

# Appendix A.1

## 1. Background

- 1.1. When agreeing the Preschool Reform Agreement (PRA) parties agreed the following parameters to guide the development of Appendix A.1.

### Appendix A.1 – Enrolment and Attendance Measures

The purpose of this appendix will be to agree the details of the new enrolment and attendance measures. This will include, but not be limited to, consideration of:

- Definition of 'attendance', including a reasonable proportion of 600 hours, and considering reasons for non-attendance and attendance levels in comparable settings
- Definition of 'disadvantaged'
- A set of high-level principles that will guide the setting of bilateral enrolment and attendance targets, including but not limited to:
  - Negotiated in good faith
  - Targets will be set at achievable rates, cognisant of baseline data and States' circumstances
  - Will take into account contemporary data collection methods and good practice
- High level methodology to measure enrolment and attendance with detailed data definitions and calculation to be included in Appendix B – Performance Indicator Specifications
- How data will be provided (method, frequency)
- Data storage and usage arrangements

Appendix A.1 will be presented to Education Ministers for their signature, reflecting a decision-point and agreement, by Education Ministers in the first quarter of 2023.

## 2. Definition of Attendance

- 2.1. Attendance under the PRA is defined as participation in a preschool education program compliant with the Early Years Learning Framework<sup>1</sup> and the National Quality Framework (NQF)<sup>1</sup> delivered by an early childhood teacher (ECT).
- 2.2. For the purposes of reporting attendance under the PRA, compliance with the ECT requirements under the NQF will be taken to meet the requirement for 'delivery by' an ECT during the lifetime of the agreement. The Australian Government will explore the feasibility and merits of options for more direct measurement under future agreements.

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<sup>1</sup> Or state equivalent.

### 3. Definition of 'disadvantaged'

- 3.1. The definition of disadvantaged is defined as students residing in SEIFA relative disadvantage Quintile 1 as measured "by the SEIFA Index of Relative Socio-Economic Disadvantage (IRSD) with potential for a more granular measure of socio-economic disadvantage to be adopted as data improvements are implemented, if agreed by parties to the Agreement. States<sup>2</sup> may use different measures for their performance reporting as agreed bilaterally with the Australian Government in Implementation Plans."
  - 3.1.1. As per Appendix B a child's SEIFA status will be determined by the residential address of the child.
- 3.2. Early Childhood Policy Group (ECPG) will collectively develop and agree a workplan to guide this work over the life of the agreement (noting this work is broader than the PRA). EMM agreement will need to be sought before implementing a new measure.

### 4. High-level enrolment and attendance measurement methodology

#### Measurement of Enrolment

- 4.1. The measure of enrolment will be counted as children enrolled in a preschool program(s) offering 600 (or more) *program hours* at the relevant enrolment reference point or period.
- 4.2. Where children are in a preschool program in CBDC, they will be considered enrolled if they were charged for care during the week of the relevant enrolment reference point or period. *Program hours* will be calculated based on charged hours across the full week. Enrolment in a CBDC program will be assumed to be 12 weeks each term.
- 4.3. The State of the child's service address for the relevant enrolment reference point or period will be the child's '*Home-State*' for performance assessment.
  - 4.3.1. Where a child is enrolled in multiple services across more than one state for the relevant enrolment reference point or period, the ABS will use statistical linkage to identify and aggregate *program hours*. These will be credited to the *Home-State*.
  - 4.3.2. The State with the greater number of *program hours* will be taken as the *Home-State*. If *program hours* are equal, for the purpose of attendance

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<sup>2</sup> In this appendix all parties apart from the Commonwealth are referred to as 'States'. References to 'jurisdictions' denotes inclusively the Commonwealth, States and Territories. The Commonwealth will be referred to as the Australian Government.

performance indicators the state with the greater number of attendance hours will be taken as the *Home-State*.

#### Measurement of Enrolment for enrolment performance indicators

- 4.4. The enrolment numerator will be derived from enrolment data collected for the *enrolment reference period in August*.

#### Measurement of Enrolment for attendance performance indicators

- 4.5. The attendance denominator will be derived from enrolment data collected for the *enrolment reference point in Term 2*.
  - 4.5.1. Enrolment data will include child specific start and end dates, and total *program weeks* for each term in the *attendance reference period* (program specific).

#### Measuring Attendance in hours

- 4.6. States will submit attendance hours for all children who attend at any time during the state specific *attendance reference period* (see section 4.10).
  - 4.6.1. The attendance denominator will be derived from a count of all children enrolled at the enrolment reference point in Term 2.
- 4.7. The count of attendance hours for children in dedicated preschool (sessional) programs will be based on the length of a session for each child reported as attending, not arrival and departure times.
  - 4.7.1. For this count actual session hours will be reported (e.g. duration calculated from session start and end time). Where this is not feasible States will have the option to report an estimate of hours if the estimation methodology is explained and is sound.
  - 4.7.2. For example, States or Territories with school-based delivery may wish to provide attendance data that is consistent with national school attendance reporting business rules.
- 4.8. Attendance hours in CBDC contexts will be calculated on the basis of arrival and departure times recorded in the CCSS for individual children.
- 4.9. Where children attend multiple services, the ABS will use statistical linkage to identify children in State and Australian Government datasets and aggregate their hours of attendance.
  - 4.9.1. Where children have consecutive enrolment(s) interstate that are not recorded against the *enrolment reference point in Term 2*, attendance hours will be counted for Term 2 only.

## Method to extrapolate reported hours to estimate annual hours

- 4.10. The hours of attendance reported across the *attendance reference period* will be divided by the number of *program weeks* in the term(s) in the *attendance reference period*, to calculate a weekly average. This will be multiplied by the number of *program weeks* across the year.
  - 4.10.1. For dedicated preschool (sessional) services, the number of *program weeks* in the term(s) will be used, noting these may vary from state to state and year to year. For CBDC services there are assumed to be 12 *program weeks* each term (refer to 4.2).
  - 4.10.2. Where children are enrolled simultaneously in multiple services across more than one state for the *enrolment reference point in Term 2*, attendance in each state will be extrapolated according to the state-specific *attendance reference period* (specified terms and term dates). Extrapolated hours will be added together and assigned to the *Home-State*.
  - 4.10.3. Where children are enrolled consecutively in multiple services across more than one state during Term 2, attendance hours for Term 2 will be aggregated for all states, extrapolated from Term 2 only (see section 4.9.1) and assigned to the *Home-State*. Periods of interstate attendance during consecutive enrolments outside of Term 2 will not be counted.

## Reporting attendance

- 4.11. Aggregate hours will be reported for each Term in the State's *attendance reference period* to allow matching of attendance hours for children who move interstate (see section 4.9.1). This data can be provided to the ABS as a single submission. States may use alternative methods to those outlined in 4.7 and 4.8.
- 4.12. Estimation methodologies (see section 4.7.1) will be outlined in the State's data quality statement.
- 4.13. Information reported for all children in a state's nominated *attendance reference period* should include:
  - 4.13.1. all child-level data
  - 4.13.2. a child's hours-attended aggregated for each Term where more than one Term is provided
  - 4.13.3. data regarding operationally unavailable hours; and
  - 4.13.4. a child's enrolment start and enrolment end dates
- 4.14. Full details will be defined in Appendix B for 2024 and 2025.
- 4.15. States can provide supplementary explanatory material and additional information to contextualise their attendance data. Supplementary data must be



provided in a timely manner to assist in assessing performance. Once agreed by the Australian Government, the supplementary data and/or contextual information will be used to inform assessment of State's performance benchmarks.

#### Reasons for non-attendance

- 4.16. Reasons for non-attendance will not be provided as part of the national minimum data collection but may be collected by States and Territories and provided as part of supplementary data for reporting against the performance indicators (PIs).

#### Identification of children in the Year Before Fulltime Schooling (YBFS)

- 4.17. For the purposes of performance assessment (numerators to calculate enrolment rates; numerators and denominators to calculate attendance rates), a child will be counted as being in the YBFS if, according to state rules, their birthdate means they are:

4.17.1. eligible for preschool, and it is the year before they become eligible for school, or

4.17.2. eligible for either preschool or school, and school is compulsory the following year; and they were not reported as enrolled in preschool in the previous year. This will be established by linking unit level data across the two years.

- 4.18. States can work with the ABS to refine the YBFS calculation in their state.

- 4.19. See Part 9 below for treatment of children who enrol in both years.

## 5. Guiding principles for setting enrolment and attendance targets

#### High-level principles to guide the setting of targets

- 5.1. The following high-level principles provide an approach guiding the bilateral setting of enrolment and attendance targets.

**Principle 1.** Targets will be set using a nationally consistent formula.

**Principle 2.** The target variables will be negotiated bilaterally.

**Principle 3.** Targets will be negotiated in good faith and will be set at achievable rates taking into account:

- i. the reasonable proportion of 600 hours that can be attended in consideration of typical levels of absenteeism
- ii. baseline data
- iii. that preschool is non-compulsory
- iv. a states' circumstances
- v. school attendance rates in the *foundation year* of school

- vi. variations in collection maturity
- vii. state's efforts in implementation initiatives or strategies to support improved participation
- viii. existing high levels of performance
- ix. confidence intervals associated with the data.

## 6. Performance Indicators

### Operationally unavailable hours

- 6.1. Operationally unavailable hours may be reported.
- 6.2. Operationally unavailable hours are defined by the three following categories.
  - 6.2.1. Safety – where there is a safety risk to attendees at the service provider location or in relation to access to the location, whether declared as an emergency or not.
  - 6.2.2. Planning and pupil-free days – where early childhood education program staff, including teachers, are required to undertake forward planning activities for the ongoing provision of service.
  - 6.2.3. Public holidays – jurisdictional accepted public holidays.
- 6.3. If operationally unavailable hours are reported, they will be reported as actual where possible or may be estimated where this data is not collected.
- 6.4. Where estimates are provided, jurisdictions will provide an explanation of the estimation method.
  - 6.4.1. For example, States with school-based delivery may wish to provide attendance data that is consistent with national school attendance reporting business rules.
- 6.5. No further breakdown of operationally unavailable hours (e.g. which hours were foreseeable) will be provided in the data collection.
- 6.6. Unanticipated events that cause significant service closures, for example during the pandemic, can be taken into account through the provision for unanticipated events as outlined in PRA Appendix A, clause 21.

