - f. rationale for supplementary data and reporting (including any additional information to explain how and why the specifications for the supplementary data differ from the specifications in the NMDS).


### **Performance requirements, reporting and payment summary 2022**

31. Performance Reporting for 2022 will capture progress against planned actions undertaken by the State of Victoria as detailed at Table 4.
32. Performance results and reporting will be signed off by the Commonwealth Minister who will then inform the State of Victoria Minister of the outcome through an exchange of letters.

## Sign off

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

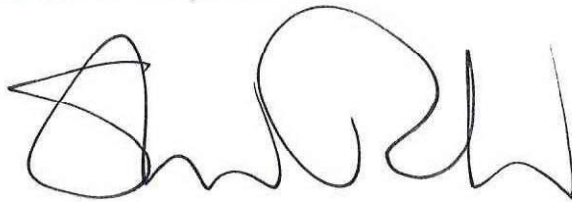
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Signature  Date 21 / 03 / 2022

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Ingrid Stitt MP

Minister for Early Childhood



23 / 3 / 2022

Signature

Date

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The Hon Stuart Robert MP

A/g Minister for Education and Youth



# Queensland: Implementation Plan - 2022

## PRESCHOOL REFORM AGREEMENT - 2022 TO 2025

### PART 1: PRELIMINARIES

1. This Plan is a schedule to the Preschool Reform Agreement 2022 – 2025 (the Agreement) and should be read in conjunction with the Agreement. It covers the period from 1 January 2022 to 31 December 2022.
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3. The objective of the Agreement is to facilitate children's early learning and development and transition to school by maintaining universal access to quality preschool programs for all children, improving participation in preschool programs and maximising the benefit of the preschool year by improving outcomes for children.
4. The Agreement supports the delivery of 15 hours a week, or 600 hours a year of quality preschool programs, by a degree qualified early childhood teacher for all children, regardless of the setting in which programs are delivered, in the year before school.
5. The Agreement has a focus on improving preschool participation and outcomes including for Aboriginal and Torres Strait Islander children and disadvantaged children.
6. This Implementation Plan (Plan) is the first of four annual implementation plans that will build on each other to deliver the reforms outlined in the Agreement.

### PART 2: TERMS AND DEFINITIONS OF THIS PLAN

7. This Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Education and Youth, and the State of Queensland, represented by their Minister for Education.
8. As a schedule to the Agreement, the purpose of this Plan is to provide the public with an indication of how the State of Queensland demonstrates its capacity to achieve and deliver the outcomes of the Agreement.
9. This Plan will cease on completion of the final performance reporting and the processing of final payments against the performance benchmarks or milestones set out within it for 2022.
10. The Australian Government Department of Education, Skills and Employment and central agencies will develop a new template for Implementation Plans from 2023 in consultation with States and Territories. The Commonwealth will require new and additional information in

accordance with the Preschool Reform Agreement and the Federal Funding Agreements Principles from 2023.

11. This Plan may be varied by written agreement between the Commonwealth and the responsible State Minister.
12. The Parties to this Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to the Plan and its full implementation.
13. States may also use this section to clarify or elaborate on how terms or definitions for '*Disadvantaged children*' and '*Preschool program*' are realised in their specificity within that jurisdiction as per the Agreement (Definitions, p.15 of the Agreement refers).

For the avoidance of doubt, in Queensland:

- a *preschool program* extends to preschool programs delivered by an approved provider operating under a waiver under the *Education and Care Services National Law Act 2010*, delivered on-line via the School of Distance Education (e-Kindy and e-Kindy pods), preschool programs delivered in hospitals, and state school delivered kindergartens; and
- *Disadvantaged children* includes children experiencing vulnerability, and for the purposes of performance assessment, refers to children attending a preschool service that reside in the bottom two Socio-Economic Indexes for Areas (SEIFA) Index of Relative Socio-Economic Disadvantage (IRSD) deciles.

## PART 3: FUNDING CONTRIBUTION

### Commonwealth Funding Contributions

14. The Commonwealth's estimated total financial contribution to the State of Queensland is set out in Tables 1a (program year) and 1b (financial year) of the Agreement.
15. However, the Commonwealth's financial contribution in individual program years is adjusted in accordance with the notes to Tables 1a and 1b of the Agreement. Consistent with the agreed adjustment process, the final amounts for 2022 are set out in **Table 1**.
16. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

**Table 1: 2022 Commonwealth financial contribution to the State of Queensland**

Category	Amount <sup>1</sup>
Estimated YBFS Contribution	\$83,414,971
Adjustment to Estimated YBFS Contribution	N/A
Top-up to maintain 2021 levels	\$1,542,801
Implementation Project funding	\$6,000,000
<b>Total Budget</b>	<b>\$90,957,772</b>

<sup>1</sup>Figures may not add due to rounding.



17. Table 2 should be used to show how the State of Queensland will use Commonwealth funding to meet the objectives of the Preschool Reform Agreement. This may include strategies to facilitate preschool attendance by children in the year before full-time school.

**Table 2: Program/activities objectives and outcomes**

Program/ activity	Outputs	Objectives	Outcomes	Estimated C'th funds allocated
1 Contribute to Queensland Kindergarten Funding Scheme (QKFS) for the delivery of 15 hours a week, or 600 hours a year of quality preschool programs.	Implementing accessible quality early childhood education programs that meet the needs of parents and communities at a cost which does not present a barrier to participation, particularly for vulnerable and disadvantaged children.	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	All children, including vulnerable and disadvantaged children, have access to, and can participate in, an affordable, quality early childhood education program, regardless of whether programs are delivered through schools (non-government and government), standalone kindergartens or long day care centres.	\$83.414M
2 Contribute to the continued delivery of relevant strategies, programs and/or actions as described in table A.	Raising awareness of the importance and value of participating in a quality kindergarten program.	Delivering strategies and actions targeting cohorts likely to enrol or regularly attend a quality kindergarten program.	Targeted cohorts benefit from strategies, programs and/or actions that: <ul style="list-style-type: none"> <li>• facilitate kindergarten transitions, enrolment and attendance; and/or</li> <li>• promote the value of early childhood education programs, including kindergarten; and/or</li> <li>• lift the quality of early childhood education programs and services; and/or</li> <li>• improve children's outcomes; and/or</li> <li>• positively contribute towards achieving the objectives and performance / reporting obligations under the Preschool Reform Agreement 2022-2025.</li> </ul>	\$1.542M



## State context and funding contributions

18. Context influencing Queensland's delivery of preschool and the state's investment in preschool for 2022 is covered in this section.
19. In developing this Implementation Plan consideration has been given to the current context for service delivery in Queensland:
- a) Queensland has made substantial progress towards universal access to kindergarten, improving from the lowest baseline nationally of 29 per cent in 2008 to exceeding its overall participation target of 95 per cent since 2013. In 2020, there were 63627 (96.2%) children enrolled in kindergarten, which includes 5486 (101.9%) Aboriginal and Torres Strait Islander children and 10932 (83.6%) children residing in low SES areas.
  - b) Provision of kindergarten programs is through a mixed-market approach including for-profit long day care centres, not-for-profit long day care centres, community-managed stand-alone kindergarten services, and some state and non-state schools.
  - c) The Queensland Government delivers face-to-face kindergarten programs in schools located at least 40 kilometres by road from the nearest approved kindergarten, in selected, discrete Aboriginal and Torres Strait Islander communities or other selected communities where there are barriers to accessing kindergarten. In addition, isolated children remain able to access a kindergarten program through distance education (eKindy).
  - d) The Queensland model of kindergarten provision has been found to be of lower cost compared to other jurisdictions, mainly reflecting greater delivery in Queensland through the long day care sector (Deloitte Review of National Partnership Agreement on Universal Access to Early Childhood Education, 2014).
  - e) The cost of the provision of kindergarten programs in Queensland is shared between families (through fees), funding under the Agreement and funding from the Queensland Government.
  - f) Services offering an approved early childhood education program (i.e. compliant with the requirements of universal access and regulated under the National Quality Framework) can apply for funding under the QKFS regardless of delivery setting.
  - g) The QKFS satisfies the Commonwealth Funding Follows Child obligations under the Preschool Reform Agreement noting it:
    - provides an equitable, transparent, and robust system to ensure all kindergarten-aged children can access a quality and affordable kindergarten program;
    - is designed to assist approved kindergarten program providers with the cost of implementing and delivering an approved kindergarten learning program, regardless of setting, to improve lifelong learning outcomes and support positive transition to schools for Queensland Children;
    - provides a per-enrolled-child subsidy to the service where the child is enrolled, regardless of setting, at a rate that exceeds the Australian Government's per child contribution;
    - comprises a standard per-child subsidy, with additional subsidies provided based on the service and child's circumstances (e.g. remoteness, low socio-economic areas, health care card holders, and Aboriginal and Torres Strait Islander children) – information on the available subsidies can be found on the Queensland Department of Education's website;

- provides payments to long day care services in arrears based on actual enrolments, and payments to community kindergartens in advance based on enrolment projections and reconciled against actual enrolments at the end of each semester; and
  - must be spent on an approved purpose (e.g. fee reduction, attracting and retaining a qualified early childhood teacher), monitoring, compliance and performance requirements as outlined under the Funding Category guidelines (available on the Queensland Department of Education website).
- h) Queensland is large in size and has a relatively decentralised population, with 36 per cent of Queensland's resident population living outside major cities, in contrast to the national average of 27 per cent. This requires kindergarten to be delivered in regional, remote and very remote areas. In Queensland, 15 per cent of kindergarten enrolments are in such areas, compared to a national average of 9 per cent (2020 ABS Preschool Report).
- i) Access and transportation to a kindergarten in regional and remote areas in Queensland can be particularly challenging. For example:
- a. in very remote areas, the average distance to the nearest Queensland kindergarten service is approximately 98 kilometres,
  - b. in regional areas, the average distance to a long day care is 30 kilometres compared to 0.9 kilometres metropolitan areas; and
  - c. in regional areas, the average distance to the nearest community kindergarten is 12 kilometres, compared 1.9 kilometres in metropolitan areas.
- j) Queensland's particularly dispersed populations have given rise to targeted programs, such as the state delivered Remote Kindy, and e-Kindy programs, which require significantly higher investment per-child.
- k) Queensland's vast distances and smaller populations contribute to low enrolments and attendance, and consequently, service viability issues in regional and remote areas. Half of Queensland's remote services had eight or fewer enrolments in 2021, creating significant viability issues across remote Queensland.
- l) Access and quality are impacted by distance from metropolitan areas. As a result, regional, rural and remote students are more likely to start school as developmentally vulnerable.
- m) Queensland also has a relatively large proportion of Australia's four-year-old population in two key demographic groups – Aboriginal and Torres Strait Islander children (29 per cent) and children living in rural and remote areas (33 per cent). Queensland's share of four-year-old children living in disadvantaged areas nationally (21 per cent) is slightly higher than its share of the total four-year-old population (20 per cent).
20. Queensland's approach to maintaining universal access to early childhood education and delivering on the reform priorities under the Agreement is outlined in Table A and Table 4 below. This approach has been developed in the context of other Queensland Government services and existing reforms detailed in **Table B**.



**Table A: Queensland actions to deliver on the Preschool Reform Agreement:**

PRA Reform priority	Description of Queensland strategies, programs and actions
1. Funding follows child	<ul style="list-style-type: none"> <li>• In 2022, providing subsidies for approved kindergarten programs across a range of settings through the Queensland Kindergarten Funding Scheme (QKFS), which in response to demand allows for an increase in the number of approved kindergarten program places.</li> <li>• Building on the success of the QKFS, Queensland will begin work with the Early Childhood Education sector to implement a new funding reform package to commence from 1 January 2023. The new scheme will support the PRA reforms by:               <ul style="list-style-type: none"> <li>◦ continuing to provide per-enrolled-child subsidy to the service where the child is enrolled, regardless of setting, at a rate that exceeds the Commonwealth's per child contribution, with additional subsidies provided based on the service and child's circumstances;</li> <li>◦ aiming to increase participation and attendance by addressing affordability and inclusion, with a focus on low- and middle-income families, children with disability, and children experiencing disadvantage and vulnerability; and</li> <li>◦ aiming to improve educational outcomes for all children, with a focus on children experiencing disadvantage.</li> </ul> </li> </ul>
2. Facilitate kindergarten participation (attendance and enrolment)	<ul style="list-style-type: none"> <li>• Facilitating access to an affordable kindergarten program regardless of the child's circumstances or where they live:               <ul style="list-style-type: none"> <li>◦ providing QKFS and QKFS Plus subsidies for approved kindergarten programs in low socio-economic areas; remote and very remote communities; families/children with Health Care Cards; families with multiple births; families/children who identify as Indigenous; and eligible refugee and asylum seeker families</li> <li>◦ providing funding to support eligible standalone and volunteer-managed kindergarten services</li> <li>◦ providing access to 31 kindergarten programs for children living in discrete Aboriginal and Torres Strait Islander communities</li> <li>◦ continuing delivery of quality kindergarten programs in 102 rural and remote state schools</li> <li>◦ further expanding the number of kindergarten programs delivered in rural and remote state schools to include state schools at least 40 kilometres by road from the nearest approved kindergarten, in a selected, discrete Aboriginal and Torres Strait Islander communities or other selected communities where there are barriers to accessing kindergarten.</li> <li>◦ continuing the Kindergarten Inclusion Support Scheme to support children with disability, and services that deliver inclusive programs.</li> <li>◦ continuing to deliver kindergarten activities to children who are patients at the Queensland Children's Hospital and Mater Children's Private Brisbane Hospital who are unable to access a kindergarten program due to health-related circumstances</li> <li>◦ continuing the e-kindy program (distance education) for children in rural and regional locations who cannot easily access a centre-based program due to distance, medical condition or itinerant family lifestyles</li> <li>◦ continuing the e-kindy pod program, which provides socialisation opportunities for e-kindy enrolled children in selected rural and remote locations</li> <li>◦ maintaining accredited kindergarten program guidelines, with amendments progressed as required to ensure alignment with the Early Years Learning Framework and the Australian Curriculum</li> </ul> </li> </ul>