### Attendance performance indicators

- 6.7. The original Performance Indicator 'Proportion of children in the year before full-time school who are attending a preschool program(s) for 600 hours', will be operationalised as the 'Proportion of children in the year before full-time school who are enrolled in a preschool program(s) offering 600 *program hours*, who attend for a reasonable proportion of 600 hours (where operationally unavailable hours may be counted as if they were attended)'. This can also be expressed as a nationally consistent formula:



'at least x% of children attend at least y% of 600 hours'<sup>3</sup>, where target levels for 'x' and 'y' are negotiated bilaterally.

- 6.8. This appendix agrees the denominator for the indicator will be limited to children enrolled in apreschool program(s) offering 600 *program hours*, at the *enrolment reference point in Term 2*.
- 6.9. Given most children enrolled for only 600 hours are unlikely to attend 100% of the time, the indicator will be operationalised to allow for targets to be set at a reasonable proportion of 600 hours, or 'y% of 600 hours'.
  - 6.9.1. The target value for 'y' will be negotiated bilaterally, taking into account the factors set out in the high-level target-setting principles outlined in section 5.1.
  - 6.9.2. For example, if it were agreed that it was reasonable for children to attend 75% of 600 hours, the target attendance level for each child would be 75% of 600 hours or 450 hours.
- 6.10. A target would also be set for the proportion of children expected to achieve that attendance level, for example 'x% of children attending for 450 hours'.
  - 6.10.1. The target for 'x' will also be negotiated bilaterally, taking into account the factors set out in the high-level target-setting principles in outlined in section 5.1.
  - 6.10.2. For example, if baseline data shows that in the previous year 90% of children attended 450 hours, the value for 'x' might be higher than if it showed only 60% attended 450 hours (noting the target will also depend on other factors).
- 6.11. Operationally unavailable hours (see section 6.1 to 6.6), where reported, these hours will be added to the count of hours attended by each child, as if they had been attended. This ensures States and Territories do not suffer a penalty for supply side constraints over which they have no influence.

Enrolment and attendance - denominator and numerator  
(Performance Indicators)

- 6.12. All children
  - 6.12.1. Proportion (x%) of children **attending** a quality preschool program(s) for y% of 600 hours per year, in the year before full time school  
(*Performance Indicator 1*).

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<sup>3</sup> All references to x% and y% are taken to be minimums.

- **Numerator:** the number of children enrolled at the *enrolment reference point in Term 2* attending greater than or equal to *y%* of 600 hours.
- **Denominator:** number of YBFS children enrolled in a 600 hour program, at the *enrolment reference point in Term 2*.

#### 6.13. Aboriginal and Torres Strait Islander children

6.13.1. Proportion (*x%*) of Aboriginal and Torres Strait Islander children **enrolled** in quality preschool program(s) for 600 hours per year, in the year before full time school (*Performance Indicator 2.1*).

- **Numerator:** the number of Aboriginal and Torres Strait Islander children enrolled in a 600 hour program during the *enrolment reference period in August*.
- **Denominator:** Estimated YBFS children for Aboriginal Torres Strait Islander population noting the confidence intervals for using this population estimate.

6.13.2. Proportion (*x%*) of Aboriginal and Torres Strait Islander children **attending** a quality preschool program(s) for *y%* of 600 hours per year, in the year before full time school (*Performance Indicator 2.2*).

- **Numerator:** the number of Aboriginal and Torres Strait Islander children enrolled at the *enrolment reference point in Term 2* attending greater than or equal to *y%* of 600 hours.
- **Denominator:** number of YBFS Aboriginal Torres Strait Islander children enrolled in a 600 hour program, at the *enrolment reference point in Term 2*.

#### 6.14. Disadvantaged children<sup>4</sup>

6.14.1. Proportion (*x%*) of disadvantaged children **enrolled** in quality preschool program(s) for 600 hours per year, in the year before full time school (*Performance Indicator 3.1*).

- **Numerator:** the number of National Quintile 1 children resident in a Socio-Economic Index for Area (IRSD) enrolled in a 600 hour program during the *enrolment reference period in August*.
- **Denominator:** Estimated number of YBFS children of the National Quintile 1 population resident in a Socio-Economic Index for Areas (Index of Relative Socio-economic Disadvantage) noting the confidence intervals for using this population estimate.

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<sup>4</sup> States may use an alternative to Socio-Economic Index for Areas (Index of Relative Socio-economic Disadvantage) for their performance reporting where agreed bilaterally with the Australian Government in Implementation Plans as per 3.1.

6.14.2. Proportion ( $x\%$ ) of disadvantaged children **attending** a quality preschool program(s) for  $y\%$  of 600 hours per year, in the year before full time school (*Performance Indicator 3.2*).

- **Numerator:** the number of National Quintile 1 children resident in a Socio-Economic Index for Area (IRSD) enrolled at the *enrolment reference point in Term 2* attending greater than or equal to  $y\%$  of 600 hours.
- **Denominator:** Number of National Quintile 1 children resident in a Socio-Economic Index for Area (IRSD) enrolled in a 600 hour program at the *enrolment reference point in Term 2*.

6.15. YBFS population estimates for Aboriginal and Torres Strait Islander children and disadvantaged children are undergoing refinement and will only be used if recommended by the ABS and agreed by all parties ahead of baselining in 2024.

6.15.1. Where they are not suitable, alternatives will be considered multilaterally and agreed through Appendix B.

6.15.2. Data confidence intervals for YBFS estimates will be taken into consideration when setting targets.

Detailed data definitions and calculations to be included in Appendix B

6.16. Detailed data specifications will be agreed through Appendix B.

6.17. Appendix B may include amendments to the National Minimum Data Set (NMDS) and related METeOR data elements.

## 7. How data will be provided (method, frequency)

Reference period for performance assessment

- 7.1. States will provide an annual submission of attendance data for Term 2, with an option to submit an additional term of data for Term 1 or Term 3 as per bilateral agreement.
- 7.2. If a State intends to provide attendance data for an additional term, the State will nominate their preferred additional academic block (Term 1 or Term 3) in their Implementation Plan for bilateral agreement.
- 7.3. Any additional term of data will be submitted appended with Term 2 data to allow for timely processing by the ABS.
- 7.4. Attendance data submitted against the *attendance reference period* will be supplied as aggregated data. Child-level attendance data prepared for submission is to be aggregated by term.
- 7.5. The Australian Government will provide CCSS data to allow the ABS to match the school term(s) of data provided by States, including an additional two weeks to cover school holidays (that is, 12 weeks of data per term).



- 7.6. Attendance data is provided for the purpose of reporting on attendance. No additional data will be provided for other monitoring purposes.

## 8. Data storage and usage arrangements

Ongoing data management arrangements

- 8.1. The ABS will continue to manage the data for the life of the current PRA. This includes receiving data from relevant data custodians, supporting cleaning/validation, data linkage, confirming analysis outcomes with states, and reporting final outcomes to the Australian Government.

## 9. Treatment of children who enrol in a year before full time school preschool program two years in a row

Funding

- 9.1. The Australian government has agreed to offer an additional year of per child funding to States, commencing 2023 for the life of the current PRA, where:
- a child has accessed preschool in the year that is the year they become eligible for preschool and the year before they become eligible for school according to state rules, and then accesses a further year of preschool before starting school; and
  - the state:
    - provides an additional year of funding for the child in that further year;
    - advises the Australian Government of the conditions for that funding; and
    - collects and submits data each program year on:
      - the number of children and aggregate state funding provided; and
      - unit record data with best-practice statistical linkage keys for accurate linkage to the National Early Childhood Education and Care Collection.
- 9.2. Australian Government funding will:
- be paid retrospectively;
  - not exceed the total state funding provided for children who repeat as per paragraph 9.1;
  - be added to the base PRA funding allocation before the top-up to 2021 funding level is calculated; and
  - be capped at 6 per cent of the state's estimated YBFS population multiplied by the per child amount.

Impact on population estimates

- 9.3. Children who enrol in a year before full time school preschool program two years in a row will not be included in YBFS population estimates.

9.4. YBFS population estimates:

- will continue to be based on enrolment in the *foundation year* of school (so children under this measure will be counted once with respect to YBFS population estimates and PRA base allocations); and
- will be used as the denominator to calculate PRA performance rates for enrolment (with additional specifications as outlined above) noting the confidence intervals for using this population estimate.

Performance measurement

9.5. For the purposes of performance assessment, numerators to calculate enrolment rates, and numerators and denominators to calculate attendance rates::

- will not include children in the further year of preschool under this measure; but
- will include those children in their first year of preschool (that is, in the year that is the year they become eligible for preschool and the year before they become eligible for school according to state rules).
- This means there will be a lag before these children are reflected in YBFS population estimates. As long as rates remain relatively stable across years this will not be material.
- Rates will be monitored so potential impacts on the accuracy of the YBFS population estimates can be taken into account in assessing performance against targets.

## Glossary

*Attendance reference period* – must include the state’s second term (Term 2). However, acknowledging state and territory circumstances, the *attendance reference period* may be augmented through bilateral agreement with the Australian Government (via Implementation Plans), to allow states to append Term 1 or Term 3 attendance information. That is, a state’s *attendance reference period* may submit attendance data for:

- Term 2 only; or
- Term 1 and Term 2; or
- Term 2 and Term 3.

*Enrolment reference point Term 2 (attendance PI denominator)* – is the Monday in the last week, common to all states, with five school days in Term 2. That is, every day in the week is a *school day* across all states and territories. A child is counted if they are enrolled in a program as at that day, regardless of which day of the week the child attends.

- For CCS purposes, a child is considered enrolled under a preschool program once the child’s participation is charged for at least one hour of care in that week.

*Enrolment reference period in August (enrolment PI numerator)* – is the week containing the first Friday of August when information for the National Early Childhood Education and Care Collection is gathered.

- For CCS purposes, a child is considered enrolled under a preschool program once the child’s participation is charged for at least one hour of care during that week.

*Foundation year* – the first year of compulsory schooling (noting children may enrol in *foundation year* before they are compulsory school age.)

*Home-State* – the State of the child’s service address for the enrolment reference point or period, where that service records the greatest number of *program hours* for the child. If a child has equal *program hours* across two or more states, for the purposes of the attendance performance indicators the *Home-State* is the State for which the greatest number of attendance hours have been recorded.

*Program hours* – hours in the program in which a child is enrolled, regardless of child-specific enrolment dates. For example, if a program offers 600 hours in a year, 600 program hours would be reported even if a child enrolled part-way through the year.

*Program weeks* – the number of weeks in the program in which a child is enrolled (by year or term), regardless of child-specific enrolment dates. For example, if a program runs for 9 weeks in a term, 9 program weeks would be reported, even if a child enrolls part-way through the term.

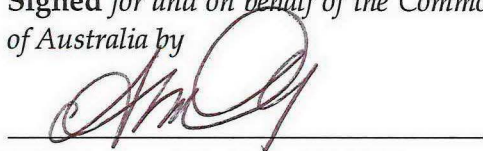
*Submission due date* – is the latest date the National Early Childhood Education and Care Collection is submitted to the Australian Bureau of Statistics data platform.

*Supplementary data* – additional information that may be provided by a State to the Australian Government to aid interpretation of the performance data, on which the Australian Government will consult with the relevant State.

## Agreement

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

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



**The Honourable Anne Aly MP**

Minister for Early Childhood Education and Youth

24 / 3 / 23

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

**The Honourable Sarah Mitchell MLC**

Minister for Education and Early Learning

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

**The Honourable Grace Grace MP**

Minister for Education

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

**The Honourable Ingrid Stitt MLC**

Minister for Early Childhood and Pre-Prep

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

**The Honourable Dr Tony Buti MLA**

Minister for Education, Aboriginal Affairs;  
Citizenship and Multicultural Interests

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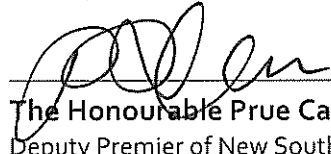
*Signed for and on behalf of the Commonwealth  
of Australia by*

\_\_\_\_\_  
**The Honourable Anne Aly MP**

Minister for Early Childhood Education and Youth

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

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**The Honourable Prue Car MP**

Deputy Premier of New South Wales

Minister for Education and Early Learning

Minister for Western Sydney

18 / 7 / 23

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

\_\_\_\_\_  
**The Honourable Ingrid Stitt MLC**

Minister for Early Childhood and Pre-Prep

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

**The Honourable Grace Grace MP**

Minister for Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

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

**The Honourable Dr Tony Buti MLA**

Minister for Education, Aboriginal Affairs;  
Citizenship and Multicultural Interests

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**The Honourable Anne Aly MP**  
Minister for Early Childhood Education and Youth

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

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**The Honourable Sarah Mitchell MLC**  
Minister for Education and Early Learning

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

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**The Honourable Grace Grace MP**  
Minister for Education

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

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



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**The Honourable Ingrid Stitt MLC**  
Minister for Early Childhood and Pre-Prep

27/03/2023

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

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**The Honourable Dr Tony Buti MLA**  
Minister for Education, Aboriginal Affairs;  
Citizenship and Multicultural Interests

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\_\_\_\_\_  
**The Honourable Anne Aly MP**  
Minister for Early Childhood Education and Youth

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

\_\_\_\_\_  
**The Honourable Sarah Mitchell MLC**  
Minister for Education and Early Learning

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

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



\_\_\_\_\_  
**The Honourable Grace Grace MP**  
Minister for Education

16 / 03 / 2023

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

\_\_\_\_\_  
**The Honourable Ingrid Stitt MLC**  
Minister for Early Childhood and Pre-Prep

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

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**The Honourable Dr Tony Buti MLA**  
Minister for Education, Aboriginal Affairs;  
Citizenship and Multicultural Interests

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**The Honourable Anne Aly MP**  
Minister for Early Childhood Education and Youth

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

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**The Honourable Sarah Mitchell MLC**  
Minister for Education and Early Learning

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

\_\_\_\_\_  
**The Honourable Grace MP**  
Minister for Education

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

\_\_\_\_\_  
**The Honourable Ingrid Stitt MLC**  
Minister for Early Childhood and Pre-Prep

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

\_\_\_\_\_  
**The Honourable Dr Tony Buti MLA**  
Minister for Education, Aboriginal Affairs;  
Citizenship and Multicultural Interests

*22 / 03 / 2023*

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



**The Honourable Blair Boyer MP**  
Minister for Education, Training and Skills

20 / 3 / 2023

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

**The Honourable Roger Jaensch MP**  
Minister for Education, Children and Youth

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

**Yvette Berry MLA**  
Minister for Education and Early Childhood  
Development

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

**The Honourable Eva Lawler MLA**  
Minister for Education

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Minister for Education, Children and Youth

27 / 4 / 2023

**Signed for and on behalf of the Northern  
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Minister for Education

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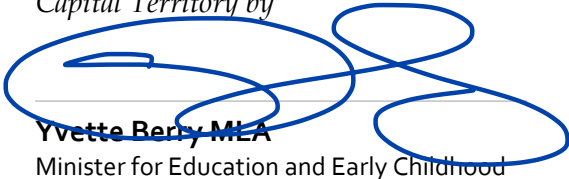


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Minister for Education

21 / 3 / 23

# Appendix A.2

## 1 Background

- 1.1 When agreeing the PRA, parties agreed to the following parameters to guide the development of Appendix A.2:

### Appendix A.2 – Preschool Outcomes Measure Trial

The purpose of this appendix will be to agree the details of the new Preschool Outcomes Measure to proceed to trial in 2024. This will include, but not be limited to, consideration of:

- Design of the outcomes measure, including feasibility
- A set of high-level principles will be agreed to guide the trial, including but not limited to:
  - Implemented in good faith
  - Cognisant of States' circumstances
- Design of the trial including where and when the measure will be trialed
- Design of the evaluation including how success will be measured
- How data will be provided

Appendix A.2 will be presented to Education Ministers for their signature, reflecting a decision-point and agreement, by Education Ministers in the second quarter of 2023<sup>1</sup>.

[Signature page to be inserted]

## 2 Principles

- 2.1 In February 2023, Education Ministers endorsed a set of principles to guide the development of this Appendix A.2, as listed below.

### Principles to guide the development of PRA Appendix A.2 – Preschool Outcomes Measure Trial

1. For the purposes of the Preschool Reform Agreement (PRA), the purpose of the outcomes measure should be clearly stated and agreed by Ministers as being to support high-quality practice by equipping teachers and educators with access to a validated assessment tool to inform children's learning. This will support a research agenda agreed by Ministers outside of the PRA with appropriate governance structures to be developed by the Early Childhood Policy Group.
2. Data from the outcomes measure will not be tied to performance reporting or funding, now or in the future. A set of data protocols will be developed to dictate how data is stored, shared, and used. Data is to be held at state and territory level and not at national level. The protocols and associated governance will be agreed by Ministers.
3. All jurisdictions will be provided the ongoing opportunity to collaborate on the shared development and shaping of the new learning progressions and national assessment tool, which will be agreed by EMM via Appendix A2.
4. Implementation will support jurisdictions' choice to use existing age-appropriate formative assessment tools, provided they are appropriately validated. Alternatively, jurisdictions may choose to adopt the national assessment tool developed by the Australian Government.
5. A clear set of criteria agreed by EMM via Appendix A2, will be established to determine whether assessment tools (existing and new) meet minimum requirements to enable alignment and

<sup>1</sup> Stage 1 July 2023 and Stage 2 September 2023 subject to EMM endorsement of this approach in July 2023.

facilitate the “Rosetta Stone” approach. The “Rosetta Stone” approach will seek to balance the need to recognise diversity whilst also achieving national consistency.

6. Services will be strongly encouraged but not mandated to use the new outcomes measure. Implementation will seek to leverage participation by preschools/services that are willing and able to participate first.
7. Acknowledge the Australian Government commitment, including financial, to develop, pilot and validate the new national learning progressions and national assessment tool. Note there will be significant implementation costs, including for communications and engagement in quality resources and appropriate professional learning to support families and the workforce with change management. Governments will work collaboratively to determine how shared costs associated with development, trial, validation, evaluation (Appendix A.2) will be handled, following which costs associated with implementation (Appendix A.3) will be determined.
8. All jurisdictions commit to engaging with sector bodies and unions prior to trialing.
9. A staged approach will be taken to meet the PRA requirement ‘commencement of implementation of the measure in 2025’ (noting implementation is subject to an evaluation of a successful trial, and Ministers’ agreement to progress to national implementation of the outcomes measure), recognising different jurisdiction and service level starting points and circumstances.
10. The learning progressions will be aligned with existing benchmarks of quality preschool such as the National Quality Standard and approved learning frameworks such as the Early Years Learning Framework or State approved equivalents.
11. The new outcomes measure will enhance the teaching experience and support teachers and educators to meet requirements under the National Law to assess and document the assessment of children’s learning.
12. The new outcomes measure, and activities to develop the measure, will ensure it is suitable for use throughout Australia with First Nations children, children of all abilities and cultural and linguistic backgrounds (including consultation with First Nations representatives, where appropriate).
13. The Australian Government and jurisdictions will collaborate on the development of PRA Appendix A.2 - Preschool Outcomes Measure Trial and provide further advice for consideration by Education Ministers Meeting in 2023<sup>2</sup>, including in relation to:
  - a) the purpose and evidence for the outcomes measure;
  - b) design of the outcomes measure, including feasibility;
  - c) a set of high-level principles to guide the development of the:
    - i. national learning progressions;
    - ii. new national assessment tool and
    - iii. alignment of existing tools to the new national learning progressions;
  - d) governance arrangements;
  - e) design of the trial, including where and when the outcomes measure will be trialed;
  - f) design of the trial evaluation, including how success will be measured;
  - g) success criteria for the various stages of decision making;
  - h) the trial timeline;
  - i) approach to stakeholder engagement and communications; and
  - j) financial support for the development, trial, validation, and evaluation of the outcomes measure.
14. PRA Appendix A.3 - Preschool Outcomes Measure(s) Implementation will focus on arrangements for the commencement of implementation from 2025.

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<sup>2</sup> Stage 1 July 2023 and Stage 2 September 2023 subject to EMM endorsement of this approach in July 2023.