PRA Reform priority	Description of Queensland strategies, programs and actions
	<ul style="list-style-type: none"> <li>Promoting the value of enrolling in and attending a quality kindergarten program, including through:             <ul style="list-style-type: none"> <li>incorporating state-wide marketing and communications strategies, to promote the value of early childhood education, playgroup, kindergarten programs, careers in teaching and drive demand for kindergarten participation</li> <li>continuing the social marketing campaign to encourage participation in early learning and kindergarten programs</li> <li>continuing to review communications campaigns and developing and implementing targeted communication activities for Aboriginal and Torres Strait Islander, regional and remote and vulnerable and disadvantaged communities to encourage participation in early learning and kindergarten programs</li> <li>continuing the deadly kindies marketing campaign in partnership with the Institute for Urban Indigenous Health (UIH), leveraging their successful Deadly Choices brand to promote the importance of kindergarten and early childhood education to Aboriginal and Torres Strait Islander families</li> </ul> </li> </ul>
3. Improving children's outcomes, including through lifting service quality and capability	<ul style="list-style-type: none"> <li>The Kindy Uplift program provides \$40 million in funding over three years to almost 400 selected kindergarten services to respond to the educational and developmental needs of kindergarten children. Funding will be used by services to purchase evidence-based programs, resources, supports and professional development to build educator capability, support inclusion and improve children's learning and development. It is estimated that up to 13,500 children will benefit from the program each year.</li> <li>Assisting with transition to kindergarten and school – connecting the schooling sector with local ECEC services to encourage and strengthen the transition from early childhood education and care to kindergarten and to school</li> <li>Continuing funding to Early Years Places to deliver integrated services for families with children aged from birth to eight years of age in more than 50 locations across Queensland.</li> <li>Delivering a coordinated and strategic response to align K-P (Kindergarten to Prep Year) priorities including successful transitions and enhanced continuity of learning and development for young learners</li> <li>Continuing to support the ECEC sector to increase and retain the number of qualified early childhood teachers to support access to kindergarten programs, especially in rural and remote communities.</li> <li>Continuing to support children and families from refugee and asylum seeker backgrounds to access quality early childhood education programs, including facilitating better access to kindergarten, and building service capacity to better respond to their needs.</li> </ul>



**Table B: Links with existing reforms or projects**

Existing reforms or projects	Description
KindyLinQ	A facilitated playgroup program for children in the year prior to kindergarten focused on enhancing the confidence and capabilities of families to support their children's development and learning and support families to connect with and participate in approved kindergarten programs.
ECEC Workforce	Every Queensland child has access to quality early years services through initiatives that develop the capacity of Queensland's early childhood education and care workforce. Queensland will continue to implement key workforce initiatives (in line with the National Workforce Strategy) to ensure that every Queensland child has access to quality early years services by developing the capacity of Queensland's early childhood education and care workforce.
Early Years Places	The Queensland Government funds organisations throughout the state to deliver integrated services and programs which may include ECEC, child and maternal health and family support. Targeted services are delivered and/or brokered for vulnerable children and families, and referrals are made to specialist or intensive support services when required. Early Years Places focus on children's learning and development and support for families.
First 5 Forever	First 5 Forever is a universal family literacy initiative in Queensland aimed at supporting stronger language and literacy environments for young children from 0-5 years and their families. 320 public libraries will receive additional resources to deliver First 5 in partnership with the State Library of Queensland and local government councils.
Continuity of Learning	To strengthen continuity of learning and successful transitions to school, investment in projects across all seven regions will focus on delivering a coordinated approach to maximise children's engagement in learning and to enhance outcomes.
Australian Early Development Census (AEDC)	The AEDC is a national collection of information on young children's development in Australia. Data is collected every three years on children in their first year of full-time schooling. The results provide a snapshot at a community level of how children are developing by the time they reach school. The AEDC data is used by early childhood services to engage their community and plan actions to better support local children and their families.
Play Stars	Play Stars is an initiative delivered by Playgroup Queensland in partnership with Queensland Government. Playgroup Queensland is funded to: provide every family in Queensland, with a child under one year of age, with 12 months free membership to Playgroup Queensland; increase access to playgroup in communities where families may be experiencing vulnerability; and, provide a range of programs in a range of formats to support diversified family needs including online resources that are aligned to the Early Years Learning Framework. Playgroups are a universal, cost-effective early intervention activity that support young children's learning and development through play, building parenting support networks, encouraging greater participation in early childhood services and supporting transition to kindergarten.

## Implementation Project Funding Contributions

21. This section will include a State's summary of details of implementation project funding provided by the Commonwealth including funding amounts and purpose. States will be required to provide details of how Implementation Project Funding will be used to deliver reforms, including key performance indicators (KPIs) and timing. Details will be captured at Table 3.

**Table 3: Overview of Implementation Project Funding for State of Queensland - Statement of Allocations**  
(updated by 31 January 2022)

Implementation Project (details)	Commonwealth funding	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
Sector systems upgrades and support	\$2.5 million	Support Queensland community kindergartens to modify or introduce systems to manage kindergarten enrolment and attendance data, to align with arrangements under the Preschool Reform Agreement, once agreed.  Sector support during transition and sector preparedness for commencement of national attendance data collection reforms, once agreed.	Community kindergartens transition to electronic data management systems.  Provision of high quality and robust enrolment and attendance data by long day care and community kindergarten services.	2022 to 2025
Queensland Government systems upgrades	\$3 million	Upgrades to Queensland's preschool grants management system to satisfy new national data collection and reporting requirements, once agreed.	Collection of improved enrolment and attendance data.	2022 - 2023
Data collection management	\$0.5 million	Support development and implementation of new national data reporting systems.	Transition to new national data collection platform, once agreed and developed.	2022 – 2025

22. Consistent with the terms of the Agreement, Commonwealth funding for Implementation Projects will be provided as part of the first milestone payment of the Agreement, subject to the Commonwealth and State agreeing to this Plan.



## **Risk Management**

23. The State of Queensland will actively identify, monitor and manage the risks associated with delivering outcomes under the Agreement, such as through maintaining a risk management plan.

## **PART 4: REFORMS**

24. As part of the Agreement, the State of Queensland and the Commonwealth agree to work collaboratively to implement reforms outlined in the Additional terms in the Agreement.
25. The actions that the State of Queensland will undertake to meet these commitments are detailed in **Table 4**.

**Table 4: Planned Actions for the period 1 January 2022 to 31 December 2022 for the State of Queensland**

Reform Element	Actions	Timing
<b>Reform Element One: Implement Commonwealth Funding Follows Child</b>		
Steps to ready the state to ensure Commonwealth Funding Follows Child can be implemented in 2023.	<ul style="list-style-type: none"> <li>QKFS satisfies Commonwealth Funding Follows Child requirements.</li> </ul>	From 2022
<b>Reform Element Two: Implement a new national preschool attendance measure</b>		
Work to ready the State to measure preschool attendance in 2024 and provide baseline data to the Commonwealth in 2023.	<ul style="list-style-type: none"> <li>Work collaboratively with the Commonwealth on development of the new national approach to kindergarten data collection and improvements to data quality for Ministerial consideration.</li> <li>Facilitate sector preparedness for commencement of agreed data collection and reporting reforms.</li> <li>Commence development of departmental systems enhancements to enable a smooth transition to agreed data collection and reporting reforms.</li> </ul>	From 2022
Strategies to facilitate preschool attendance by children in the YBFS. For strategies relating to Aboriginal and Torres Strait Islander children, consistent with the Closing the Gap agreement, engage those communities and/or representative bodies in the design process.	<ul style="list-style-type: none"> <li>Continue funding the IUH to increase access to early childhood development and improve the effectiveness of the early childhood development system particularly for Aboriginal and Torres Strait Islander children.</li> <li>Continue investment in the <i>A great start to kindergarten pilot program</i> to increase the enrolment and participation of children experiencing vulnerability and disadvantage by supporting their transition into an approved kindergarten program.</li> <li>Continue communication campaigns 'Kindy counts for a lifetime' and 'Let's yarn about kindy' to encourage Queensland families, including Aboriginal and Torres Strait Islander families, to enrol their kindergarten-aged children in a Queensland Government approved kindergarten program.</li> <li>The co-design of the campaigns represents views and images of real kindy parents/carers and children to help create a stronger connection within the community. The campaigns form an important component of Queensland's strategy to achieve universal access to kindergarten and meet the early childhood Closing the Gap targets.</li> </ul>	From 2022
<b>Reform Element Three: Implement a new national Preschool Outcomes Measure from 2025</b>		
Plans for how the State will work with the Commonwealth to develop the preschool outcomes measure.	<ul style="list-style-type: none"> <li>Work collaboratively with the Commonwealth on the development of the Outcomes measure.</li> </ul>	Throughout 2022



Reform Delivery/Implementation		From 2022
State-specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement.	<p><u>Issue 1:</u> Child Care Subsidy (CCS) data sharing arrangements are yet to be agreed.  <u>Strategy:</u> Continue to work collaboratively with the Commonwealth to secure access to child-level CCS data in 2022. This is required to set targets and has implications for the design of data collection systems occurring now in preparation for the 2023 data capture.</p>	
	<p><u>Issue 2:</u> Timely resolution of performance measure definitions and collection specifications is required to progress baseline reporting in 2023. Without early resolution, there is a genuine risk that baseline data for all sectors will not be feasible in 2023.  <u>Strategy:</u> Work collaboratively with the Commonwealth to resolve performance measure definitions and scope as early as practical.</p>	
	<p><u>Issue 3:</u> National data issues regarding identification of children that undertake two years of preschool remain unresolved, noting counting rules under the new Year Before School methodology (once developed and agreed) will have funding and performance implications for Queensland.  <u>Strategy:</u> Work collaboratively with the Commonwealth to resolve issues and continue to provide information collected in its annual Census on children that enrol in kindergarten for two years.</p>	

## PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS

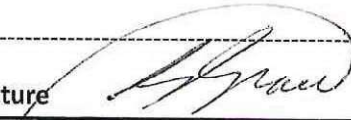
26. The PRA together with Part 5 of the plan set out performance and reporting arrangements for 2022.
27. Commonwealth and State based collections or data sources and methodologies, agreed by both the Parties to this Plan, to measure progress against the performance milestones and benchmarks and targets in the Agreement, are set out in Part 5 of this Plan and Appendix B of the Agreement.
28. These data and performance specifications will be used to report State of Queensland performance, except for the supplementary data agreed by the Parties to this Plan.
29. Supplementary data reports must contain the following details for each Performance Indicator (PI) where the method is not consistent with the Early Childhood Education and Care Minimal Data Set (NMDS):
  - a. PI calculation description (numerator, denominator, computation and presentation)
  - b. numerator information (collection name and population description)
  - c. denominator information (collection name and population description)
  - d. calculation notes (including any information about how the PI is calculated)
  - e. methodology
  - f. rationale for supplementary data and reporting (including any additional information to explain how and why the specifications for the supplementary data differ from the specifications in the NMDS).

### **Performance requirements, reporting and payment summary 2022**

30. Performance Reporting for 2022 will capture progress against planned actions undertaken by the State of Queensland as detailed at Table 4.
31. Performance results and reporting will be signed off by the Commonwealth Minister who will then inform the State of Queensland Minister of the outcome through an exchange of letters.

## Sign off

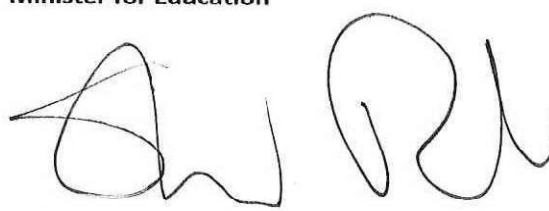
32. The Parties have confirmed their commitment to this agreement as follows:

Signature  Date 18/03/2022

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The Honourable Grace Grace MP

Minister for Education



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Signature Date 23/1/22

Signature Date

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The Hon Stuart Robert MP

A/g Minister for Education and Youth

# Western Australia: Implementation Plan and Performance Report (Plan) - 2022

PRESCHOOL REFORM AGREEMENT - 2022 TO 2025

## PART 1: PRELIMINARIES

1. This Plan is a schedule to the Preschool Reform Agreement 2022 – 2025 (the Agreement) and should be read in conjunction with the Agreement. It covers the period from 1 January 2022 to 31 December 2022.
2. The Agreement reaffirms a national commitment to provide universal access to, and improved participation by, children in quality preschool programs in the year before full-time school (YBFS), with a focus on Aboriginal and Torres Strait Islander and disadvantaged children. These programs should be delivered in a manner that meets the needs of children, parents and communities at a cost which does not present a barrier to participation.
3. The objective of the Agreement is to facilitate children's early learning and development and transition to school by maintaining universal access to quality preschool programs for all children, improving participation in preschool programs and maximising the benefit of the preschool year by improving outcomes for children.
4. The Agreement supports the delivery of 15 hours a week, or 600 hours a year of quality preschool programs, by a degree qualified early childhood teacher for all children, regardless of the setting in which programs are delivered, in the year before school.
5. The Agreement has a focus on improving preschool participation and outcomes including for Aboriginal and Torres Strait Islander children and disadvantaged children.
6. This Plan is the first of four annual implementation plans that will build on each other to deliver the reforms outlined in the Agreement.

## PART 2: TERMS AND DEFINITIONS OF THIS PLAN

7. This Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Education and Youth, and the State of Western Australia (WA), represented by their Minister for Education.



- 8 As a schedule to the Agreement, the purpose of this Plan is to provide the public with an indication of how the State of WA demonstrates its capacity to achieve and deliver the outcomes of the Agreement.
9. This Plan will cease on completion of the final performance reporting and the processing of final payments against the performance benchmarks or milestones set out within it for 2022
10. The Australian Government Department of Education, Skills and Employment and central agencies will develop a new template for Implementation Plans from 2023 in consultation with States and Territories. The Commonwealth will require new and additional information in accordance with the Preschool Reform Agreement and the Federal Funding Agreements Principles from 2023.
- 11 This Plan may be varied by written agreement between the Commonwealth and the responsible State Minister.
- 12 The Parties to this Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to the Plan and its full implementation
- 13 Clarification is provided below on how Definitions, (page 15 of the Agreement refers) are applied in WA and have been agreed between WA and the Commonwealth in the case of '*Disadvantaged children*' and '*Preschool program*'

**Western Australia's elaboration on how definitions for '*Disadvantaged children*' and '*Preschool program*' are realised**

- a WA retains the right to use the Index of Community Socio-Educational Advantage (ICSEA) as supplementary data in relation to '*Disadvantaged children*', if required
- b In WA, vulnerable and disadvantaged children are provisionally defined as children enrolled in schools with an Index of Community Advantage (ICSEA) value in the lowest socio-economic quintile within WA. Each public and non-government school's ICSEA is calculated based on the ICSEA profile of every enrolled student of compulsory-age and schools in the bottom quintile are the 20 per cent in WA with the lowest ICSEA
- c Regarding the definition of '*Preschool program*', most preschool programs in WA are provided through school-based Kindergarten, delivered by qualified early childhood teachers, and underpinned by the Western Australian Kindergarten to Year 12 curriculum, the Early Years Learning Framework, and the National Quality Standard (implemented across Kindergarten – Year 2). Teachers also use their professional knowledge to develop programs that are aligned with education sector strategic directions, whole school plans and initiatives, and tailored to community contexts

## PART 3: FUNDING CONTRIBUTION

### Commonwealth Funding Contributions

- 14 The Commonwealth's estimated total financial contribution to the State of WA is set out in Tables 1a (program year) and 1b (financial year) of the Agreement.
- 15 However, the Commonwealth's financial contribution in individual program years is adjusted in accordance with the notes to Tables 1a and 1b of the Agreement. Consistent with the agreed adjustment process, the final amounts for 2022 are set out in **Table 1**
- 16 The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

**Table 1: 2022 Commonwealth financial contribution to the State of WA**

Category	Amount
Estimated YBFS Contribution	\$45,406,138
Adjustment to Estimated YBFS Contribution	N/A
Top-up to maintain 2021 levels	\$1,048,617
Implementation Project funding	\$1,000,000
<b>Total Budget</b>	<b>\$47 454 755</b>

17. **Table 2** should be used to show how the State of WA will use Commonwealth funding to meet the objectives of the Preschool Reform Agreement. This may include strategies to facilitate preschool attendance by children in the year before full-time school

**Table 2: Program/activities objectives and outcomes**

	Program/activity	Outputs (Services delivered)	Objectives	Outcomes	Estimated C'th funds allocated
1	Universal access to 600 hours a year of a quality Kindergarten program in school, taught by a degree qualified early childhood teacher	Western Australian children in the year before full-time school are offered access to 600 hours of kindergarten through the public and non-government school systems	To facilitate children's early learning and development and transition to compulsory schooling, through maintaining universal access to, and maximising participation in, affordable, high quality early childhood education programs in the year before full-time school, delivered by degree-qualified early childhood teachers	All Western Australian children have access to an affordable, high quality kindergarten program in the year before full-time school, delivered by a degree-qualified teacher	\$34 727m
2	Preschool program quality, equity, participation, and preparation programs	Programs and initiatives designed to develop and maintain program quality, prepare children for kindergarten, and promote student enrolment and regular attendance, particularly amongst Aboriginal children, children living in remote and very remote communities, and children experiencing significant disadvantage	<p>To facilitate student enrolment, attendance, and preparation for kindergarten, particularly amongst Aboriginal children, children living in remote and very remote communities, and children experiencing significant disadvantage</p> <p>To support and enhance the professional capability of the early childhood workforce, and their provision of quality preschool programs, regardless of the delivery location and/or setting</p>	<p>Student enrolment, attendance, and preparation for preschool is enhanced, particularly amongst Aboriginal children, and children in remote and very remote communities, and communities where there are high levels of disadvantage</p> <p>Continuous development and upskilling of the professional capability and contemporary practice of the early childhood teacher and education assistant workforce</p>	\$11 727m



## State context and funding contributions

18. Context influencing the State of WA's delivery of preschool and the States' investment in preschool for 2022 is covered in this section

### Historical Context

Since the early 1990s, successive WA governments have championed affordable, universal early childhood education in the school sector throughout the State, ensuring that even children living in regional and remote communities are provided with access. This has been achieved through significant State Government investment in school infrastructure, qualified early childhood teachers and education assistants and resources.

- In 1995 the *Good Start* program was introduced in WA, resulting in preschool (referred to as Kindergarten in WA) being expanded to four half-days (11 hours) per week from 1996.
- In 1996, following extensive public consultation, the school starting age was delayed by six months, with gradual implementation over four years.
- The change was cemented in legislation in 1999 through the *School Education Act 1999*, which also entitled four-year-old children (children who turn four on or before 30 June) to enrol, free of compulsory charges, at a public school or a community kindergarten for their first year of pre-compulsory education for a minimum of 11 hours per week. Provision was also made in the Act for non-government schools to deliver kindergarten, with the government significantly subsidising the cost in these school systems. This took effect for all children from January 2001.
- The *Teacher Registration Act 2012* gives paramount consideration to the best interests of school children in WA, and the Teacher Registration Board of WA (TRBWA) has responsibility for the registration of all Western Australian teachers from early childhood to Year 12 who teach in an educational venue.
- With implementation of the previous National Partnership on Universal Access to Early Childhood Education (UANP), and now PRA, since 2013, WA has provided kindergarten for 600 hours per year in public schools, community kindergartens, Catholic and independent schools, with four hours per week funded by the Commonwealth.
- Commonwealth funds for the additional four hours are allocated to education sectors through pro-rata market share based on the annual February enrolment census.
- In 2020, WA continued to have the highest rate in Australia of preschool children educated through school-based kindergarten rather than an Early Childhood Education and Care (ECEC) setting.
  - 33 743 (94.4%) of the 35 737 WA children who participated in preschool in 2020 did so at a school-based Kindergarten.
  - Just over 870 Western Australian children participated in 600 hours or more of preschool exclusively in centre-based day care in their year before full-time schooling (ABS Preschool Education, Australia 2020).

In conclusion, over the past two decades, kindergarten participation in schools has been normalised among WA families, and is widely known as the first year of schooling (albeit part-time and pre-compulsory).

### Aboriginal and Torres Strait Islander Children

- WA had the highest rate in Australia of Aboriginal and Torres Strait Islander children (ATSI) educated through school-based kindergarten
  - 2375 (96.2%) of the 2469 Aboriginal children who participated in preschool in 2020 did so at a school-based kindergarten, ensuring that they were taught by a degree-qualified teacher

(ABS Preschool Education, Australia 2020)

### Children in multiple settings

In WA, the vast majority of children participate in preschool as their first year (kindergarten) of school – across public, Catholic and independent schools. The provision of Kindergarten as part of school is embedded in State legislation such as the *School Education Act 1999* and the *School Curriculum and Standards Authority Act 1997*, and reflected in Kindergarten's incorporation in WA's Kindergarten to Year 10 Curriculum.

This approach ensures children in kindergarten are taught by qualified teachers and have access to whole-school literacy, numeracy and behavioural, social and emotional development and wellbeing strategies. The approach ensures children can access the full range of disability, early intervention and other support services that are available to schools, such as school psychologists and allied health professionals. For these reasons, school-based Kindergarten is considered to be fundamental to ensuring all children in WA continue to have access to and participate in high quality, affordable preschool, no matter where they live in the State.

### Legislative Context

In WA, Kindergarten provision in the schooling sector falls under the *School Education Act 1999* (SEA) and its regulations.

- The *Education and Care Services National Law (WA) Act 2012* does not apply to Kindergarten provision through schools.
- The National Quality Framework (NQF) does not apply to Kindergarten provision through schools.
- The National Quality Standard (NQS), which is one element of the NQF, is required to be applied, with public and non-government schools implementing the NQS in Kindergarten to Year 2.

The ECEC sector is regulated through WA's Education and Care Regulatory Authority within the Department of Communities.

- The *Education and Care Services National Law (WA) Act 2012* applies to this sector, and
- The NQF is applied in this sector.

### Examples of programs and initiatives undertaken by the State that align with and support the objectives of the Agreement

#### Enhanced Transition to School (ETTS): A joint cross-sectorial initiative

Implemented by Playgroup WA with support from the public and non-government education systems, the program establishes playgroups on or near public, Catholic and independent schools for local children and families to participate in. The objective is to facilitate preparation for Kindergarten and improve Kindergarten enrolment and attendance, particularly among Aboriginal and Torres Strait Islander children and children living in communities where there are high levels of disadvantage.

### KindiLink

KindiLink is a play-and-learn initiative for Aboriginal children who are too young to enrol in school. The program is provided at 38 school sites in communities with high levels of disadvantage, and where there is a high proportion and number of Aboriginal children. The children attend with a parent/s, and where there is capacity and after consultation with the local community, non-Aboriginal children and parent/s can also attend.

KindiLink provides six hours a week of high-quality play-and-learn sessions, at no cost to families. The evidence-based Abecedarian Approach Australia (3a) is used as the learning program, along with the *Early Years Learning Framework* and guided by the NQS.

- The program focuses on developing the social, emotional, language and cognitive capabilities of Aboriginal children, aims to boost their learning before they start Kindergarten, and forge strong and supportive links between home and school.
- Early childhood teachers and Aboriginal and Islander Education Officers plan and deliver the sessions, which have a dual focus on participating children and their parent/s, to increase the parent/s capability as their child's first educator.

### CaLDEYLink

The Culturally and Linguistically Diverse (CaLD) Early Years Link Program (CaLDEYLink) is established in two metropolitan primary schools with a high proportion of CaLD families with young children from birth to three years of age. Based on the KindiLink model, the program provides six hours a week of high-quality play-and-learn sessions at no cost to families. It seeks to further develop the personal/social, language and cognitive capabilities of Culturally and Linguistically Diverse children prior to school entry, build on the capability of families as their children's first and most influential educators, and forge stronger and more collaborative partnerships between home and school.

## Implementation Project Funding Contributions

19. This section includes WA's summary of details of implementation project funding provided by the Commonwealth including funding amounts and purpose. WA will be required to provide details of how Implementation Project Funding will be used to deliver reforms, including key performance indicators (KPIs) and timing. Details will be captured at Table 3.

**Table 3: Overview of Implementation Project Funding for the State of WA - Statement of Allocations**

Implementation Project (details)	Commonwealth funding	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
Prepare for the 'funding to follow the child' (FTFC) reform to apply to the State's Early Childhood Education and Care	\$700 000	Statewide coordination of the implementation of the FTFC and other Agreement reforms affected in the State's ECEC sector <ul style="list-style-type: none"> <li>• Procurement document development and contracting a</li> </ul>		All actions are completed by 30 June 2023



(ECEC) sector from 2023		<p>consultant/agency to execute an Engagement and Communication Strategy with the Western Australia ECEC sector to determine options for FTFC to the sector</p> <ul style="list-style-type: none"> <li>Procurement document development to contract an appropriate entity to receive, administer and distribute the ECEC sector's FTFC funding in 2023</li> <li>Work in partnership with the Department of Communities and the ECEC sector to contract an appropriate entity to receive, administer and distribute the ECEC sector's FTFC funding for 2023</li> <li>Seed funding to the entity to facilitate its operation in 2023, with it becoming self-funded from the sector's FTFC funding from 2024</li> </ul>	<p>Agency is engaged to determine options for FTFC to the ECEC sector</p> <p>Agency completes all requirements set out in Service Request</p> <p>Consultation and collaboration with key stakeholders</p> <p>Funding entity established</p>	<p>Feb-Oct 2022</p> <p>Oct-Nov 2022</p> <p>Ongoing</p> <p>Feb/ March 2023</p>
Work to ready the State to provide baseline preschool attendance data in 2023	\$300,000	<ul style="list-style-type: none"> <li>Work with the Commonwealth to agree the details of the new enrolment and attendance measures as per Appendix A 1 in the PRA</li> <li>Public and non-government school systems prepare to provide baseline preschool attendance data in 2023</li> </ul>	<p>Participate in and contribute to scheduled national meetings</p> <p>Communicate with key stakeholders</p> <p>Work collaboratively with the non-government schooling sector to prepare their systems to provide baseline data in 2023</p> <p>Make any necessary</p>	<p>All actions are completed by February 2023</p> <p>Ongoing</p> <p>Ongoing</p>

			data collection modifications to sector systems	August 2022 – Jan 2023
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<sup>3</sup>WA expects the full implementation project funding allocation will be used for the above elements. Where any funding is leftover, WA reserves the right to redirect this towards costs incurred by the State to implement other PRA reforms and/or expended in accordance with clause 7 of Appendix A of the PRA.

- 20 Consistent with the terms of the Agreement, Commonwealth funding for Implementation Projects will be provided as part of the first milestone payment of the Agreement, subject to the Commonwealth and the State of WA agreeing to this Plan.

## Risk Management

- 21 The State of WA will actively identify, monitor and manage the risks associated with delivering outcomes under the Agreement, such as through maintaining a risk management plan.

## PART 4: REFORMS

22. As part of the Agreement, the State of WA and the Commonwealth agree to work collaboratively to implement reforms outlined in the Additional terms in the Agreement.
- 23 The actions that the State of WA will undertake to meet these commitments are detailed in **Table 4**.

Table 4: Planned Actions for the period 1 January 2022 to 31 December 2022 for the State of WA

Reform Element	Actions	Timing
<b>Reform Element One: Implement Commonwealth Funding Follows Child</b>		
Steps to ready the state to ensure Commonwealth Funding Follows Child can be implemented in 2023	<p>Measures to be undertaken in 2022</p> <ul style="list-style-type: none"> <li>Working through a contracted agency, liaise and consult with the Department of Communities and peak ECEC sector agencies</li> <li>Co-design and establish a suitable process and entity to administer and enable the FTFC reform to apply to the State's ECEC sector from 2023</li> <li>Implement the FTFC reform in relation to the State's public, independent and Catholic school sectors, as per agreed process under the previous UANP <ul style="list-style-type: none"> <li>Gain Catholic Education Western Australia (CEWA), and the Association of Independent Schools WA (AISWA) endorsement to continue the agreed process under the new PRA</li> <li>Use annual February kindergarten census data</li> </ul> </li> <li>Acquittals from 2023 will be through demonstration of Commonwealth funding being provided to each sector based on a pro-rata kindergarten (preschool) market share</li> <li>Transparency of Commonwealth contribution will be through information provided on the Department's public-facing website</li> </ul> <p>Note FTFC for the ECEC sector will be based on the most recent data published by the Australian Bureau of Statistics (ABS) at that time, for children in the YBFS who are enrolled in 600 hours of preschool exclusively through this sector</p>	All actions are completed by 30 April 2023
<b>Reform Element Two: Implement a new national preschool attendance measure</b>		
Work to ready the State to measure preschool attendance in 2024 and provide baseline data to the Commonwealth in 2023	<p>Measures to be undertaken in 2022</p> <ul style="list-style-type: none"> <li>Work with the Commonwealth to agree to the details of the new national preschool enrolment and attendance measures, as per Appendix A.1 of the Agreement</li> <li>The public, Catholic and independent school sectors will prepare to provide 2023 preschool baseline attendance data, and measure preschool attendance in 2024</li> </ul>	<p>By end of 2022</p> <p>Ongoing</p>
Strategies to facilitate preschool attendance by children in the YBFS. For strategies relating to Aboriginal and Torres Strait Islander children, consistent with the Closing the Gap	<p>Measures to be undertaken in 2022</p> <ul style="list-style-type: none"> <li>The public-school sector will review its annual kindergarten enrolment and attendance campaign</li> </ul>	March – December 2022



agreement, engage those communities and/or representative bodies in the design process	<ul style="list-style-type: none"> <li>The public, Catholic and independent school sectors will               <ul style="list-style-type: none"> <li>Review / develop enrolment and attendance campaign strategies specific for Aboriginal and CaLD children</li> <li>Provide targeted kindergarten enrolment messaging for schools located in communities where there are a high proportion and number of Aboriginal families to assist them to engage with their communities</li> </ul> </li> </ul>	March – December 2022
<b>Reform Element Three: Implement a new national Preschool Outcomes Measure from 2025</b>		
Plans for how the State will work with the Commonwealth to develop the preschool outcomes measure	Measures to be undertaken in 2022 <ul style="list-style-type: none"> <li>The State undertakes to work collaboratively with the Commonwealth on the development of the Outcomes measure</li> </ul>	Throughout 2022
<b>Reform Delivery/Implementation</b>		
State-specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement	Measures to be undertaken in 2022 <ul style="list-style-type: none"> <li>Acquittal of Commonwealth funding to be based on funding allocations to each sector</li> <li>The Index of Community Socio-Educational Advantage (ICSEA) to be used as supplementary data for vulnerable and disadvantaged children, if required</li> </ul>	At point of need

## PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS

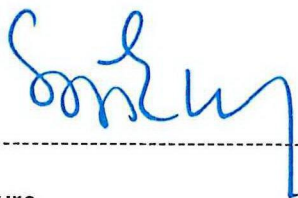
- 24 Part 5 sets out the performance and reporting arrangements for the State of Western Australia for 2022
- 25 Commonwealth and State based collections or data sources and methodologies, agreed by both the Parties to this Plan, to measure progress against the performance milestones and benchmarks and targets in the Agreement, are set out in Part 5 of this Plan and Appendix B of the Agreement
- 26 These data and performance specifications will be used to report the State of WA's performance, except for the supplementary data agreed by the Parties to this Plan
- 27 Supplementary data reports must contain the following details for each Performance Indicator (PI) where the method is not consistent with the Early Childhood Education and Care Minimal Data Set (NMDS)
  - a. PI calculation description (numerator, denominator, computation and presentation)
  - b. numerator information (collection name and population description)
  - c. denominator information (collection name and population description)
  - d. calculation notes (including any information about how the PI is calculated)
  - e. methodology
  - f. rationale for supplementary data and reporting (including any additional information to explain how and why the specifications for the supplementary data differ from the specifications in the NMDS).