### 3 Evidence for the outcomes measure

- 3.1 Participation in preschool has been found to have a strong influence on children's learning, transition to school, language and academic achievement, both in the short and long term.
- 3.2 The recognition of the importance of preschool is reflected in the PRA, which includes an objective to facilitate children's early learning and development and transition to school by maximising the benefit of the preschool year by improving outcomes for children.
- 3.3 States, Territories and the Australian Government have demonstrated commitment to ensuring that children in preschool and early childhood education and care experience quality teaching and learning through the implementation of approved learning frameworks which emphasise play-based approaches.
- 3.4 The National Quality Framework (NQF) identifies observing children's learning and using assessment to inform teaching and learning decisions as an essential element of educational programs and practice. In addition, the Early Years Learning Framework (EYLF) and other approved learning frameworks recognise the value in using assessment to inform practice in a way that supports children's learning and development.
- 3.5 Early childhood educators in all States and Territories draw on a rich repertoire of pedagogical practices to promote children's learning. This includes assessing and monitoring children's learning to inform provision and support children in achieving learning outcomes. There are also different service delivery contexts across the jurisdictions which need to be considered in the development of a national preschool outcomes measure.

### 4 Purpose for the preschool outcomes measure

- 4.1 The preschool outcomes measure contributes to the PRA objective of maximising the benefits of the preschool year by improving outcomes for children.
- 4.2 The purpose of the outcomes measure is to support high-quality practice by equipping teachers and educators with access to a validated assessment tool to inform children's learning. This will support a research agenda agreed by Ministers outside of the PRA with appropriate governance structures to be developed by the Early Childhood Policy Group.
- 4.3 In achieving this purpose, a national preschool outcomes measure will:
  - a. Reflect a child-centred approach through formative assessment approaches;
  - b. Support continuity of learning, including children's transition to school;
  - c. Be aligned with the EYLF and other approved learning frameworks;
  - d. Be inclusive of all children, incorporating their different experiences, contexts and the level of learning and development in the Year Before Fulltime School (YBFS). It must also be culturally respectful and be able to recognise and value the diversity, strengths and abilities of all children.
  - e. Enhance and support the work that teachers and educators do already, by:
    - i. Being able to be embedded in everyday practice to minimise any new work or time requirements;
    - ii. Aligning with existing expectations of assessment for children's learning under the NQF.



- 4.4 For the avoidance of doubt, the purpose of the preschool outcomes measure is not:
- a. An epidemiological screening tool that is used to, for example, screen for developmental delay.
  - b. To be used as an accountability mechanism tied to performance reporting or funding now or at any point in the future.
  - c. To rank jurisdictions, providers or services in any way.
  - d. To unduly duplicate effective practices that are already in place in jurisdictions.
  - e. To be made mandatory.
  - f. To make any judgments, publicly or not, of teacher, educator, service or provider quality, practice or performance.
  - g. To hold data at the national level.

## 5 Design of the national learning progressions

### 5.1 Domains

- 5.1.1 For the purpose of the trial, learning progressions for two domains, aligned with the EYLF, will be developed.
- 5.1.2 The two domains will be:
- a. Oral language and literacy,
  - b. Executive function.
- 5.1.3 Subject to the success of the trial, subsequent domains may be developed in the future.
- 5.1.4 The learning progressions developed for each domain included in the preschool outcomes measure must be:
- a. Aligned with the EYLF or other approved early learning frameworks.
  - b. Teachable, observable, and reflect increasing levels of competence.
  - c. Culturally respectful, inclusive, and capable of recognising the diverse ways and contexts in which children learn and develop – including First Nations children, children who use languages other than English and children with a disability, developmental delay and / or additional needs.
- 5.1.5 For clarity, oral language and literacy means<sup>3</sup>:
- a. The capacity, confidence, and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, gesture, dance, song, drama, storytelling, visual arts, digital literacies, and media, as well as listening, talking, signing, viewing, reading, and writing.
  - b. Diverse community languages and dialects, including languages other than English.

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<sup>3</sup> [Early Years Learning Framework](#)

5.1.6 For clarity, executive function means<sup>4</sup>:

- a. Working memory, flexible thinking and self-control. Executive functioning refers to the mental processes in the brain that enable children to plan, focus attention, remember instructions and manage multiple tasks successfully.

5.1.7 The preschool outcomes measure must reflect learning and development progressions for the relevant sub-domains under each domain. Sub-domains:

- a. Must align with the learning and development outcome descriptors within the EYLF or other approved learning frameworks and
- b. Must be supported by contemporary evidence.

5.1.8 As a policy decision, jurisdictions will agree on the development of sub-domains.

## 5.2 Establishing the limits of capability ('anchors' or 'levels')

5.2.1 Limits of capability/'anchors' for each learning and development progression will:

- a. Reflect a psychometrically validated and reliable range of any child's observable behaviours in the YBFS, as defined in each jurisdiction.
- b. Be inclusive of all children and anticipate a wide range of abilities and diversity of children attending preschool in the YBFS.

## 5.3 Items

5.3.1 The number and detail of items should:

- a. Ensure psychometric validity and reliability in supporting teachers and educators' understanding of an individual child's strengths and capabilities against the learning progressions;
- b. Provide sufficient sensitivity so that the tool can be used more than once in the YBFS;
- c. Align with existing expectations of assessment practice established under the EYLF and NQF;
- d. Need to be informed by the need to balance the sensitivity of the assessment with the burden on users of the tool. This should include:
  - i. The time users of the tool will need to complete the assessment, noting decisions that have been taken about appropriate time in comparable tools in an early childhood context and
  - ii. The total time required for users to complete assessments against multiple domains at one time and the potential for additional domains to be added in future.

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<sup>4</sup> [Early Years Learning Framework](#)

## **5.4 Coherency**

5.4.1 The learning progressions will be coherent with:

- a. The EYLF and other approved learning frameworks and
- b. The National Quality Standard (NQS), or the NQS as mirrored in Tasmania and Western Australia.

## **5.5 Inclusivity**

5.5.1 The preschool outcomes measure will ensure inclusivity by:

- a. Explicitly acknowledging that oral language development will be inclusive of the development of diverse community languages and dialects and children who have first languages other than English;
- b. Using educational measurement approaches that can establish psychometrically valid and reliable measurement across multiple languages and contexts and
- c. Having the capability to represent priorities / different interpretations of capabilities in some cultural groups.

# **6 Design of the national assessment tool**

## **6.1 Format of the tool**

- 6.1.1 For the purposes of the trial, the assessment tool will be designed for digital delivery, with low or no bandwidth and paper-based options to be made available where necessary.
- 6.1.2 The format of the tool must meet accessibility standards to be inclusive of all users of the tool.

## **6.2 Assessment format**

- 6.2.1 For the purposes of the trial, wherever possible, while ensuring the validity and reliability of the assessment tool, the assessment format should be based on either teacher recall and/or 'live' observation.
- 6.2.2 The national tool should be designed to assess a child's learning and development against the national learning progressions at a point in time, and over time, in a way that supports high quality early childhood professional practice.

## **6.3 Availability of the tool**

6.3.1 Availability of the tool should:

- a. Be limited to children for whom it is valid (children in the YBFS);
- b. Be made available free of charge and
- c. Not be made publicly available.

## 6.4 Usage of the tool

- 6.4.1 For the purposes of the trial, the tool should be designed to be validly and reliably used by teachers, educators, and educational leaders and have the capacity for multiple teachers and educators to contribute.
- 6.4.2 Users of the tool should have completed an appropriate level of professional learning.<sup>5</sup>

## 6.5 Information provided by the tool

- 6.5.1 For the purpose of the trial, information provided by the tool should:
  - a. Demonstrate how a child's strengths, capabilities, learning, knowledge and skills aligns with learning progressions in relation to their zone of proximal development and
  - b. Provide advice for users of the tool on evidence-based teaching strategies relevant to a child's zone of proximal development to inform teaching practices that support the progression of the child's learning and development.

# 7 Participation in the trial

## 7.1 Agreements about jurisdiction participation in the national trial

- 7.1.1 For clarity, the trial refers to an organised approach which will see participating jurisdictions supporting the engagement by YBFS preschool providers with the national tool.
- 7.1.2 The Australian Government will agree bilaterally with individual jurisdictions the basis for participation in the trial including:
  - a. The number and types of services participating from each jurisdiction;
  - b. The basis for selecting services to participate in the trial and
  - c. The basis on which data will be shared for the purposes of the evaluation of the trial.
- 7.1.3 Jurisdictions with an existing tool in use that aligns with the national learning progressions and meets the requirements set out in **clause 7.2**, will be taken to have satisfied the requirement to participate in the trial.
- 7.1.4 A jurisdiction that is not currently using an existing tool may choose to either trial the new national tool or trial an alternative existing tool.
- 7.1.5 If a jurisdiction has demonstrated that an existing tool is aligned with the national learning progressions and meets the requirements set out in **clause 7.2**, another jurisdiction adopting the same tool will not be required to demonstrate alignment in accordance with **clause 7.2** again.
- 7.1.6 Where jurisdictions choose to trial an existing tool that is already in use and is aligned with the national learning progressions in accordance with the requirements set out in **clause 7.2**, the scope of their trial will only be to understand local applicability. Psychometric validity will not be assessed again.

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<sup>5</sup> Agreed subject to successful negotiation of *Appendix A.2 Part Two*, particularly funding arrangements.

- 7.1.7 Where modification of any tool that is not the national tool is required to demonstrate alignment with the national learning progressions in accordance with the requirements set out in **clause 7.2**, the jurisdiction will work with the Australian Government to agree any required changes in light of the report obtained under **clause 7.2**.
- 7.1.8 Subject to the extent of modifications required, the jurisdiction and the Australian Government may also agree on further trial arrangements, which could include participation in the national or an alternative trial, including:
- i. The number and types of services participating from each jurisdiction;
  - ii. The basis for selecting services to participate in the trial and
  - iii. The timelines for the trial.