### **Performance requirements, reporting and payment summary 2022**

- 28 Performance Reporting for 2022 will capture progress against planned actions undertaken by the State of WA as detailed at Table 4
- 29 Performance results and reporting will be signed off by the Commonwealth Minister who will then inform the State of WA's Minister of the outcome through an exchange of letters

## Sign off

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


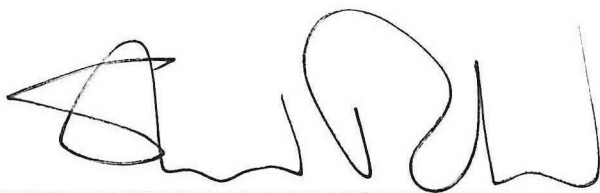


Signature

Date

The Hon Sue Ellery

Minister for Education and Training



Signature

Date

The Hon Stuart Robert MP

A/g Minister for Education and Youth



# South Australia: Implementation Plan and Performance Report (Plan) - 2022

PRESCHOOL REFORM AGREEMENT – 2022 TO 2025

## PART 1: PRELIMINARIES

1. This Plan is a schedule to the Preschool Reform Agreement 2022 – 2025 (the Agreement) and should be read in conjunction with the Agreement. It covers the period from 1 January 2022 to 31 December 2022.
2. The Agreement reaffirms a national commitment to provide universal access to, and improved participation by, children in quality preschool programs in the year before full-time school (YBFS), with a focus on Aboriginal and Torres Strait Islander and disadvantaged children. These programs should be delivered in a manner that meets the needs of children, parents and communities at a cost which does not present a barrier to participation.
3. The objective of the Agreement is to facilitate children's early learning and development and transition to school by maintaining universal access to quality preschool programs for all children, improving participation in preschool programs and maximising the benefit of the preschool year by improving outcomes for children.
4. The Agreement supports the delivery of 15 hours a week, or 600 hours a year of quality preschool programs, by a degree qualified early childhood teacher for all children, regardless of the setting in which programs are delivered, in the year before school.
5. The Agreement has a focus on improving preschool participation and outcomes including for Aboriginal and Torres Strait Islander children and disadvantaged children.
6. This Plan is the first of four annual implementation plans that will build on each other to deliver the reforms outlined in the Agreement.

## PART 2: TERMS AND DEFINITIONS OF THIS PLAN

7. This Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Education and Youth, and the State of South Australia, represented by their Minister for Education.

8. As a schedule to the Agreement, the purpose of this Plan is to provide the public with an indication of how the State of South Australia demonstrates its capacity to achieve and deliver the outcomes of the Agreement.
9. This Plan will cease on completion of the final performance reporting and the processing of final payments against the performance benchmarks or milestones set out within it for 2022.
10. The Australian Government Department of Education, Skills and Employment and central agencies will develop a new template for Implementation Plans from 2023 in consultation with States and Territories. The Commonwealth will require new and additional information in accordance with the Preschool Reform Agreement and the Federal Funding Agreements Principles from 2023.
11. This Plan may be varied by written agreement between the Commonwealth and the responsible State Minister.
12. The Parties to this Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to the Plan and its full implementation.
13. States may also use this section to clarify or elaborate on how terms or definitions for '*Disadvantaged children*' and '*Preschool program*' are realised in their specificity within that jurisdiction as per the Agreement (Definitions, p.15 of the Agreement refers).

## PART 3: FUNDING CONTRIBUTION

### Commonwealth Funding Contributions

14. The Commonwealth's estimated total financial contribution to the State of South Australia is set out in Tables 1a (program year) and 1b (financial year) of the Agreement.
15. However, the Commonwealth's financial contribution in individual program years is adjusted in accordance with the notes to Tables 1a and 1b of the Agreement. Consistent with the agreed adjustment process, the final amounts for 2022 are set out in **Table 1**.
16. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

**Table 1: 2022 Commonwealth financial contribution to the State of South Australia**

Category	Amount <sup>1</sup>
Estimated YBFS Contribution	\$27.353m
Adjustment to Estimated YBFS Contribution	N/A
Top-up to maintain 2021 levels	\$0.87m
Implementation Project funding	\$4.0m
<b>Total Budget</b>	<b>\$32.223m</b>



<sup>a</sup>Figures may not add due to rounding.

17. Table 2 should be used to show how the State of South Australia will use Commonwealth funding to meet the objectives of the Preschool Reform Agreement. This may include strategies to facilitate preschool attendance by children in the year before full-time school.

**Table 2: Program/activities objectives and outcomes**

	Program/activity	Outputs	Objectives	Outcomes	Estimated C'th funds allocated
1.	Funding allocations to government and non-government preschool program providers	i. Continue provision of additional funding to government preschools ii. Continue to administer funding grant payments to approved child care centres, non-government schools and non-government preschools	To facilitate children's early learning and development, by maintaining universal access to, and improving participation in, affordable, quality preschool programs for all children	All children, including disadvantaged children, have access to, and participate in, an affordable, quality preschool program	\$ 25.583m
2.	Inclusion programs and projects to improve participation in preschool for Aboriginal and Torres Strait Islander children, and disadvantaged children	Delivering programs targeting the participation in quality preschool programs for Aboriginal and Torres Strait Islander children, and disadvantaged children	To facilitate children's early learning and development, and improving preschool participation and outcomes for Aboriginal and Torres Strait Islander children, and disadvantaged children	i. All children, including disadvantaged children, have access to, and participate in, an affordable, quality preschool program All Aboriginal and Torres Strait Islander children in remote communities have access to preschool education	\$2.64m

## State context and funding contributions

18. Context influencing the State of South Australia's delivery of preschool and the States' investment in preschool for 2022 is covered in this section.
19. The South Australian Department for Education (department) is the agency responsible for the delivery of universal state government preschool in South Australia for all children in



their year before full time school, and Aboriginal children and Children in Care from three years of age.

20. The department is also responsible for the implementation of the PRA. In 2022 South Australia will continue with the following approaches the department has previously implemented to support the delivery of 600 hours a year of quality preschool programs to all children in the YBFS regardless of the setting:
  - a. Increased service provision in existing preschool services: Children enrolled in one of the over 380 department operated preschools have an increased annual provision from 480 hours to 600 hours of preschool in their year before full-time school. Department operated preschools are provided with additional staffing allocations and other resourcing to enable the delivery of 600 hours of preschool.
  - b. SA also applies PRA funding for programs and subsidies with an emphasis on participation by Aboriginal and Torres Strait Islander and disadvantaged children. In department operated preschools and services, inclusion and support programs have been expanded to support access to preschool for children with a disability. Other programs include the Hospital Based Preschool program and Indigenous Children with Impaired Hearing Support program.
  - c. Child care operators and non-government schools and preschools are provided with funding subsidies on an application basis to assist with offsetting the cost of a qualified early childhood teacher to deliver a preschool program to children in their year before school not accessing department preschools. Over 280 non-government early childhood education and care services have an existing funding agreement to deliver 600 hours of quality preschool programs to children in the YBFS.
  - d. Non-government services funded for preschool also have access to targeted additional subsidies to offset the cost of delivering preschool to children of families from disadvantaged backgrounds and for Indigenous children. Other subsidies are available for non-government services for children with a disability to provide access to and enable regular participation in the preschool program.
21. The South Australia government's total annual expenditure on in preschool services over the past 5 years is made available in the annual publication of the Productivity Commission's Report on Government Services: Early Childhood Education and Care section data tables (refer table 3A.6). The Commonwealth government's contribution through the former National Partnership on Universal Access to Early Childhood Education agreements is also published in the data tables (refer table 3A.7).
22. Complementary to the PRA's objectives of improving outcomes for children, South Australia has commenced implementing the Early Learning Strategy 2021 – 2031, which has as one of its goals, "high-quality educational preschool programs underpinned by excellence in teaching and learning".

## Implementation Project Funding Contributions

23. This section will include a State's summary of details of implementation project funding provided by the Commonwealth including funding amounts and purpose. States will be required to provide details of how Implementation Project Funding will be used to deliver reforms, including key performance indicators (KPIs) and timing. Details will be captured at Table 3.

**Table 3: Overview of Implementation Project Funding for State of South Australia - Statement of Allocations (updated by 31 January 2022)**

Implementation Project (details)	Commonwealth funding	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
Funding follows the Child – projects to support the rapid deployment of funding to non-government providers, by investing in improved systems and processes	\$1.62m	1) Reform paper-based non-government preschool funding application process to online form  2) Back-end data collection systems for non-government services reviewed and enhanced  3) Grant/payments management system replaced  4) Develop and implement new non-government services funding arrangements/ agreements for 2023 – 2025  5) Develop enhanced funding	1) Paper based application process replaced  2) Non-government services payment timelines reduced  3a) Procurement approach in place  3b) Non-government services payment timelines reduced  4) New non-government funding arrangements implemented for 2023  5) Acquittal and transparency process requirements documented.	1) Completed by end of December 2022  2) Completed by end of December 2022  3) Progressed by end of 2022  4) Completed by end of Dec 2022 for 2023 implementation  5) Completed by end of Dec 2022 for 2023 implementation

		acquittal and transparency processes		
Attendance strategies and measurement - IT systems development and enhancement projects to increase the quality and quantity of attendance measurement	\$2.38m	<p>1) Replace manual parent sign in/out with electronic process for government preschool data administration systems and explore opportunities for any non-government preschools not approved for CCS.</p> <p>2) Develop new or enhance existing government data administration systems for attendance measurement</p> <p>3) Replace or enhance existing Non-Government Preschool Data System</p>	<p>1) Electronic sign in/out system implemented</p> <p>2),3) Government and non-government preschool enrolment and attendance data complies with agreed attendance measurement requirements</p>	<p>1) Throughout 2022</p> <p>2,3) Commencement of projects from 2022 contingent on development and agreement by Education Ministers of PRA Appendix A.1 – Enrolment and Attendance Measures</p>

24. Consistent with the terms of the Agreement, Commonwealth funding for Implementation Projects will be provided as part of the first milestone payment of the Agreement, subject to the Commonwealth and State agreeing to this Plan.

### Risk Management

25. The State of South Australia will actively identify, monitor and manage the risks associated with delivering outcomes under the Agreement, such as through maintaining a risk management plan.



## PART 4: REFORMS

26. As part of the Agreement, the State of South Australia and the Commonwealth agree to work collaboratively to implement reforms outlined in the Additional terms in the Agreement.
27. The actions that the State of South Australia will undertake to meet these commitments are detailed in **Table 4**.

Table 4: Planned Actions for the period 1 January 2022 to 31 December 2022 for the State of South Australia

Reform Element	Actions	Timing
<b>Reform Element One: Implement Commonwealth Funding Follows Child</b>		
Steps to ready the state to ensure Commonwealth Funding Follows Child can be implemented in 2023.	<p>Measures to be undertaken in 2022</p> <ul style="list-style-type: none"> <li>SA already has in place a funding mechanism that facilitates excellent statewide coverage to provide preschool access to all children in the year before school which will limit changes required ensure Commonwealth funding follows child at the setting level can be implemented in 2023.</li> </ul> <p><b>Plan for funding mechanism and/or actions to be taken to develop funding mechanisms to sectors</b></p> <ul style="list-style-type: none"> <li><b>Action:</b> Continue funding mechanisms in place and review to ensure Commonwealth Funding Follows Child can be implemented in 2023.</li> </ul> <p><b>How states will seek to engage unenrolled children in preschool programs</b></p> <ul style="list-style-type: none"> <li><b>Action:</b> South Australia will continue and expand an annual preschool enrolment promotion campaign that is both universal and targeted using social media. <ul style="list-style-type: none"> <li>The targeting of unenrolled children could be further enhanced subject to the Commonwealth being able to supply data that would enable identification of this cohort of children.</li> </ul> </li> </ul> <p><b>Plan to acquit, or plan to establish acquittal mechanism</b></p> <ul style="list-style-type: none"> <li><b>Action:</b> A project will be undertaken in 2022 to collate and integrate relevant preschool financial and enrolment data from multiple systems to facilitate an efficient acquittal process.</li> </ul> <p><b>Mechanism to provide transparency of Commonwealth contribution</b></p> <ul style="list-style-type: none"> <li><b>Action:</b> The department will publish information on its preschool webpage on the amount of Commonwealth contribution by sector for both government and non-government.</li> </ul>	Throughout 2022