## **7.2 Process for assessing and agreeing alignment of any tool that is not the national tool with national learning progressions and methodology expectations**

- 7.2.1 For a bilateral agreement, to be agreed by Ministers, to stipulate that a jurisdiction could use any tool that is not the national tool and/or modify any tool that is not the national tool for the trial the Australian Government needs to be satisfied that the tool should be able to validly and reliably demonstrate alignment with the agreed learning progressions and:
- a. Have the capability to assess a child's learning and development against the national learning progressions at a point in time, and over time, in a way that supports high quality early childhood professional practice and
  - b. Use psychometrically valid and reliable assessment methodologies, such as teacher recall and / or 'live' observation.
- 7.2.2 To support this process, jurisdictions will assist the Australian Government by:
- a. Responding to requests for information within reasonable timeframes;
  - b. Providing evidence or advice which confirm the alignment of their tool and its reporting capabilities with the national learning progressions from suitably qualified experts such as psychometricians and
  - c. Outlining plans for the development or modification of their tool, if required.
- 7.2.3 To support this process, the Australian Government will:
- a. Outline clear and reasonable expectations for evidence requirements for the process of agreeing alignment to the national learning progressions;
  - b. In consultation with the relevant jurisdiction, seek third party advice from bilaterally agreed experts, such as psychometricians to support methodology and review evidence provided by jurisdictions to achieve alignment expectations stipulated in **clause 7.2.1** and
  - c. If officials cannot bilaterally agree the alignment of any tool that is not the national tool with national learning progressions alignment process, the resolution of this issue will occur through the Australian Education Senior Officials Committee (AESOC) representatives of the Australian Government and the State. If resolution cannot occur at the AESOC level, it will be raised to the respective ministers.

## **8 Governance arrangements principles for the development of the preschool outcomes measure and the trial**

- 8.1 Governance arrangements for the development of the measure and trial include the process to procure external providers, managing contracts and projects, the development process, how decisions are made, reporting on progress and outcomes, and evaluation.
- 8.2 The overarching principles for governance of the trial are:
  - a. All policy and other major design and implementation decisions relating to the preschool outcomes measure will be made through jurisdictional agreement;
  - b. Operational responsibility is with the Australian Government and
  - c. There is an emphasis on consultation and engagement including, but not limited to:
    - i. YBFS preschool providers, teachers, and educators;
    - ii. First Nations communities;
    - iii. Culturally and linguistically diverse communities;
    - iv. Representatives of children with disabilities, developmental delay or additional needs and their families and
    - v. Unions.

## **9 Data storage and management for the trial of the national tool (applicable to jurisdictions trialling the national tool only)**

- 9.1 Where the national tool collects data through the trial, data must be stored and managed:
  - 9.1.1 By an agreed party that meets agreed data standards;
  - 9.1.2 So that any jurisdiction choosing to use the national tool will have a data tenancy agreement to manage usage and access to their own data, but no other data and
  - 9.1.3 Jurisdictions' data will not be shared unless they give their express and prerequisite consent. For clarity, this would include a jurisdiction sharing data:
    - a. With the Australian Government;
    - b. With an evaluator of the trial;
    - c. With an early childhood provider and
    - d. For any shared national research agenda agreed outside the context of the PRA.
  - 9.1.4 Jurisdictions using an existing tool for the trial will be responsible for their own arrangements for data storage and management.

## **10 Principles to guide data sharing for establishing alignment (where applicable), trial and evaluation.**

- 10.1 The Australian Government will ensure that appropriate agreements are in place with entities holding data, as required by the Data Availability and Transparency Act 2022, to ensure that any entity subject to the Act is prevented from sharing data under the Act unless the jurisdiction to which the data relates has expressly consented as outlined in 9.1.3. This may require the Australian Government to enter into a separate agreement with the entity holding the data to

ensure that jurisdictions retain the ability to decide whether data provided through the use of the national tool is shared.

- 10.2 Jurisdictions using an existing tool for the trial will be responsible for their own arrangements for data storage and management.

## **11 Evaluation**

### **11.1 Approach to evaluation, noting the context of different jurisdictions**

- 11.1.1 The Australian Government and all jurisdictions share an interest in an independent, external, comprehensive evaluation of the trial as an input to making decisions about future rollout or variation of the preschool outcomes measure.
- 11.1.2 Evaluation:
- a. As described in this clause does not relate to assessments of psychometric validity;
  - b. Refers to the evaluation anticipated in section 20 of Appendix A to the PRA and
  - c. Is the mechanism by which success of the trial will be defined and measured.
- 11.1.3 Where a jurisdiction is using the national tool as part of its participation in the trial, that jurisdiction will participate in the national evaluation. The scope of this evaluation is provided in **clause 11.2.2a**.
- 11.1.4 Where a jurisdiction is using an alternative existing tool as part of its participation in the trial, they may choose one of two ways to participate in the evaluation of the trial in relation to that tool:
- a. Jurisdictions that elect to participate by meeting **clause 7.1.3** will participate in the national evaluation as per **clause 11.2.2b** and
  - b. Jurisdictions that elect to participate by meeting **clause 7.1.4** will participate in the national evaluation as per **clause 11.2.2c**.

### **11.2 Scope of the national evaluation**

- 11.2.1 The overall scope of the national evaluation will be to consider whether and how the national preschool outcomes measure trial has contributed to its purpose of supporting high-quality practice as outlined in **clause 4**.
- 11.2.2 The scope of the evaluation will vary depending on the tool being used and the approach to participating in the national trial:
- a. For the national tool, the national evaluation will consider:
    - i. Whether the design and development of the national tool supported the effective delivery of the trial;
    - ii. Whether the tool development and deployment process was implemented with fidelity (including on time and on budget);



- iii. Whether the implementation supports for the national tool were effective, adequate and efficient in the context of the purpose outlined in **clause 4**. Implementation supports include, but are not limited to, professional development, as well as supports to differentiate teaching practice based on information provided by the tool;
  - iv. To the extent possible, experiences of stakeholders, including any burden on the workforce;
  - v. To the extent possible, experiences of diverse populations of children, families, educators and teachers including First Nations communities, culturally and linguistically diverse communities, people living with disabilities or additional needs;
  - vi. Whether teacher and educator experience and qualifications impact on the use of the tool;
  - vii. To the extent possible, experiences across different delivery settings and contexts, including in remote communities;
  - viii. Variation in delivery as agreed in bilateral agreements including frequency of use and
  - ix. Scalability and sustainability of the implementation approach used in the trial, as well as the implementation supports provided alongside the tool.
- b. For jurisdictions that have satisfied requirements to participate in the trial as set out in **clause 7.1.3**, they may elect to participate in sections of the national evaluation that are relevant. They may elect to provide complementary information, to be included as a separate attachment, as outlined at **clause 11.4**.
- c. For alternative existing tools that meet the requirements set out in **clause 7.2**, are already in use by another jurisdiction or by preschool providers in Australia, and that have been deployed in jurisdictions for the purposes of the national trial and evaluation, the national evaluation will consider:
  - i. Whether implementation supports were applicable to the local context in a way that was effective, adequate and efficient in the context of the purpose outlined in **clause 4**. Implementation supports include, but are not limited to, professional development, as well as supports to differentiate teaching practice based on information provided by the tool;
  - ii. To the extent possible, experiences of stakeholders, including any burden on the workforce;
  - iii. To the extent possible, experiences of diverse populations of children, families, educators and teachers including First Nations communities, culturally and linguistically diverse communities, people living with disabilities or additional needs and
  - iv. To the extent possible, experiences across different delivery settings and contexts, including in remote communities.

11.2.3 For clarity the national evaluation will not be scoped to:

- a. Complete a randomised controlled trial or quasi-experimental trial;
- b. Assess the psychometric validity of any tool;
- c. Assess the alignment or application of an existing tool already in use in a jurisdiction and
- d. Compare the performance or effectiveness of jurisdictions or tools.

11.2.4 For clarity the national evaluation will be scoped to include the process to develop the alignment criteria at **clause 7.2.3b** (but not its application).

### 11.3 Evaluation report

11.3.1 The national evaluation will be undertaken by an independent evaluator, who will be appointed by the Australian Government with the agreement of jurisdictions. The national evaluation will provide findings in relation to the national trial and advice on options for future implementation beyond the trial.

11.3.2 All jurisdictions will be invited to review the draft evaluation report, and the final report, and jurisdictions will be invited to comment on relevant sections before they are finalised.

11.3.3 Jurisdictions will have the opportunity to endorse relevant sections of the final evaluation report before it is provided to Ministers.

11.3.4 The final evaluation report will be provided to Ministers, as anticipated in Appendix A of the PRA.

### 11.4 Complementary activities

11.4.1 When a jurisdiction has satisfied requirements to participate in the trial as set out in **clause 7.1.3**, that jurisdiction may bilaterally agree with the Australian Government to provide information to be included as an attachment to the national evaluation report, with the focus on building a shared understanding about the practice of using tools that are aligned with the national learning progressions. A jurisdiction may elect to make some or all of this information available for consideration by the evaluator.

## 12 Cost sharing arrangements

12.1 The Australian Government recognises there are costs associated with participating in the preschool outcomes measure trial and is prepared to provide support to jurisdictions to achieve this.

12.2 To support the establishment of the preschool outcomes measure, the Australian Government will fully fund:

12.2.1 Design, development and validation of the new learning progressions for the domains described in **clause 5**, as well as supporting materials including professional development resources to support the use of the learning progressions;

12.2.2 The development of alignment criteria that are required to support jurisdictions to demonstrate the psychometric validity and alignment of alternative tools with the new learning progressions;

12.2.3 Design, development and validation of the national tool as described in **clause 6**;

12.2.4 Development of supporting materials for the trial of the new national tool including:

- a. Professional development materials;
- b. Supports to assist users of the tool to vary and differentiate their teaching practice based on information provided by the tool and
- c. Help desk and other associated functions as advised by the developer to support delivery.

12.2.5 The national evaluation as described in **clause 11**, including associated costs of participation, such as backfill for staff to participate in evaluation activities.

12.3 Jurisdictions will incur costs associated with participating in the national trial, and these costs will differ depending on the approach each jurisdiction chooses to acquit the requirement to participate in the trial (i.e. use of the national tool versus electing to use or modify an existing tool). These costs could include, but are not limited to, the following:

12.3.1 Costs of demonstrating psychometric validity and alignment with national learning progressions;

12.3.2 Costs associated with modifying an existing tool, **and any associated implementation costs related to the modification**, to align with national learning progressions;

12.3.3 Costs associated with embedding the functionality of the national tool in another tool already in use;

12.3.4 Delivery of professional development for each service that is participating in the national trial;

12.3.5 Backfill to relieve teachers and educators who are participating in professional development;

12.3.6 A one-off funding contribution for each service that is participating in the national trial which may be used to, at the discretion of the jurisdiction, support change management;

12.3.7 Backfill to provide teachers and educators with planning time to complete assessments for learning as part of the national trial and

12.3.8 Project management cost of supporting the day-to-day administration of the trial.

12.4 The Australian Government will make a funding contribution to support jurisdictions in meeting trial implementation costs, including but not limited to those outlined at point 12.3 above, on the following basis:

12.4.1 For jurisdictions participating in the trial by nominating the new national tool as their 'primary tool' – up to \$3.4 million;

12.4.2 For jurisdictions who elect to participate in the trial by nominating a tool that is well developed, validated but not yet trialled at scale as their 'primary tool' - a mid-point of funding, more than \$1 million and up to \$3.4 million, to be negotiated bilaterally and

12.4.3 For jurisdictions participating in the trial by nominating an existing tool as their 'primary tool' – up to \$1 million.

12.5 Where a jurisdiction elects to trial more than one tool, they will nominate a 'primary' tool in accordance with **clause 12.4** for the purposes of the Australian Government allocating funding support for the trial.

- 12.6 If a jurisdiction elects to trial more than one tool the majority of Australian Government funding available must be spent on trialling the 'primary' tool in the national trial in 2025. The remainder of Australian Government funding may be used to support the trial of alternative tools, subject to bilateral agreement.
- 12.7 Funding available at **clause 12.4** will be made available so it can be spent on trial activities to support trial arrangements during and in the year prior to the national trial. Both trial participation and what the Australian Government's contribution will be spent on (where applicable) will be bilaterally agreed and included in Implementation Plans.
- 12.8 Given the opt-in nature of the trial, funding available at **clause 12.4** will not be linked to trial participation rates. However, jurisdictions will make best efforts to meet the bilaterally agreed trial parameters to support a valid national trial.
- 12.9 Jurisdictions will ensure that the funding provided to participating services is based on a reasonable estimate of time and resources the service and educators require to meet the trial requirements to, as far as is practical, ensure an equitable approach to stakeholders across jurisdictions.

### **13 Stakeholder communications**

- 13.1 The Australian Government and jurisdictions share an interest in communications about the preschool outcomes measure being clear, consistent and firmly founded in the purpose for the measure as outlined in **clause 4**.
- 13.2 To support communications, Ministers will endorse key messages about the overall purpose for the measure.
- 13.3 The Australian Government, in agreement with jurisdictions, will be responsible for the development of a stakeholder communications plan relating to the preschool outcomes measure trial, which includes the establishment of the national learning progressions and tool, and the national trial and evaluation. Communications will acknowledge local differences in implementation.
- 13.4 Individual jurisdictions will be responsible for communications relating to how their jurisdiction will use tools that align to national learning progressions, and how they will participate in the national trial and evaluation.
- 13.5 Communications approaches will be consistent with approaches to consultation outlined in **clause 8.2c**.

Signed for and on behalf of the Commonwealth of Australia by

  
**The Honourable Anne Aly MP**

Minister for Early Childhood Education and Youth

14 / 11 / 2023

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

**The Honourable Prue Car MP**

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Signed for and on behalf of the State of Queensland by

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

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Minister for Education

  
30 / 10 / 23

# Corrigendum: Appendix B – Performance Indicator Specifications

**Author(s)** Australian Institute of Health and Welfare, Australian Bureau of Statistics, Australian Government Department of Education.

Page 1, Title page is *withdrawn* and *replaced* with a blank page.

Page 3, para 1, “**Australian Government Department of Education, Skills and Employment**” should be “**Australian Government Department of Education**”.

## Introduction

Page 4, para 2, “**For the 2022 program year...**” should be “**For the 2023 program year...**”

Page 4, para 5, “The national PI Specifications [...] the **Australian Government Department of Education, Skills and Employment.**” should be “**Australian Government Department of Education.**”

Page 5, bullet 1, the universal resource locator “Preschool Education, Australia methodology

<https://www.abs.gov.au/methodologies/preschool-education-australia-methodology/2020>”, should be

<https://www.abs.gov.au/methodologies/preschool-education-australia-methodology/2022>.

Page 5, para 1, the universal resource locator “The NECECC is underpinned by data standards specified in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS), [...] latest standards

<https://meteor.aihw.gov.au/content/index.phtml/itemId/745996>”, should be

<https://meteor.aihw.gov.au/content/772443><sup>i</sup>

Page 5, para 5 “The definition of an early childhood education program used in the PI Specifications is available in the glossary of the **ECEC NMDS 2021** in METEOR.” should be “as a glossary item of the **ECEC NMDS 2023**”.

Page 5, para 8 “The definition of a quality early childhood program in the **Agreement–2022** and the **ECEC NMDS 2021**– includes three components that relate specifically to quality:” should be “The definition of a quality early childhood program in the **Agreement–2022** and the **ECEC NMDS 2023** – includes three components that relate specifically to quality:”

Page 5, para 9 “The definition of a qualified early childhood teacher used in the PI Specifications is available in the glossary of the **ECEC NMDS 2021** in METEOR.” should be “The definition of a qualified early childhood teacher used in the PI Specifications is available as a glossary item of the **ECEC NMDS 2023** in METEOR.”

Page 5, para 10 “For further information about this definition and how it differs to YBFS as used in the ABS *Preschool Education, Australia* publication, refer to the **2020** issue of *Preschool Education, Australia*— Explanatory Notes <https://www.abs.gov.au/methodologies/preschool-education-australia-methodology/2020#appendix-4-state-specific-year-before-full-time-schooling>” should be “For further information about this definition and how it differs to YBFS as used in the ABS *Preschool Education, Australia* publication, refer to the **2022** issue of *Preschool Education, Australia*—Explanatory Notes <https://www.abs.gov.au/methodologies/preschool-education-australia-methodology/2022#appendix-4-state-specific-year-before-full-time-schooling>”.

## Performance indicators

Page 12, Details table, Row “Numerator data elements”

- “• **SEIFA (2016 Census, ASGS 2016)** cluster (METEOR Id 695778)
  - Address—Statistical Area level 1 (SA1) code (**ASGS 2016**) (METEOR Id 660637)”should be
- “• **Socio-Economic Indexes for Areas (SEIFA) (2021 Census, ASGS Edition 3)** cluster ([METEOR Id 762080](#))<sup>†</sup>
  - Address—Statistical Area, level 1 (SA1) code (**ASGS Edition 3**) ([METEOR Id 747309](#))”.

Page 13, Details table, Row “Notes and exceptions”

“Disadvantage is measured using the ABS Index of Relative Socio-economic Disadvantage (IRSD) derived from the **2016** ABS Census of Population and Housing. [...] See the ABS website for more information (Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), Australia, **2016**), ABS cat. no. 2033.0.55.001  
<https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/2033.0.55.001~2016~Main%20Features~IRSD~19>.”

should be “Disadvantage is measured using the ABS Index of Relative Socio-economic Disadvantage (IRSD) derived from the **2021** ABS Census of Population and Housing. [...] See the ABS website for more information (Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), Australia, **2021**), ABS cat. no. 2033.0.55.001  
<https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by%20Subject/2033.0.55.001~2021~Main%20Features~The%20Indexes~12>.”

## METEOR Id used for “Indicator details” tables

| Appendix B—2022  | ECEC NMDS 2023   | Location in Appendix B                  |
|--|--|---|
| Early Childhood Education and Care: Unit Record Level NMDS <b>2021</b> (METEOR Id 745996)                        | Early Childhood Education and Care: Unit Record Level NMDS <b>2023</b> ( <a href="#">METEOR Id 772443</a> ) <sup>†</sup>                               | p 5                                     |
| Early childhood education program delivered by a qualified teacher indicator (METEOR Id 602338)                  | Service provider organisation—early childhood education program delivered by a qualified teacher indicator ( <a href="#">METEOR Id 763150</a> )        | p 6                                     |
| Early childhood education program enrolment indicator (METEOR Id 602301)   | Child—early childhood education program enrolment indicator ( <a href="#">METEOR Id 762886</a> )   | pp 6, 8, 10, 12, 15, 17, 19, 23, 25     |
| Date of birth ( <a href="#">METEOR Id 287007</a> )   | Standard 5/07/2022   | pp 6, 8, 10, 12, 15, 17, 19, 23, 25, 27 |
| Estimated Resident Population (ERP) of children aged 4, by state/territory, ( <a href="#">METEOR Id 388656</a> ) | Standard 5/07/2022   | pp 8, 12                                |
| Statistical linkage key 581 ( <a href="#">METEOR Id 349895</a> )   | Standard 5/07/2022   | pp 8, 10, 13, 15, 18, 20, 24, 26, 28    |
| Indigenous status ( <a href="#">METEOR Id 602543</a> )   | Standard 5/07/2022   | p 10                                    |
| Indigenous status (METEOR Id 615458)   | Indigenous status ( <a href="#">METEOR Id 602543</a> )   | pp 17, 25                               |
| SEIFA (2016 Census, ASGS 2016) cluster (METEOR Id 695778)  | Socio-Economic Indexes for Areas (SEIFA) (2021 Census, ASGS Edition 3) cluster ( <a href="#">METEOR Id 762080</a> ) <sup>†</sup>                       | pp 12, 19, 27                           |
| Address—Statistical Area level 1 (SA1) code (ASGS 2016) (METEOR Id 660637)                                       | Address—Statistical Area level 1 (SA1) code (ASGS <b>Edition 3</b> ) ( <a href="#">METEOR Id 747309</a> )  | pp 12, 19, 27                           |
| Early childhood education program hours enrolled (per week) (METEOR Id 602310)                                   | Child—early childhood education program hours enrolled (per week) ( <a href="#">METEOR Id 763021</a> )   | pp 15, 17, 19, 23, 25, 27               |
| Number of early childhood education program service operation weeks (METEOR Id 602358)                           | Service provider organisation—number of early childhood education program service operation weeks (calendar year) ( <a href="#">METEOR Id 763164</a> ) | pp 15, 17, 19, 23, 25, 27               |
| Early childhood education program attendance indicator (METEOR Id 602298)  | Child—early childhood education program attendance indicator ( <a href="#">METEOR Id 762803</a> )  | pp 23, 25, 27                           |
| Early childhood education hours attended (per week) (METEOR Id 602308)   | Child—early childhood education program hours attended (per week) ( <a href="#">METEOR Id 763014</a> )   | pp 23, 25, 27                           |

## References

Page 35, References 1, the text and universal resource locator “ABS (Australian Bureau of Statistics) 2015. **Preschool education, Australia 2020.** Preschool Education, Australia, 2020 | Australian Bureau of Statistics (abs.gov.au)” should be “Preschool Education, Australia. Statistics. Statistics about preschool education, including enrolment, attendance, fees and service providers. Latest release.