Reform Element Two: Implement a new national preschool attendance measure		
Work to ready the State to measure preschool attendance in 2024 and provide baseline data to the Commonwealth in 2023.	<p>Measures to be undertaken in 2022</p> <ul style="list-style-type: none"> <li>The department will continue to collaborate with the Commonwealth on preparatory work to ready the State for introduction of this measure, subject to Ministers' agreements.</li> <li>In addition, the department will: <ul style="list-style-type: none"> <li><b>Action:</b> Undertake preparatory work to replace manual parent sign in/sign out with an electronic system for our department preschools and any non-government preschools not approved for CCS.</li> <li><b>Action:</b> Implementation funding from the Commonwealth for attendance measure implementation projects will be utilised for initial project work.</li> </ul> </li> </ul>	Throughout 2022
Strategies to facilitate preschool attendance by children in the YBFS. For strategies relating to Aboriginal and Torres Strait Islander children, consistent with the Closing the Gap agreement, engage those communities and/or representative bodies in the design process.	<p>Measures to be undertaken in 2022</p> <ul style="list-style-type: none"> <li><b>Action:</b> An Early Years Engagement Officer employed to consult with, and work alongside preschool teachers and Anangu educators located in Anangu Pitjantjatjara Yankunytjatjara (APY) Lands schools with a school-based preschool, to deliver culturally responsive arts/literacy activities that are highly engaging for family carers to increase regular attendance of their preschool aged children.</li> <li><b>Action:</b> A multimedia universal and targeted preschool enrolment promotional campaign to provide information and encourage families to enrol their child in a department preschool.</li> <li><b>Action:</b> Initiate a project to improve government preschool accessibility, including through wraparound child care subject to the Commonwealth facilitating the necessary policy and legislative options under family assistance law for preschools that will enable service approval for Child Care Subsidy (CCS).</li> <li><b>Action:</b> Initiate a project to improve enrolment, attendance and quality participation of Aboriginal children and Children in Care in 3 and 4 year old preschool.</li> </ul>	Throughout 2022



Reform Element Three: Implement a new national Preschool Outcomes Measure from 2025		
Plans for how the State will work with the Commonwealth to develop the preschool outcomes measure.	Measures to be undertaken in 2022 <ul style="list-style-type: none"> <li>The state undertakes to work collaboratively with the Commonwealth on the development of the Outcomes measure</li> </ul>	Throughout 2022
Reform Delivery/Implementation		
State-specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement.	Measures to be undertaken in 2022 <ul style="list-style-type: none"> <li>A State-specific data issue for South Australia is the timing of the August collection period of the NPC. South Australia has proposed that if the NPC were to be conducted using enrolment data from May/June, this would resolve issues related to achieving an accurate count. The planned approach to the NPC will be critical to resolving the issue. South Australia will participate in national discussions in good faith.</li> <li><b>Action:</b> As an interim step, the South Australian department will submit preschool enrolment data collected by the department in May 2022 to the ABS to quantify the number of children who commenced school in August 2022. The intention is to use ABS findings as supplementary data in the performance assessment process.</li> </ul>	Supply term 2 2022 preschool enrolment data to ABS as part of NPC in Nov/Dec 2022

## **PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS**

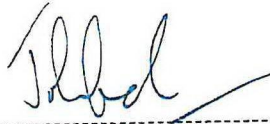
28. Part 5 sets out the performance and reporting arrangements for the State of South Australia for 2022.
29. Commonwealth and State based collections or data sources and methodologies, agreed by both the Parties to this Plan, to measure progress against the performance milestones and benchmarks and targets in the Agreement, are set out in Part 5 of this Plan and Appendix B of the Agreement.
30. These data and performance specifications will be used to report State of South Australia performance, except for the supplementary data agreed by the Parties to this Plan.
31. Supplementary data reports must contain the following details for each Performance Indicator (PI) where the method is not consistent with the Early Childhood Education and Care Minimal Data Set (NMDS):
  - a. PI calculation description (numerator, denominator, computation and presentation)
  - b. numerator information (collection name and population description)
  - c. denominator information (collection name and population description)
  - d. calculation notes (including any information about how the PI is calculated)
  - e. methodology
  - f. rationale for supplementary data and reporting (including any additional information to explain how and why the specifications for the supplementary data differ from the specifications in the NMDS).

### **Performance requirements, reporting and payment summary 2022**

32. Performance Reporting for 2022 will capture progress against planned actions undertaken by the State of South Australia as detailed at Table 4.
33. Performance results and reporting will be signed off by the Commonwealth Minister who will then inform the State of South Australia's Minister of the outcome through an exchange of letters.

## Sign off

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



18/2/22

Signature

Date

Hon John Gardner MP

Minister for Education



10/3/22

Signature

Date

The Hon Stuart Robert MP

A/g Minister for Education and Youth



# Tasmania: Implementation Plan and Performance Report (Plan) - 2022

PRESCHOOL REFORM AGREEMENT – 2022 TO 2025<sup>2</sup>

## PART 1: PRELIMINARIES

1. This Plan is a schedule to the Preschool Reform Agreement 2022 – 2025 (the Agreement) and should be read in conjunction with the Agreement. It covers the period from 1 January 2022 to 31 December 2022.
2. The Agreement reaffirms a national commitment to provide universal access to, and improved participation by, children in quality preschool programs in the year before full-time school (YBFS), with a focus on Aboriginal and Torres Strait Islander and disadvantaged children. These programs should be delivered in a manner that meets the needs of children, parents and communities at a cost which does not present a barrier to participation.
3. The objective of the Agreement is to facilitate children's early learning and development and transition to school by maintaining universal access to quality preschool programs for all children, improving participation in preschool programs and maximising the benefit of the preschool year by improving outcomes for children.
4. The Agreement supports the delivery of 15 hours a week, or 600 hours a year of quality preschool programs, by a degree qualified early childhood teacher for all children, regardless of the setting in which programs are delivered, in the year before school.
5. The Agreement has a focus on improving preschool participation and outcomes including for Aboriginal and Torres Strait Islander children and disadvantaged children.
6. This Plan is the first of four annual implementation plans that will build on each other to deliver the reforms outlined in the Agreement.

## PART 2: TERMS AND DEFINITIONS OF THIS PLAN

7. This Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Education and Youth, and the State of Tasmania, represented by their Minister for Education.
8. As a schedule to the Agreement, the purpose of this Plan is to provide the public with an indication of how the State of Tasmania demonstrates its capacity to achieve and deliver the outcomes of the Agreement.

9. This Plan will cease on completion of the final performance reporting and the processing of final payments against the performance benchmarks or milestones set out within it for 2022.
10. The Australian Government Department of Education, Skills and Employment and central agencies will develop a new template for Implementation Plans from 2023 in consultation with States and Territories. The Commonwealth will require new and additional information in accordance with the Preschool Reform Agreement and the Federal Funding Agreements Principles from 2023.
11. This Plan may be varied by written agreement between the Commonwealth and the responsible State Minister.
12. The Parties to this Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to the Plan and its full implementation.
13. States may also use this section to clarify or elaborate on how terms or definitions for '*Disadvantaged children*' and '*Preschool program*' are realised in their specificity within that jurisdiction as per the Agreement (Definitions, p.15 of the Agreement refers).

## PART 3: FUNDING CONTRIBUTION

### Commonwealth Funding Contributions

14. The Commonwealth's estimated total financial contribution to the State of Tasmania is set out in Tables 1a (program year) and 1b (financial year) of the Agreement.
15. However, the Commonwealth's financial contribution in individual program years is adjusted in accordance with the notes to Tables 1a and 1b of the Agreement. Consistent with the agreed adjustment process, the final amounts for 2022 are set out in Table 1.
16. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

**Table 1: 2022 Commonwealth financial contribution to the State of Tasmania**

Category	Amount <sup>1</sup>
Estimated YBFS Contribution	\$9,832,620
Adjustment to Estimated YBFS Contribution	N/A
Top-up to maintain 2021 levels	\$10,023
Implementation Project funding	\$350,000
<b>Total Budget</b>	<b>\$10,192,643</b>

<sup>1</sup>Figures may not add due to rounding.

17. **Table 2** should be used to show how the State of Tasmania will use Commonwealth funding to meet the objectives of the Preschool Reform Agreement. This may include strategies to facilitate preschool attendance by children in the year before full-time school.

**Table 2: Program/activities objectives and outcomes**

	Program/activity	Outputs	Objectives	Outcomes	Estimated C'th funds allocated
1.	Funded preschool program and places in government, Catholic and independent school sectors.	Provision of 600 hours of free Kindergarten in government schools <sup>1</sup>	95% or more of eligible children enrol and attend a Tasmanian preschool (Kindergarten) program in a quality setting where cost is not a barrier.	As per PI Table 6	\$9.8M (Annual PRA). Note funding comments below for programs 2-4.
2.	Universal access to Kindergarten	<p>Providing 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 vulnerable and disadvantaged children.</p> <p>Supporting all children's quality early childhood education participation, regardless of whether quality early childhood education programs are delivered through schools (non-government and</p>	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.	All children, including vulnerable and disadvantaged children, have access to, and participate in, an affordable, quality early childhood education program.	Remaining PRA funding provided to the following programs and initiatives 2-4.

<sup>1</sup> Funding is also provided to non-government schools to top-up delivery to 600 hours of kindergarten to meet the objectives of the National Partnership.



		government), standalone preschools or long day care centres			
3.	Maintain Indigenous children's participation	Delivering strategies and actions targeting the participation of Indigenous children, including in remote areas	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.	All Indigenous children have access to, and participate in, an affordable, quality early childhood education program.  All Indigenous four-year-olds in remote communities have access to early childhood education.	Remaining PRA funding provided to the following programs and initiatives 2-4.
4.	Maintain participation by vulnerable and disadvantaged children	Delivering strategies and actions targeting the participation of vulnerable and disadvantaged children.	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.	All children, including vulnerable and disadvantaged children, have access to, and participate in, an affordable, quality early childhood education program.	Remaining PRA funding provided to the following programs and initiatives 2-4.

## State context and funding contributions

18. Context influencing the State of Tasmania delivery of preschool and the States' investment in preschool for 2022 is covered in this section.

- (a) The Tasmanian Government's total expenditure on Preschool services is available at [3 Early childhood education and care - Report on Government Services Productivity Commission \(pc.gov.au\)](#) Table 3A.6

- (b) In 2021, Tasmania provided free Kindergarten for 600 hours a year to just over 150 public schools and 60 non-government schools. For registered Kindergarten programs in government schools and not-for-profit non-government schools, ten hours per week are funded by the State, with the remaining five hours per week funded through the Agreement. Funds for the extra five hours are allocated in accordance with enrolments. In 2020, quality early childhood education programs<sup>2</sup> were delivered in just over 120 long day care centre-based services. However, because these were not registered Kindergarten programs, they did not attract National Partnership funding (refer to paragraphs (f) through to (h) below for further information on the registration process).
- (c) The 2021 Estimated Residential Population (ERP) of the average four and five - year-olds in Tasmania in 2021 was 6,106, of whom it is estimated 633 were Indigenous and 2,110 were of low socio-economic status. In 2021, nearly 4,600 four and five-year-olds attended a registered Kindergarten program in a government school, and nearly 1,700 attended a non-government school. It is expected about 1,000 children were enrolled in both a registered Kindergarten program and a long day care centre-based service. (*Data Source: ABS Preschool Australia, 2021 when released.*)
- (d) The Tasmanian Department of Education has provided state-funded Kindergarten linked to primary schools since 1911, along with other Kindergarten programs provided by the Kindergarten Union and parents. In 1968, a review recommended the provision of Kindergarten as part of the school system, which led to a rapid expansion of places. By 1980 the State was responsible for most Kindergartens in Tasmania. Rates of participation were high, the minimum age of enrolment was set at 4 as of 1 January each year, and the universal entitlement to enrolment was legislated in 1994. Non-government primary schools gradually established Kindergartens during the 1980s and most now deliver a Kindergarten program. Long day care centre-based services have also delivered a Kindergarten program (being registered by the Non-Government Schools Registration Board (NGSRB) to do so) with one service registered in 2020. The main reason for lack of enrolments at long day care centre-based services is the fact that, given the history above, parents see Kindergarten as the first year of school.
- (e) Tasmania's high number of disadvantaged families who could not afford to participate in community Kindergartens were a significant factor in the 1968 decision to embed Kindergartens in the school system. There was evidence that the children who were most in need of a Kindergarten education were those most likely not to be receiving it and attaching Kindergarten to the school system was a successful strategy in alleviating this risk with almost all eligible children in Tasmania attending Kindergarten since then. The effectiveness of this approach was illustrated in the 2019 Nous review of the National Partnership Agreement on Universal Access to Early Childhood Education where Tasmania met all the benchmarks that were able to be measured – the only jurisdiction to do so.
- (f) Kindergartens in Tasmania historically are regulated as part of the school system rather than the early childhood education and care sector, thereby avoiding

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<sup>2</sup> Centre based long day care services report delivering 'quality early childhood education programs' in ABS Preschool Australia, this report includes children in the year before Tasmania's Kindergarten year.

duplication of some regulatory and administrative processes. It is important that Kindergartens deliver quality early childhood programs and in 2011 the then Tasmanian Government committed to ensure Kindergartens substantially corresponded with the National Quality Framework National Law requirements, without being subject to them. In 2016, the Tasmanian Government determined that government Kindergartens would be formally assessed against the National Quality Standards from 2020 and this work is progressing.

- (g) Early childhood education and care service providers, for example in long day care centre-based services, have always been able to seek registration as a non-government school (through the Non-Government Schools Registration Board (NGSRB), which registers non-government schools) in order to deliver Kindergarten. If a long day care centre-based service registers as a school, regardless of its profit status, then it will receive funding under the Agreement, which would be allocated according to the existing procedures and methodologies for distributing funding to independent and Catholic schools (N.B long day care centre-based services not registered as a school cannot officially recognised as a Kindergarten by the State Government. The Tasmanian *Education Act 2016* defines a Kindergarten as the year of education immediately preceding the first year of compulsory education and delivered by a school).
- (h) Registering as a school requires the long day care centre-based service to meet standards in areas such as governance, the curriculum, qualifications of teachers, and facilities. The registration process takes into account where there is consistency between the school registration standards and the early childhood education and care regulatory requirements. Evidence of compliance with those requirements will be accepted by the NGSRB as evidence of meeting the relevant school registration standard.
- (i) Other than the Preschool Reform Agreement funding, no Commonwealth child care subsidies/rebates are paid in respect of the Kindergarten year in government schools in Tasmania.
- (j) If a for-profit long day care centre-based service registers as a school with the NGSRB to run a Kindergarten, it will be eligible for a share of the Commonwealth funding under the Agreement. However, for-profit services will not be eligible for the State subsidy because the Tasmanian *Education Act 2016* does not allow State funding to go to for-profit schools.
- (k) If a not-for-profit long day care centre-based service registers with the NGSRB to deliver Kindergarten, it will be entitled to the State funding subsidy for 10 hours (as for all non-government schools) and a share of the Commonwealth funding under the Agreement. Currently in Tasmania, almost 67 per cent of long day care services are not-for profit.
- (l) There was no registered long day care centre-based service registered to deliver Kindergarten in Tasmania in 2021.
- (m) Early Learning is one of four priority areas in the Department of Education strategic plan 2018-2021. Tasmania's first ever Child and Youth Wellbeing Strategy for 0-25 year olds, *It Takes a Tasmanian Village*, was released on 22 August.