<https://www.abs.gov.au/statistics/people/education/preschool-education-australia/latest-release>”.

Page 35, References 2, the universal resource locator “Preschool Education, Australia methodology

<https://www.abs.gov.au/methodologies/preschool-education-australia-methodology/2020>”, should be

<https://www.abs.gov.au/methodologies/preschool-education-australia-methodology/2022>

Page 35, References 4, the universal resource locator “AIHW (Australian Institute of Health and Welfare) 2020. Early Childhood Education and Care Data Set Specification.

Early Childhood Education and Care: Unit Record Level NMDS 2021

(aihw.gov.au)” should be “Australian Institute of Health and Welfare – Early Childhood Education and Care: Unit Record Level NMDS 2023

<https://meteor.aihw.gov.au/content/772443>”<sup>†</sup>

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<sup>†</sup> This AIHW *Metadata Online Registry* (METEOR) data item will be updated during 2023 and confirmed with their registration authority. Until confirmation, the hyperlinks for the following METEOR Ids will take a user to the METEOR *Sign up or sign in* page. When the status becomes “*Standard*” item details will be visible.

Metadata item specifications with *No registration status*,

1. METEOR Id 772445
2. METEOR Id 772443
3. METEOR Id 762080

# Appendix B – Performance Indicator Specifications (2024 – 2025)

## Preschool Reform Agreement

Appendix B - Performance Indicator Specifications will be updated as required over the course of the Preschool Reform Agreement. This version of the Specifications only applies to performance indicators for the 2024 and 2025 program years.



## Contents

|  |    |
|--|----|
| Acknowledgments.....   | 3  |
| Abbreviations .....  | 3  |
| Introduction .....   | 4  |
| National Early Childhood Education and Care Collection (NECECC).....   | 4  |
| Early Childhood Education and Care National Minimum Data Set (ECEC NMDS).....  | 5  |
| Definitions .....  | 5  |
| Qualified early childhood teacher .....  | 5  |
| Early childhood education program/ Preschool program.....  | 5  |
| Child-specific year before full-time school (CSYBFS).....  | 6  |
| Year before full-time school (YBFS) population .....   | 6  |
| Performance Indicator 1 – All Children Attending .....   | 7  |
| Performance Indicator 2.1 Aboriginal and Torres Strait Islander Children Enrolled .....  | 12 |
| Performance Indicator 2.2 Aboriginal and Torres Strait Islander Children Attending.....  | 16 |
| Performance Indicator 3.1 Disadvantaged Children Enrolled.....   | 21 |
| Performance Indicator 3.2 Disadvantaged Children Attending.....  | 25 |
| Flowchart 1: Episode to child process flow, and calculation of child level attendance hours.....   | 30 |
| Flowchart 2: Proportion (x%) of children attending a preschool program(s) for y% of 600 hours per year, in the<br>(child-specific) year before full-time school (YBFS).....      | 31 |
| Flowchart 3: Proportion (x%) of children enrolled in a preschool program (or programs) for 600 hours or more in<br>the (child-specific) year before full-time school (YBFS)..... | 32 |
| Appendix B.1: Creating unique child records from episode records .....   | 33 |
| Linking records across data sources .....  | 33 |
| Reporting Child Counts.....  | 33 |
| List of flow charts .....  | 35 |
| List of figures .....  | 35 |
| References .....   | 35 |

## Acknowledgments

These Performance Indicator Specifications for the Preschool Reform Agreement have been developed by the Australian Bureau of Statistics (ABS) and Australian Government Department of Education (Department of Education).

## Abbreviations

|           |   |
|-----------|---|
| ABS       | Australian Bureau of Statistics   |
| AIHW      | Australian Institute of Health and Welfare  |
| CCSS      | Child Care Subsidy System   |
| CSYBFS    | Child-specific year before full-time school   |
| ECEC      | Early Childhood Education and Care  |
| ECEC NMDS | Early Childhood Education and Care National Minimum Data Set  |
| ERP       | Estimated resident population   |
| IRSD      | Index of Relative Socio-economic Disadvantage   |
| METEOR    | AIHW's Metadata Online Registry   |
| NECECC    | National Early Childhood Education and Care Collection  |
| NMDS      | National Minimum Data Set   |
| PI        | Performance Indicator   |
| PRA       | Preschool Reform Agreement  |
| SA        | Statistical Area  |
| SEIFA     | Socio-Economic Indexes for Areas  |
| SLK       | Statistical linkage key   |
| UANP      | Universal Access National Partnership (National Partnership Agreement on Universal Access to Early Childhood Education) |
| URL       | Unit record level   |
| YBFS      | Year before full-time school  |

## Introduction

The objective of the Preschool Reform Agreement (the Agreement) is to facilitate children's early learning and development and transition to school by:

- maintaining universal access to affordable, quality preschool programs for all children
- improving participation in preschool programs
- maximising the benefit of the preschool year by improving outcomes for children.

The following Performance Indicators (PI) inform the measurement of achievement of the objectives in the Agreement. In 2024, the data collected will inform a baseline, which will be used to set targets from 2025.

1: Proportion of children in the year before full-time school who are attending a preschool program (or programs) for 600 hours.

2.1: Proportion of Aboriginal and Torres Strait Islander children in the year before full-time school who are enrolled in a preschool program (or programs) for 600 hours.

2.2: Proportion of Aboriginal and Torres Strait Islander children in the year before full-time school who are attending a preschool program (or programs) for 600 hours.

3.1: Proportion of disadvantaged children in the year before full-time school who are enrolled in a preschool program (or programs) for 600 hours.

3.2: Proportion of disadvantaged children in the year before full-time school who are attending a preschool program (or programs) for 600 hours.

These specifications guide the calculation of the PIs at the national level to measure progress against performance benchmarks, and to allow a degree of comparison to be made at the state and territory level.

Data will be collected as at June and August to measure the achievement against benchmarks under the Agreement. Jurisdictions may provide contextual information to aid interpretation should they wish to do so. Data for the two collections may be provided to the ABS concurrently or as separate submissions. Submission timing will be confirmed through annual implementation plans.

The PI specifications have been developed by the Australian Bureau of Statistics (ABS) and the Department of Education.

### ***National Early Childhood Education and Care Collection (NECECC)***

The NECECC aims to provide nationally comparable information on early childhood education.

Historically it assisted in progress reporting for the:

- 2008-13 National Partnership Agreement on Early Childhood Education
- 2013-14 National Partnership Agreement on Universal Access to Early Childhood Education
- 2015 National Partnership Agreement on Universal Access to Early Childhood Education
- 2016-17 National Partnership Agreement on Universal Access to Early Childhood Education
- 2018-21 National Partnership Agreement on Universal Access to Early Childhood Education

The NECECC will be used to report progress against the PRA 2024-2025.

Data from the NECECC have been published annually by the ABS and are available on their website: <https://www.abs.gov.au/statistics/people/education/preschool-education-australia/latest-release> for the latest release and previous releases.

Supporting information is available in the:

- Preschool Education Australia methodology  
<https://www.abs.gov.au/methodologies/preschool-education-australia-methodology/2022><sup>1</sup>

## ***Early Childhood Education and Care National Minimum Data Set (ECEC NMDS)***

The NECECC is underpinned by data standards specified in the ECEC NMDS, which is maintained by the AIHW in the online metadata registry, METEOR, for the latest standards. standards  
<https://meteor.aihw.gov.au/content/344846>.

The PI Specifications are based on Appendix A.1 Enrolment and Attendance measures in the Agreement. The relevant ECEC NMDS data element names and corresponding METEOR identifiers are included in the PI Specifications. Further information on these can be found at each METEOR unique identifier.

## ***Definitions***

A number of terms have been defined and used within the Agreement. These definitions have been operationalised, where required, for implementation in the ECEC NMDS 2024-25 and the NECECC. Although these definitions may therefore be expressed differently in the ECEC NMDS, their interpretation is consistent with the Agreement.

Definitions of the following terms underpin the PI Specifications and should be read in conjunction with the PRA and its appendices.

### **Qualified early childhood teacher**

An early childhood education and care contact worker<sup>2</sup> who is a degree qualified early childhood teacher who meets the requirements of the National Quality Framework for Early Childhood Education and Care (the National Quality Framework)<sup>3</sup>.

### **Early childhood education program/ Preschool program**

An early childhood education program<sup>4</sup> or preschool program is a structured, play-based learning program, delivered by a qualified teacher in accordance with the Early Years Learning Framework and the National Quality Standard<sup>5</sup> and is aimed at children in the year or two before they commence full-time schooling, irrespective of the type of institution that provides it or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres, in association with a school, etc.<sup>6</sup>

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

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<sup>1</sup> The Commonwealth will update the methodology to align with data collection in relevant year.

<sup>2</sup> NMDS METEOR ID 763273

<sup>3</sup> NMDS METEOR ID 763336

<sup>4</sup> NMDS METEOR ID 762661

<sup>5</sup> NMDS METEOR ID 763288, or National Quality Framework/state equivalent as per Appendix A.1.

<sup>6</sup> NMDS METEOR ID 762661

## **Child-specific year before full-time school (CSYBFS)**

The child-specific year before full-time school (YBFS) indicates whether the child is in a YBFS preschool program and is defined by the child's date of birth, as well as the state-specific eligibility age for preschool and state-specific compulsory school age.

A child will be counted as being in the child-specific YBFS if, according to state rules, their birthdate means they are:

- eligible for preschool, and they become eligible for school the following year, but school is not compulsory the following year ('YBFS - school optional next year'), or
- eligible for preschool, and school is compulsory the following year ('YBFS - school compulsory next year'); and
- if they were in the YBFS-age range in the previous year, they were not enrolled in a YBFS preschool program in the previous year.

## **Year before full-time school (YBFS) population**

The new Estimated (predicted) YBFS will be used as a denominator for the enrolment performance indicators (PI 2.1 and 3.1).

The Estimated (predicted) YBFS is produced using a regression model, which uses ERP and historical Measured YBFS to estimate the YBFS for the current year.

The Measured YBFS uses pre-year 1 (foundation year) school enrolment data, lagged by one year, as the basis of the YBFS population. The schools' data is sourced from the National Schools Statistics Collection (NSSC).