- Through the Strategy, over \$100 million across four years will fund 65 initiatives that support the wellbeing of 0 to 25 year olds, with a particular focus on the first 1,000 days (pregnancy to age two), where there is clear evidence that a good start in life is vitally important to a child's future wellbeing.
  - The Strategy builds on many existing government initiatives that support parents, families and communities, and provides new investments and a clear plan for government and its partners to deliver the services and supports that children, young people and their families need for good wellbeing.
- (n) There are five existing state-funded projects which focus on education during the pre-Kindergarten years (birth to four years). These programs are not funded under the Agreement or through other Commonwealth funding streams, but complement the Agreement by supporting participation in learning by vulnerable and disadvantaged and Indigenous children. These projects are:
- Launching into Learning (in all government schools)
  - Child and Family Learning Centres ( 12 in local communities and 6 new centres to be established from 2019)
  - Aboriginal Early Years Education Workers
  - Early Childhood Intervention Service
  - Working Together – supporting early learning
- (i) Launching into Learning (LiL) is a program available in all government primary schools for children from birth through to age 4. LiL aims to give Tasmania's youngest children the best possible start in life by:
- Supporting families as their child's first and most influential teacher,
  - Reaching families with highest need,
  - Facilitating a positive transition into Kindergarten.

A state-wide Early Learning team supports consistent approaches to the ongoing implementation of the Early Years Learning Framework, which underpins the work of LiL teachers.

A longitudinal study of LiL shows that children from all socioeconomic backgrounds made significant gains in educational performance from regular participation in LiL. However, children from disadvantaged and low socioeconomic backgrounds benefited most.

- (ii) Child and Family Learning Centres (CFLCs) focus on improving the learning and care, and health and wellbeing of Tasmania's very young children by supporting parents and enhancing accessibility to services in the local community. In the 2018 State election, the Tasmanian Government committed to build on the success of the CFLC model by building six new early learning hubs across Tasmania. Over a six-year period from 2019, work is progressing to establish these new CFLCs in areas of highest need and community readiness. The CFLC will provide greater access for families to relevant early years' services, with a strong focus on improving place-based service delivery to communities around Tasmania. The CFLC will form part of the existing continuum of Department of Education services and support available to young children and their families.



- (iii) The Aboriginal Early Years Program emphasises early literacy, language development and school readiness. The program has been running since 2005. Aboriginal Early Years Education Workers (AEYEWs) provide professional learning and high level advice to early years' staff and agencies to enable successful implementation of departmental and Closing the Gap strategies.

AEYEWs are situated around the State in CFLCs. They work closely with families of Aboriginal children from birth to four years of age to engage their children in a wide range of early years' activities and programs that nurture and stimulate young children's learning. AEYEWs play a key role in building connections between schools and families with young children by supporting families to engage in CFLCs and other early years providers.

- (iv) The Early Childhood Intervention Service (ECIS) supports children with a disability or developmental delay from birth to school entry, and their families. ECIS builds on opportunities for learning and development that are provided at home or through birth-4 programs and assists with transition to Kindergarten. Professional learning support for Kindergarten staff is provided where children with disability enrol for Kindergarten programs. A child-and-family-centered approach, based on a partnership between parents and professionals, is at the core of early intervention.

- (v) Working Together (WT) provides free, quality early learning for eligible children in the year before they start Kindergarten. Plus, support for their families. This initiative is addressing barriers to participation experienced by Indigenous and vulnerable and disadvantaged children, by funding places in quality early learning centres (up to 400 hours per year for each child). WT works in partnership with families, early childhood educators, government agencies and community services to provide holistic support to help children to thrive. WT also provides professional learning opportunities for the early childhood education and care sector so they can assist these children and their families in the best way possible. The initiative is supporting three year olds, along with their parents and carers, through the transition from home into early childhood education and care, and then into Kindergarten.

## Implementation Project Funding Contributions

19. This section will include a State's summary of details of implementation project funding provided by the Commonwealth including funding amounts and purpose. States will be required to provide details of how Implementation Project Funding will be used to deliver reforms, including key performance indicators (KPIs) and timing. Details will be captured at Table 3.

Table 3: Overview of Implementation Project Funding for State of Tasmania - Statement of Allocations)

Implementation Project (details)	Commonwealth funding	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
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Establish project team to implement enhanced reporting requirements for 2022 until 2025.	\$350,000 over the PRA 2022-2025	<ul style="list-style-type: none"> <li>• Establish project team and governance arrangements</li> <li>• Document reporting requirements for new agreement, in particular increased attendance reporting specifications</li> <li>• Document current Department of Education (DoE) and school system functions to determine required enhancements</li> <li>• Develop new User requirements for systems to meet reporting requirements</li> <li>• Document IT system change specifications</li> <li>• Support Australian Government and contribute to national decisions to implement student outcome measure in 2025</li> <li>• Appoint IT contractor/s to determine</li> </ul>	<ul style="list-style-type: none"> <li>• Project updates provided to the Australian Government.</li> <li>• Project team established by 1 July 2022, subject to agreed national data specifications being agreed to.</li> <li>• Note an interim project team is now in place to support the signing of the PRA, Implementation Plan, and other working group discussions and decisions currently underway.</li> <li>• Subject to agreed national or bilateral policy and data measures decisions, completion of documentation outlined in actions table are planned to be completed by 31 December 2022.</li> <li>• Following the completion of project documentation by 31/12/2022, the required IT enhancements made in time for data to be provided to Commonwealth for agreed</li> </ul>	March 2022 until August 2025.
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		implementation enhancements <ul style="list-style-type: none"> <li>• Implement enhancements with schools</li> <li>• Monitor and refine enhancements to meet reporting requirements</li> </ul>	reporting in August 2023.	
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20. Consistent with the terms of the Agreement, Commonwealth funding for Implementation Projects will be provided as part of the first milestone payment of the Agreement, subject to the Commonwealth and State agreeing to this Plan.

### Risk Management

21. The State of Tasmania will actively identify, monitor and manage the risks associated with delivering outcomes under the Agreement, such as through maintaining a risk management plan.

### PART 4: REFORMS

22. As part of the Agreement, the State of Tasmania and the Commonwealth agree to work collaboratively to implement reforms outlined in the Additional terms in the Agreement.
23. The actions that the State of Tasmania will undertake to meet these commitments are detailed in **Table 4**.

Table 4: Planned Actions for the period 1 January 2022 to 31 December 2022 for the State of Tasmania

Reform Element	Actions	Timing
<b>Reform Element One: Implement Commonwealth Funding Follows Child</b>  Steps to ready the state to ensure Commonwealth Funding Follows Child can be implemented in 2023.	Measures to be undertaken 2022 - Tasmania will: <ul style="list-style-type: none"> <li>• Build on existing funding mechanisms to provide funding for each student as per the PRA for the Tasmanian government, Catholic and independent school sectors</li> <li>• Preliminary discussions held with non-government school sectors occurred in December 2021, with further meetings to be held following confirmation of student enrolments in August 2022 (Data collection reference period).</li> <li>• Ongoing support provided to students who cease to be enrolled or cease attending. Students are supported by schools and central DoE Learning Services as part of wider school engagement services to re-enrol or return to preschool. Students who are absent due to long-term illness are supported to continue learning at home.</li> <li>• Acquit funding distribution for school sectors based on confirmed August 2022 student enrolments in preparation in 2023 (date to be confirmed). Tasmania continues to provide preschool funding based on confirmed enrolments. In Tasmania, school sectors do not need funding at the start of the school year to deliver services.</li> <li>• Develop an auditable report on enrolments and funding distributions to Government, Catholic and independent school sectors to provide transparency of Commonwealth contributions from 2023.</li> </ul>	January 2022 until December 2022.
<b>Reform Element Two: Implement a new national preschool attendance measure</b>		
Work to ready the State to measure preschool attendance in 2024 and provide baseline data to the Commonwealth in 2023.	Measures to be undertaken 2022 - Tasmania will: <ul style="list-style-type: none"> <li>• Establish project team and governance arrangements.</li> <li>• Document attendance reporting requirements for new agreement, in particular increased attendance reporting specifications.</li> <li>• Document current DoE and school system attendance reporting capabilities to determine required attendance reporting enhancements.</li> </ul>	March 2022 and continuing until December 2022



<p>Strategies to facilitate preschool attendance by children in the YBFS. For strategies relating to Aboriginal and Torres Strait Islander children, consistent with the Closing the Gap agreement, engage those communities and/or representative bodies in the design process.</p>	<ul style="list-style-type: none"> <li>• Develop new attendance user requirements for systems to meet attendance reporting requirements</li> <li>• Document IT system change specifications for attendance reporting</li> </ul> <p>Actions to be undertaken 2022 -:</p> <ul style="list-style-type: none"> <li>• Aboriginal Education Services (DoE) officers work closely with families of Aboriginal children from birth to five years to engage their children in a wide range of early years activities and programs in their community.</li> <li>• Through outreach programs, work with schools to identify families with Aboriginal children who haven't engaged in early years learning</li> <li>• Support increased participation in Launching into Learning (LiL) at their local school and pre-kindergarten sessions</li> <li>• Support with transport to attend specialist appointments</li> <li>• Follow ups with families re appointments</li> <li>• Connect up DoE support teams with other early years support agencies (e.g., CHaPS nurses, Save the Children, Dental, etc.)</li> <li>• Child and Family Learning Centres (CFLCs) deliver supports by Aboriginal Early Years Education Workers and Aboriginal Family Safety Workers</li> <li>• Conduct Pop-up play (e.g., local parks)</li> <li>• Provide drop off resources to door/home visits</li> <li>• Provide support for third-party HIPPY programs at nominated CFLCs (a structured education program, parent/carer teaching their child literacy, numeracy and language skills as well as physical skills)</li> <li>• Provide Working Together places for families in selected communities with the provision of free early learning for Aboriginal children for three full days per week, with, transport and other holistic supports are identified with the family.</li> <li>• Linking families with Aboriginal Community Organisations (e.g., kutalayna Health, TAC, Karadi etc.)</li> </ul>	<p>Ongoing and existing supports from January 2022 until December 2022.</p>
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	<ul style="list-style-type: none"> <li>Facilitate local programs under the Learning in Families Together (LIFT) initiative.</li> <li>Providers to utilise Early Learning Integrated Support Model to support young children and families to thrive in strong connected communities and with successful transitions into formal schooling</li> </ul>	
<b>Reform Element Three: Implement a new national Preschool Outcomes Measure from 2025</b>		
Plans for how the State will work with the Commonwealth to develop the preschool outcomes measure.	<p>Measures to be undertaken 2022</p> <ul style="list-style-type: none"> <li>Tasmania continues to work collaboratively with the Commonwealth on the development of the Outcomes measure</li> <li>Tasmania to share school-based preschool program screening and student outcome experiences and knowledge if requested.</li> </ul>	Throughout 2022
<b>Reform Delivery/Implementation</b>		
State-specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement.	<p>Measures to be undertaken 2022</p> <ul style="list-style-type: none"> <li>Establish project team and governance arrangements to continue to engage with Australian Government and other jurisdictions to implement reform agreement.</li> <li>Significant In-kind support towards implementation of reform agreement in all working groups (as a small jurisdiction with limited resources supporting a range on governmental priorities)</li> </ul>	March 2022 and continuing until December 2022

## PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS

24. Part 5 sets out the performance and reporting arrangements for the State of Tasmania for 2022.
25. Commonwealth and State based collections or data sources and methodologies, agreed by both the Parties to this Plan, to measure progress against the performance milestones and benchmarks and targets in the Agreement, are set out in Part 5 of this Plan and Appendix B of the Agreement.
26. These data and performance specifications will be used to report State of Tasmania performance, except for the supplementary data agreed by the Parties to this Plan.
27. Supplementary data reports must contain the following details for each Performance Indicator (PI) where the method is not consistent with the Early Childhood Education and Care Minimal Data Set (NMDS):
  - a. PI calculation description (numerator, denominator, computation and presentation)
  - b. numerator information (collection name and population description)
  - c. denominator information (collection name and population description)
  - d. calculation notes (including any information about how the PI is calculated)
  - e. methodology
  - f. rationale for supplementary data and reporting (including any additional information to explain how and why the specifications for the supplementary data differ from the specifications in the NMDS).
28. As required by clause 26 above, state specific data and implementation issues are identified below. Each of the identified issues includes strategies to overcome or address them:
  - (a) To calculate enrolments, Tasmania will use as its denominator an average of the 4 and 5 year-old estimated residential population (ERP), rather than 4 year olds. The median age of Tasmania's Kindergarten children is 4.5 years old as at 30 June, as Tasmania's children are required to be at least 4 years old on 1 January in the year in which they commence Kindergarten.
  - (b) In Tasmania, the year before full-time schooling (YBFS) is defined as children who are aged at least 4 years old or older as at 1 January of the National Early Childhood Education and Care Collection (National Collection) year. Any children who are 4 years old and born in the period after 1 January to 30 June (inclusive), as published by the ABS in Preschool Education, Australia are not in the YBFS, and are not included in the denominator student counts when calculating the performance indicator results for Tasmania's enrolments.
  - (c) The Indigenous student count includes Tasmanian children identified as Indigenous (Aboriginal, Torres Strait islander, or both Aboriginal and Torres Strait islander) in Preschool Education Australia, and a proportion of children identified as 'Not Stated'. The proportion of 'Not Stated' children to be counted as Indigenous children is calculated by multiplying the Indigenous/Not Indigenous Tasmanian

0-4 year olds population ratio (ABS Cat No. 2002.0) by the number of 'Not Stated' Indigenous Tasmanian ECEC children published in Preschool Education Australia.

- (d) The Indigenous numerator used to calculate Indigenous enrolments is also subject to under-identification of the number of Indigenous children, as some Indigenous families do not identify themselves as Indigenous when they first enrol in the school system.
- (e) Given these data volatility issues and under-reporting of Indigenous children in the Kindergarten year, Tasmania proposes to provide Prep enrolment data for the year after Kindergarten enrolment to support assertions that Tasmania's Kindergarten Indigenous participation rates are very high (greater than 95% performance benchmark). Tasmania proposes to further measure the Indigenous participation rates in Kindergarten by retrospectively determining Prep year Indigenous enrolments compared to Kindergarten enrolments. This methodology will determine which children did not enrol in the previous year, but were eligible to, and hence determine an accurate participation rate. This is possible as Prep in Tasmania is the first compulsory year of school, and Tasmania has very accurate and detailed enrolment records in our schools enrolment administration system (EduPoint).
- (f) Tasmania will provide a report in 2023 if required detailing the number of children enrolled in the first year of compulsory schooling (Prep) compared to the children enrolled in the YBFS (Kindergarten). This would demonstrate the participation rate of the Tasmanian 2022 Kindergarten enrolments.

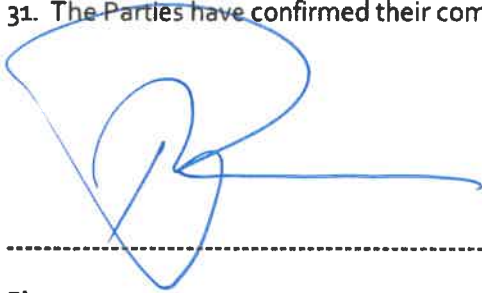
### **Performance requirements, reporting and payment summary 2022**

- 29. Performance Reporting for 2022 will capture progress against planned actions undertaken by the State of Tasmania as detailed at Table 4.
- 30. Performance results and reporting will be signed off by the Commonwealth Minister who will then inform the State of Tasmania Minister of the outcome through an exchange of letters.



## Sign off

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



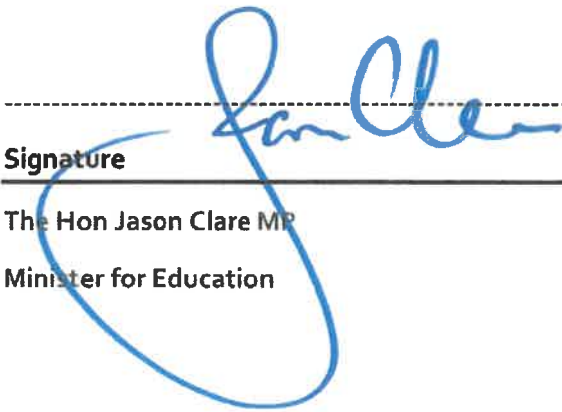
15/6/22

Signature

Date

The Hon Roger Jaensch MHA

Minister for Education, Children and Youth



Signature

Date

10/6/22

The Hon Jason Clare MP

Minister for Education

# Australian Capital Territory: Implementation Plan and Performance Report (Plan) - 2022

PRESCHOOL REFORM AGREEMENT – 2022 TO 2025

## PART 1: PRELIMINARIES

1. This Plan is a schedule to the Preschool Reform Agreement 2022 – 2025 (the Agreement) and should be read in conjunction with the Agreement. It covers the period from 1 January 2022 to 31 December 2022.
2. The Agreement reaffirms a national commitment to provide universal access to, and improved participation by, children in quality preschool programs in the year before full-time school (YBFS), with a focus on Aboriginal and Torres Strait Islander and disadvantaged children. These programs should be delivered in a manner that meets the needs of children, parents and communities at a cost which does not present a barrier to participation.
3. The objective of the Agreement is to facilitate children's early learning and development and transition to school by maintaining universal access to quality preschool programs for all children, improving participation in preschool programs and maximising the benefit of the preschool year by improving outcomes for children.
4. The Agreement supports the delivery of 15 hours a week, or 600 hours a year of quality preschool programs, by a degree qualified early childhood teacher for all children, regardless of the setting in which programs are delivered, in the year before school.
5. The Agreement has a focus on improving preschool participation and outcomes including for Aboriginal and Torres Strait Islander children and disadvantaged children.
6. This Plan is the first of four annual implementation plans that will build on each other to deliver the reforms outlined in the Agreement.

## PART 2: TERMS AND DEFINITIONS OF THIS PLAN

7. This Plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Education and Youth, and the Australian Capital Territory, represented by their Minister for Early Childhood Development.

8. As a schedule to the Agreement, the purpose of this Plan is to provide the public with an indication of how the Australian Capital Territory demonstrates its capacity to achieve and deliver the outcomes of the Agreement.
9. This Plan will cease on completion of the final performance reporting and the processing of final payments against the performance benchmarks or milestones set out within it for 2022.
10. The Australian Government Department of Education, Skills and Employment and central agencies will develop a new template for Implementation Plans from 2023 in consultation with States and Territories. The Commonwealth will require new and additional information in accordance with the Preschool Reform Agreement and the Federal Funding Agreements Principles from 2023.
11. This Plan may be varied by written agreement between the Commonwealth and the responsible State Minister.
12. The Parties to this Plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the Parties' commitment to the Plan and its full implementation.
13. States may also use this section to clarify or elaborate on how terms or definitions for '*Disadvantaged children*' and '*Preschool program*' are realised in their specificity within that jurisdiction as per the Agreement (Definitions, p.15 of the Agreement refers).

## PART 3: FUNDING CONTRIBUTION

### Commonwealth Funding Contributions

14. The Commonwealth's estimated total financial contribution to the Australian Capital Territory is set out in Tables 1a (program year) and 1b (financial year) of the Agreement.
15. However, the Commonwealth's financial contribution in individual program years is adjusted in accordance with the notes to Tables 1a and 1b of the Agreement. Consistent with the agreed adjustment process, the final amounts for 2022 are set out in **Table 1**.
16. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

**Table 1: 2022 Commonwealth financial contribution to the Australian Capital Territory**

Category	Amount
Estimated YBFS Contribution	\$9,248,666
Adjustment to Estimated YBFS Contribution	N/A
Top-up to maintain 2021 levels	\$405,810
Implementation Project funding	\$500,000
<b>Total Budget</b>	<b>\$10,154,476</b>

.Table 2 should be used to show how the Australian Capital Territory will use Commonwealth funding to meet the objectives of the Preschool Reform Agreement. This may include strategies to facilitate preschool attendance by children in the year before full-time school.

**Table 2: Program/activities objectives and outcomes**

	Program/activity	Outputs	Objectives	Outcomes	Estimated C'th funds allocated
1.	Provide financial contribution of 600 hours of free government preschool programs	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	All children have access to a high quality and free preschool program in the year before school	All children, including Aboriginal and Torres Strait Islander children and vulnerable and disadvantaged children, have access to, and participate in, free quality early childhood education programs	\$9.6 million
2.	Promotion of participation in quality early childhood education – all service providers	Delivery of the ACT Government's strategy <i>Set up for Success: An Early Childhood Strategy for the ACT</i>	Increased participation in quality early childhood education	All children, including vulnerable and disadvantaged children, have access to, and participate in affordable, quality early childhood education programs	

## State context and funding contributions

17. Context influencing the Australian Capital Territory delivery of preschool and the States' investment in preschool for 2022 is covered in this section.
  - a. Quality early childhood education in the ACT is delivered in a range of settings including government preschools, non-government preschools and long day care centres.
  - b. The ACT Government funds 12 of the 15 hours per week, 600 hours per year, of quality early childhood education in government preschools in the YBFS. This provision is delivered by a qualified early childhood teacher under the National Quality Framework.



- c. Aboriginal and Torres Strait Islander children in the ACT can access an additional 15 hours per week, 600 hours per year, of a free culturally safe early learning program aligned through the ACT Government funded Koori Preschool Program.
- d. Refer to the ACT Budget 2021-22 Statement F – Education via [https://www.treasury.act.gov.au/data/assets/pdf\\_file/0019/1870201/2021-22-ACT-Budget-Statement-F-Education.pdf](https://www.treasury.act.gov.au/data/assets/pdf_file/0019/1870201/2021-22-ACT-Budget-Statement-F-Education.pdf), or the ACT Education Directorate's website <https://www.education.act.gov.au/> for further information.

## Implementation Project Funding Contributions

18. This section will include a State's summary of details of implementation project funding provided by the Commonwealth including funding amounts and purpose. States will be required to provide details of how Implementation Project Funding will be used to deliver reforms, including key performance indicators (KPIs) and timing. Details will be captured at Table 3.

Table 3: Overview of Implementation Project Funding for Australian Capital Territory - Statement of Allocations (updated by 31 January 2022)

Implementation Project (details)	Commonwealth funding	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
Scope and design of system and process capabilities needed to support cross-sectoral data collection	\$0.5 million	- Scoping data collection system and capabilities including business rules, data definitions and data sharing requirements	Data collection system and capabilities scoped and designed	Q1 – Q4, 2022

- Any funding remaining after the scoping and design of system capabilities will be utilised to support implementation of cross-sectoral data collection in 2023.

19. Consistent with the terms of the Agreement, Commonwealth funding for Implementation Projects will be provided as part of the first milestone payment of the Agreement, subject to the Commonwealth and State agreeing to this Plan.

## Risk Management

20. The Australian Capital Territory will actively identify, monitor and manage the risks associated with delivering outcomes under the Agreement, such as through maintaining a risk management plan.

## PART 4: REFORMS

21. As part of the Agreement, the Australian Capital Territory and the Commonwealth agree to work collaboratively to implement reforms outlined in the Additional terms in the Agreement.
22. The actions that the Australian Capital Territory will undertake to meet these commitments are detailed in Table 4.

Table 4: Planned Actions for the period 1 January 2022 to 31 December 2022 for the Australian Capital Territory

Reform Element	Actions	Timing
<b>Reform Element One: Implement Commonwealth Funding Follows Child</b>		
Steps to ready the state to ensure Commonwealth Funding Follows Child can be implemented in 2023.	<p>The ACT will consult service providers on the following:</p> <ul style="list-style-type: none"> <li>The ACT plan for a funding mechanism and/or planned actions to develop funding mechanisms to sectors</li> <li>how the ACT will seek to engage unenrolled children in preschool programs</li> <li>The ACT's plan to acquit, or plan to establish acquittal mechanism to provide transparency of Commonwealth contribution</li> </ul> <p>Based on consultations, the ACT develop an approach to outline implementation of funding follows child from 2023.</p>	Throughout 2022
<b>Reform Element Two: Implement a new national preschool attendance measure</b>		
Work to ready the State to measure preschool attendance in 2024 and provide baseline data to the Commonwealth in 2023.	<p>Measures to be undertaken 2022</p> <ul style="list-style-type: none"> <li>The ACT undertakes to work collaboratively with the Commonwealth and ACT service providers on the development of the attendance measure</li> <li>The ACT will scope and consult on the data system requirements to enable measurement of attendance in 2024</li> </ul> <p>Subject to EMM endorsement of attendance measures, the ACT will implement actions to prepare for provision of baseline data in 2023.</p>	Throughout 2022
Strategies to facilitate preschool attendance by children in the YBFS. For strategies relating to Aboriginal and Torres Strait Islander children, consistent with the Closing the Gap agreement, engage those communities and/or representative bodies in the design process.	<p>The ACT will deliver the following strategies:</p> <ul style="list-style-type: none"> <li>Early Entry to government preschool for Aboriginal and Torres Strait Islander children</li> <li>Koori Preschool for Aboriginal and Torres Strait Islander children at select government schools</li> <li>Engaging Aboriginal and Torres Strait Islander families through 2 x Early Years Engagement Officers</li> <li>Engaging vulnerable and disadvantaged families through 2 x Early Childhood Community Coordinators</li> <li>Providing supported transitions and inclusive practices through 4 x Preschool Pathways Partners</li> </ul>	Throughout 2022
<b>Reform Element Three: Implement a new national Preschool Outcomes Measure from 2025</b>		

Plans for how the State will work with the Commonwealth to develop the preschool outcomes measure.	Measures to be undertaken 2022 <ul style="list-style-type: none"> <li>The ACT undertakes to work collaboratively with the Commonwealth and ACT service providers on the development of the Outcomes measure</li> </ul>	Throughout 2022
<b>Reform Delivery/Implementation</b>		
State-specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement.	Measures to be undertaken 2022 <ul style="list-style-type: none"> <li>The ACT undertakes to work collaboratively with the Commonwealth to identify appropriate targets that take into account the impact of small numbers when measuring Aboriginal and Torres Strait Islander children's enrolment and attendance in preschool.</li> <li>The ACT undertakes to work collaboratively with the Commonwealth to identify a suitable measure of disadvantage in the ACT context.</li> <li>The ACT undertakes to work collaboratively with the Commonwealth and service providers to identify children attending multiple preschool settings.</li> </ul>	Throughout 2022

## PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS

23. Part 5 sets out the performance and reporting arrangements for the Australian Capital Territory for 2022.
24. Commonwealth and State based collections or data sources and methodologies, agreed by both the Parties to this Plan, to measure progress against the performance milestones and benchmarks and targets in the Agreement, are set out in Part 5 of this Plan and Appendix B of the Agreement.
25. These data and performance specifications will be used to report Australian Capital Territory performance, except for the supplementary data agreed by the Parties to this Plan.
26. The Australian Capital Territory may provide supplementary data related to students with special needs and Indigenous students enrolled in specialist ACT public preschool programs where program design impacts on ABS counting rules.
27. Supplementary data reports must contain the following details for each Performance Indicator (PI) where the method is not consistent with the Early Childhood Education and Care National Minimum Data Set (NMDS):
  - a. PI calculation description (numerator, denominator, computation and presentation)
  - b. numerator information (collection name and population description)
  - c. denominator information (collection name and population description)
  - d. calculation notes (including any information about how the PI is calculated)
  - e. methodology
  - f. rationale for supplementary data and reporting (including any additional information to explain how and why the specifications for the supplementary data differ from the specifications in the NMDS).

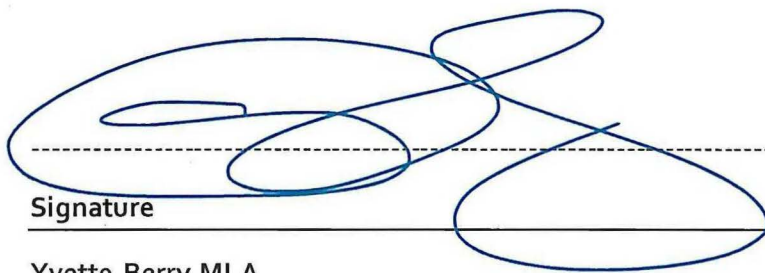
### **Performance requirements, reporting and payment summary 2022**

28. Performance Reporting for 2022 will capture progress against planned actions undertaken by the Australian Capital Territory as detailed at Table 4.
29. Performance results and reporting will be signed off by the Commonwealth Minister who will then inform the Australian Capital Territory Minister of the outcome through an exchange of letters.



## Sign off

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

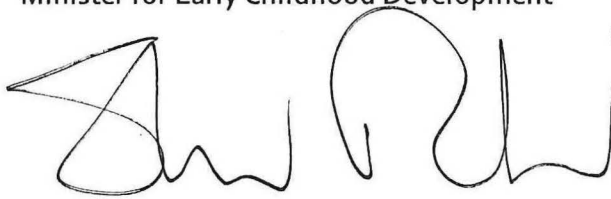


Signature

Date 05/04/22

Yvette Berry MLA

Minister for Early Childhood Development



5/4/22

Signature

Date

The Hon Stuart Robert MP

A/g Minister for Education and Youth

# Northern Territory Implementation Plan and Performance Report (Plan) - 2022

PRESCHOOL REFORM AGREEMENT - 2022 TO 2025

## PART 1: PRELIMINARIES

1. This plan is a schedule to the Preschool Reform Agreement 2022 – 2025 (the agreement) and should be read in conjunction with the Agreement. It covers the period from 1 January 2022 to 31 December 2022.
2. The agreement reaffirms a national commitment to provide universal access to, and improved participation by, children in quality preschool programs in the year before full-time school (YBFS), with a focus on Aboriginal and Torres Strait Islander and disadvantaged children. These programs should be delivered in a manner that meets the needs of children, parents and communities at a cost which does not present a barrier to participation.
3. The objective of the agreement is to facilitate children's early learning and development and transition to school by maintaining universal access to quality preschool programs for all children, improving participation in preschool programs and maximising the benefit of the preschool year by improving outcomes for children.
4. It supports the delivery of 15 hours a week, or 600 hours a year of quality preschool programs, by a degree qualified early childhood teacher for all children, regardless of the setting in which programs are delivered, in the year before school.
5. It has a focus on improving preschool participation and outcomes including for Aboriginal and Torres Strait Islander children and disadvantaged children.
6. This is the first of four annual implementation plans that will build on each other to deliver the reforms outlined in the agreement.

## PART 2: TERMS AND DEFINITIONS OF THIS PLAN

7. This plan will commence as soon as it is agreed between the Commonwealth of Australia, represented by the Minister for Education and Youth and the Northern Territory, represented by the Minister for Education.

8. As a schedule to the agreement, the purpose of this plan is to provide the public with an indication of how the Northern Territory demonstrates its capacity to achieve and deliver the outcomes of the agreement.
9. This plan will cease on completion of the final performance reporting and the processing of final payments against the performance benchmarks or milestones set out within it for 2022.
10. The Australian Government Department of Education, Skills and Employment and central agencies will develop a new template for implementation plans from 2023 in consultation with States and Territories. The Commonwealth will require new and additional information in accordance with the Preschool Reform Agreement and the Federal Funding Agreements Principles from 2023.
11. This plan may be varied by written agreement between the Commonwealth and the responsible State Minister.
12. The parties to this plan do not intend any of the provisions to be legally enforceable. However, that does not lessen the parties' commitment to the plan and its full implementation.

## PART 3: FUNDING CONTRIBUTION

### Commonwealth Funding Contributions

13. The Commonwealth's estimated total financial contribution to the Northern Territory is set out in Tables 1a (program year) and 1b (financial year) of the Agreement.
14. However, the Commonwealth's financial contribution in individual program years is adjusted in accordance with the notes to Tables 1a and 1b of the Agreement. Consistent with the agreed adjustment process, the final amounts for 2022 are set out in **Table 1**.
15. The Commonwealth contribution can only be moved between years with the agreement of the Commonwealth.

**Table 1: 2022 Commonwealth financial contribution to the Northern Territory**

Category	Amount
Estimated YBFS Contribution	\$4,472,691
Adjustment to Estimated YBFS Contribution	N/A
Top-up to maintain 2021 levels	\$199,672
Implementation Project funding	\$1,000,000
<b>Total Budget</b>	<b>\$5,672,363</b>

16. **Table 2** should be used to show how the Northern Territory will use Commonwealth funding to meet the objectives of the Preschool Reform Agreement. This may include strategies to facilitate preschool attendance by children in the year before full-time school.



**Table 2: Program/activities objectives and outcomes**

	<b>Program/activity</b>	<b>Outputs</b>	<b>Objectives</b>	<b>Outcomes</b>	<b>Estimated C'th funds allocated</b>
1.	Maintain universal access to 600 hours of quality preschool for all children in the year before full-time school	<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 attending a quality early childhood education program, particularly for vulnerable and disadvantaged children.</p> <p>Support all children's quality early childhood education attendance, regardless of whether quality early childhood programs are delivered through schools (non-government and government) or long day care centres.</p>	To facilitate children's early learning and development and transition to school by maintaining universal access to, and improve attendance at an affordable, quality early childhood education programs for all children.	All children, including vulnerable and disadvantaged children, have access to, and regularly attend an affordable, quality early childhood education program	\$4.0 million
2.	Increase participation in quality early childhood program in the year before fulltime school	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 attendance, particularly for vulnerable and disadvantaged children.	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 programs for all children, including the Families as First Teachers program.	<p>All children, including vulnerable and disadvantaged children, have access to, and regularly attended an affordable, quality early childhood education program.</p> <p>All children in remote and very remote areas have access to free preschool from three years of age.</p>	\$0.7 million



		<p>Delivery of strategies and actions targeting the attendance of Aboriginal children at a quality early childhood education program, including in remote areas.</p> <p>Delivery of strategies and actions targeting the attendance of vulnerable and disadvantaged children at a quality early childhood education program.</p>			
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## State context and funding contributions

17. Context influencing the Northern Territory delivery of preschool and the Northern Territory's investment in preschool for 2022 is covered in this section.

- a. In developing this implementation plan, consideration has been given to the unique demographic, geographic, economic and historic characteristics which differentiate the Northern Territory from other jurisdictions that affect the delivery of services and achievement of outcomes.
  - i. The Northern Territory has the lowest population of all states and territories with a population of approximately 246 300 people representing approximately one per cent of the total Australian Population, spread over an area of 1 349 129 sq.km.
  - ii. The Northern Territory has the highest proportion of Aboriginal people of all states and territories, with 74 546, or approximately 30 per cent of the total of the Northern Territory's total population identifying as Aboriginal.
  - iii. Approximately 77 per cent of the Aboriginal population live in either remote (23 per cent) or very remote localities (54 per cent).
  - iv. Northern Territory children have high levels of developmental vulnerability across all five domains of the Australian Early Development Census: physical health and wellbeing; social competence; emotional maturity; language and cognitive skills; and communication and general knowledge.
  - v. 23.4 per cent of Northern Territory children are vulnerable on two or more domains of the Australian Early Development Census compared with 11.1 per cent nationally.

- vi. Government schools represent approximately 75 per cent of all services that provide a quality preschool program in the Northern Territory, and provide preschool for the majority of the Aboriginal and vulnerable and disadvantaged cohorts.
- b. Northern Territory Government schools provide 600 hours per year of free preschool for four year-old children. This Agreement contributes to increasing the Northern Territory's base preschool provision of 480 hours of quality preschool per year to 600 hours per year. The Northern Territory has adopted a number of strategies to boost enrolment and support the participation of Aboriginal, vulnerable and disadvantaged children, and to promote quality preschool service provision.
- c. Complementary Northern Territory Government Department of Education activities include:
  - i. implementing initiatives under *A Share in the Future – Indigenous Education Strategy 2015-2024* including evidence-based, quality early childhood education programs and parental engagement in supporting their children's learning and development;
  - ii. continuing to embed the NT Preschool Curriculum;
  - iii. working with families, communities and agencies to deliver quality early childhood education services to improve child wellbeing and ensure a positive transition to school;
  - iv. working closely with schools to implement school attendance strategies;
  - v. continuing to provide the Early Childhood Services Subsidy to all regulated long day care services in the Northern Territory to offset the cost for families and to encourage participation of children;
  - vi. assessment of long day care services and preschools to determine if they provide a quality preschool program to children in the year before full-time school, delivered by a qualified early childhood teacher, for 600 hours per year, in accordance with the Early Years Learning Framework, in a manner that meets the needs of children and their families, and at a cost that does not present a barrier for children, families and the community to access;
  - vii. providing quality early childhood education programs to engage vulnerable and disadvantaged children, Aboriginal children, parents and caregivers in remote and very remote communities including the Families as First Teachers program; and
  - viii. Northern Territory preschool expenditure reported annually as part of the Budget Paper publication. Preschool outputs can be found in the BP3 2021-22 paper published on the Northern Territory Treasury website at <https://budget.nt.gov.au/budget-papers>.

## Implementation Project Funding Contributions

18. This section will include a summary of details of implementation project funding provided by the Commonwealth including funding amounts and purpose. Table 3 provides details of how Implementation Project Funding will be used to deliver reforms, including key performance indicators (KPI) and timing.

**Table 3: Overview of Implementation Project Funding for Northern Territory - Statement of Allocations (updated by 31 January 2022)**

Implementation Project (details)	Commonwealth funding	Actions (incl. deliverables)	KPI	Timing (incl. delivery schedule)
Preschool in the NT Review	\$0.75 million	Procure external consultant to conduct a review that will: <ul style="list-style-type: none"> <li>understand the current situation of preschool delivery and funding in the NT</li> <li>identify best practice approaches and opportunities for preschool reform, including ways to maximise existing funding</li> <li>engage and consult with NT stakeholders.</li> </ul>	Consultant engaged	30 June 2022
		Consider final report and recommendations to government.	Final Report	30 October 2022
		Develop a strategic approach to the review's recommendations.	Strategy agreed	31 December 2022
Develop capacity to deliver PRA from 2023	\$0.25 million	Assess existing system capacity and impact of proposed changes to attendance collection and reporting system, including FFC.  Implement approaches to support delivery of PRA.	Actions undertaken	31 December 2022

19. Consistent with the terms of the Agreement, Commonwealth funding for implementation projects will be provided as part of the first milestone payment of the Agreement, subject to the Commonwealth and the Territory agreeing to this Plan.

### **Risk Management**

20. The Northern Territory will actively identify, monitor and manage the risks associated with delivering outcomes under the agreement, through maintaining a risk management plan.

## **PART 4: REFORMS**

21. As part of the agreement, the Northern Territory and the Commonwealth agree to work collaboratively to implement reforms outlined in the Additional terms in the agreement.
22. The actions that the Northern Territory will undertake to meet these commitments are detailed in **Table 4**.



**Table 4: Planned Actions for the period 1 January 2022 to 31 December 2022 for the Northern Territory**

Reform Element	Actions	Timing
<b>Reform Element One: Implement Commonwealth Funding Follows Child</b>		
Steps to ready the Territory to ensure Commonwealth Funding Follows Child can be implemented in 2023.	<p>The Northern Territory will undertake the following activities in 2022:</p> <ul style="list-style-type: none"> <li>Quantify the number of children who access preschool programs in long day care and early learning centres.</li> <li>Develop policy mechanisms regarding enrolments across early childhood sectors for the purpose of applying Funding Follows Child in 2023.</li> <li>Consultations with key stakeholders and the sector on proposed changes.</li> <li>Develop internal processes for the allocation and distribution of funds to services.</li> <li>Develop an acquittal process of funds at a service level.</li> <li>Review of preschool aimed at optimising available funding and resources to deliver an evidence-based and best-practice approach, particularly to support our most vulnerable children and reduce barriers to participation. Specific actions are outlined in Table 3.</li> </ul>	Throughout 2022
<b>Reform Element Two: Implement a new national preschool attendance measure</b>		
Work to ready the Territory to measure preschool attendance in 2024 and provide baseline data to the Commonwealth in 2023.	<p>The Northern Territory will work collaboratively with the Australian Government to prepare for the commencement of an attendance measure in 2023 and baseline data collection.</p> <p>The NT will develop internal systems to ensure capacity to deliver PRA from 2023. Specific actions are outlined in Table 3.</p>	Throughout 2022
Strategies to facilitate preschool attendance by children in the YBFS. For strategies relating to Aboriginal and Torres Strait Islander children, consistent with the Closing the Gap agreement, engage those communities and/or representative bodies in the design process.	<p>The Northern Territory will undertake the following activities in 2022:</p> <ul style="list-style-type: none"> <li>Work with families, communities and agencies to deliver quality early childhood education services to improve child wellbeing and ensure a positive transition to school.</li> <li>Continue to promote parent choice for families in remote areas through the provision of other supported quality early learning programs in the year before full time schooling.</li> <li>Work closely with preschools in school settings to implement school attendance strategies.</li> </ul>	Throughout 2022

	<ul style="list-style-type: none"> <li>Continue to use the Department of Education's student needs-based funding model to allocate funding to non-government preschools to support the delivery of a quality preschool.</li> <li>Continue to use the NT Preschool Curriculum to provide quality programs that embed the Early Years Learning Framework.</li> </ul> <p>Review of preschool aimed at optimising available funding and resources to deliver an evidence-based and best-practice approach, particularly to support our most vulnerable children and reduce barriers to participation. Specific actions are outlined in Table 3.</p>	
<b>Reform Element Three: Implement a new national Preschool Outcomes Measure from 2025</b>		
Plans for how the Territory will work with the Commonwealth to develop the preschool outcomes measure.	The Northern Territory will work collaboratively with the Australian Government to prepare for the commencement of an outcomes measure and the work for the trial in 2023.	Throughout 2022
<b>Reform Delivery/Implementation</b>		
Territory-specific data and implementation issues and strategies for how these will be overcome in the context of assessing performance under the Agreement.	The Northern Territory will work collaboratively with the Australian Government to identify NT-specific data and implementation issues and develop strategies to minimise any effects on the Northern Territory's performance under the Agreement.	Throughout 2022

## PART 5: PERFORMANCE AND REPORTING ARRANGEMENTS

23. Part 5 sets out the performance and reporting arrangements for the Northern Territory for 2022.
24. Commonwealth and Territory based collections or data sources and methodologies, agreed by both the Parties to this Plan, to measure progress against the performance milestones and benchmarks and targets in the Agreement, are set out in Part 5 of this plan and Appendix B of the agreement.
25. These data and performance specifications will be used to report Northern Territory's performance, except for the supplementary data agreed by the parties to this plan.
26. Supplementary data reports must contain the following details for each Performance Indicator (PI) where the method is not consistent with the Early Childhood Education and Care Minimal Data Set (NMDS):
  - a. PI calculation description (numerator, denominator, computation and presentation)
  - b. numerator information (collection name and population description)
  - c. denominator information (collection name and population description)
  - d. calculation notes (including any information about how the PI is calculated)
  - e. methodology
  - f. rationale for supplementary data and reporting (including any additional information to explain how and why the specifications for the supplementary data differ from the specifications in the NMDS).

### **Performance requirements, reporting and payment summary 2022**

27. Performance Reporting for 2022 will capture progress against planned actions undertaken by the Northern Territory as detailed at Table 4.
28. Performance results and reporting will be signed off by the Commonwealth Minister who will then inform the Northern Territory Minister of the outcome through an exchange of letters.



## Sign off

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


 21/3/2022

Signature

Date

The Hon Lauren Moss MLA

Minister for Education

 23/3/2022

Signature

Date

The Hon Stuart Robert MP

A/g Minister for Education and Youth