To account for population changes between the YBFS year and the pre-year 1 year (foundation year) due to migration, an adjustment is made based on the latest estimated resident population (ERP) for the relevant ages.

The Estimated (predicted) YBFS enables an estimate to be provided for the current year, in a timely manner. Depending on confidence intervals and data availability, alternative estimation methods may be used, as agreed multilaterally.

Further information ABS Preschool Education — Methodology [Preschool Education Methodology, 2022](#) | [Australian Bureau of Statistics \(abs.gov.au\)](#).<sup>7</sup>

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<sup>7</sup> This will be updated to align with relevant year's collection.

## Performance Indicator 1 – All Children Attending

| Indicator details         |  |
|---------------------------|--|
| Description               | Proportion (x%) of children attending a preschool program (or programs) for y% of 600 hours in the child-specific year before full-time school (YBFS).   |
| Numerator                 | The number of children in the child-specific YBFS who were enrolled at the enrolment reference point in Term 2 in a preschool program (or programs) offering at least 600 hours in the year, whose attendance hours during the attendance reference period are extrapolated to estimate annual hours greater than or equal to the agreed state or territory target of y% of 600 hours.   |
| Numerator data elements   | <p>Elements provided by the <b>jurisdictions</b>:</p> <ul style="list-style-type: none"> <li>• Enrolment in a preschool program code [<math>\geq</math> 600 hours, &lt; 600 hours, 2YBFS program]</li> <li>• Maximum annual preschool program hours available (conditional - answer if child is enrolled in a program for &lt; 600 hours)</li> <li>• Date of birth (<a href="#">METEOR Id 287007</a>)</li> <li>• YBFS preschool repeater flag – provided [optional]</li> <li>• Child-specific preschool program start date for the year</li> <li>• Child-specific preschool program end date for the year</li> <li>• Attendance reference period start date (Term, or CCSS weeks – may vary by setting)</li> <li>• Attendance reference period end date (Term, or CCSS weeks – may vary by setting)</li> <li>• Hours attended in attendance reference period (Term, or CCSS weeks)</li> <li>• Operationally unavailable hours (within attendance reference period) [optional]</li> <li>• Program weeks (annual) (regardless of child enrolment date)</li> <li>• Service provider organisation- Australian state/territory identifier (<a href="#">METEOR Id 289083</a>)</li> <li>• Service provider organisation – service activity type, early childhood education and care (<a href="#">METEOR Id 762656</a>)</li> </ul> <p>Elements derived by the <b>ABS</b>:</p> <ul style="list-style-type: none"> <li>• Enrolment at the enrolment reference point in Term 2 indicator</li> <li>• Child-specific enrolment status</li> <li>• YBFS eligibility</li> <li>• Child-specific YBFS status</li> <li>• YBFS preschool repeater flag - derived</li> <li>• Program weeks (attendance reference period)</li> <li>• Child – Estimated total annual attendance hours (extrapolated)</li> </ul> <p>Other data elements .</p> <ul style="list-style-type: none"> <li>• State-specific target y% of 600 hours<sup>8</sup></li> <li>• Policy target hours (annual)</li> <li>• Enrolment reference point in Term 2</li> </ul> |
| Denominator               | The number of children in the child-specific YBFS enrolled in a 600 hour or more preschool program (or programs), at the enrolment reference point in Term 2.  |
| Denominator data elements | <p>Elements provided by the <b>jurisdictions</b>:</p> <ul style="list-style-type: none"> <li>• Enrolment in a preschool program code [<math>\geq</math> 600 hours, &lt; 600 hours, 2YBFS program]</li> <li>• Maximum annual preschool program hours available (conditional- answer if child is enrolled in a program for &lt; 600 hours)</li> <li>• Date of birth (<a href="#">METEOR Id 287007</a>)</li> <li>• YBFS preschool repeater flag – provided [optional]</li> <li>• Child-specific preschool program start date for the year</li> <li>• Child-specific preschool program end date for the year</li> <li>• Service provider organisation – Australian state/territory identifier (<a href="#">METEOR Id 289083</a>)</li> </ul>  |

<sup>8</sup> To be agreed as part of the annual bilateral implementation plan discussion

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>Service provider organisation – service activity type, early childhood education and care (<a href="#">METEOR Id 762656</a>)</li> </ul> <p>Elements derived by the ABS:</p> <ul style="list-style-type: none"> <li>Enrolment at the enrolment reference point in Term 2 indicator</li> <li>Child-specific enrolment status</li> <li>YBFS eligibility</li> <li>Child-specific YBFS status</li> <li>YBFS preschool repeater flag – derived</li> </ul> <p>Other data elements:</p> <ul style="list-style-type: none"> <li>Policy target hours (annual)</li> <li>Enrolment reference point in Term 2</li> </ul>  |
| Computation                             | <p>Numerator ÷ Denominator × 100 = Proportion</p> <p>Refer to flowcharts 1 and 2.</p> <p>Flowchart 1: Episode to child process flow, and calculation of child attendance hours.</p> <p>Flowchart 2: Proportion (x%) of children attending a preschool program (or programs) for y% of 600 hours in the child-specific YBFS.</p>   |
| Presentation                            | Proportion  |
| Identifiers                             | <p><u>Person ID (Statistical Linkage Key (SLK) 581):</u></p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage who may have the same SLK, legitimate duplicates can be flagged by jurisdictions (within a dataset), by using a child/student database to check the name, date of birth, and sex of each child with an identical SLK. Matching SLKs that are not coincidental should be detected and flagged appropriately by jurisdictions.</p> <p><u>Geographic information:</u></p> <p>Child level geographic information will be used to assist with matching episode records to enable estimation of attendance and enrolment information at the child level. Jurisdictions to supply a list of child addresses to ABS for geo-coding (timing to be negotiated bilaterally). Where agreed, child addresses will not be retained by the ABS.</p> <p>Service provider information will be used to determine the <i>Home-state</i> of the child and may be used to assist with matching episode records.</p> |
| Identifier and geographic data elements | <p><u>Child URL data elements:</u></p> <p>Provided by jurisdictions:</p> <ul style="list-style-type: none"> <li>Statistical linkage key 581 (<a href="#">METEOR Id 349895</a>)</li> <li>Child – SLK Sequential Match code</li> <li>Address – Address line (<a href="#">METEOR Id 594217</a>)</li> <li>Address – Suburb/town/locality name (<a href="#">METEOR Id 429889</a>)</li> <li>Person – Australian state/territory identifier (<a href="#">METEOR Id 286919</a>)</li> <li>Address - Australian postcode (<a href="#">METEOR Id 611398</a>)</li> </ul> <p>Derived by the ABS:</p> <ul style="list-style-type: none"> <li>Person – area of usual residence, geographic location (Mesh Block) code</li> <li>Address – statistical area level 1 (SA1) code (ASGS Edition 3)</li> </ul>   |



|                   |   |
|-------------------|---|
|                   | <p><b>Service level data elements:</b></p> <p><u>Provided by jurisdictions:</u></p> <ul style="list-style-type: none"> <li>• Service provider organisation – Organisation identifier (<a href="#">METEOR Id 731385</a>)</li> <li>• Organisation – organisation name (<a href="#">METEOR Id 453823</a>)</li> <li>• Address – Address line (<a href="#">METEOR Id 594217</a>)</li> <li>• Address – Suburb/town/locality name (<a href="#">METEOR Id 429889</a>)</li> <li>• Service provider organisation – Australian state/territory identifier (<a href="#">METEOR Id 289083</a>)</li> <li>• Address – Australian postcode (<a href="#">METEOR Id 611398</a>)</li> </ul>  |
| Calculation rules | <p><b>Child level data:</b></p> <p>This performance indicator requires child level data. Children may attend more than one episode of preschool. To estimate child level attendance hours, attendance hours must first be estimated at the episode level, and then summed, where a child has more than one episode of preschool. Child level attendance hours will be estimated using the following steps:</p> <p><b>Step 1 – Estimate annual attendance hours for each episode</b></p> <p>Annual attendance hours for each episode will be estimated using the following steps:</p> <ul style="list-style-type: none"> <li>• If provided, 'Operationally unavailable hours (within attendance reference period)' are added to 'Hours attended in attendance reference period (Term, or CCSS weeks)'</li> <li>• 'Hours attended in attendance reference period (Term, or CCSS weeks)' (where CCSS weeks are aggregated to the term level), will be divided by 'Program weeks (attendance reference period)' to calculate weekly average hours.</li> <li>• To extrapolate to the program-year, weekly average hours will then be multiplied by total 'Program weeks (annual)' for that episode.</li> </ul> <p><b>Step 2 – Where a child has multiple episodes of preschool, sum estimated annual attendance hours for each episode, and assign to the Home-state (based on Appendix A.1. rules).</b></p> <p><i>The Home-State is the state of the child's service address for the enrolment reference point or period, where that service records the greatest number of program hours for the child [up to 600hrs]. If a child has equal program hours across two or more states, for the purposes of the attendance performance indicators the Home-State is the state for which the greatest number of attendance hours have been recorded (Appendix A1 glossary).</i></p> <p>For children who were enrolled simultaneously across more than one jurisdiction at the enrolment reference point in Term 2, attendance hours in each state will be extrapolated according to the state specific attendance reference period. Extrapolated hours for each jurisdiction will be summed and assigned to the <i>Home-state</i> (Appendix A1. 4.10.2). For children who were enrolled consecutively in more than one jurisdiction in Term 2, only Term 2 data will be used and any periods of interstate attendance during consecutive enrolments outside of Term 2 will not be counted (Appendix A.1. 4.10.3).</p> <p>For further information on creating unique child records from episode data, including how to treat duplicate episodes, multiple attendance reference periods and consecutive and simultaneous interstate enrolments, see 'Flowchart 1: Episode to child process flow, and estimation of annual child attendance hours'.</p> |

#### Determining the child-specific YBFS

A child will be counted as being in the child-specific YBFS if, according to state rules, their birthdate means they are:

- eligible for preschool, and they become eligible for school the following year, but school is not compulsory the following year ('YBFS - school optional next year'), or
- eligible for preschool, and school is compulsory the following year ('YBFS - school compulsory next year'); and
  - if they were in the YBFS-age range in the previous year, they were not enrolled in a YBFS preschool program in the previous year. This will be established by using a combination of:
    - YBFS preschool repeater flag – provided
    - YBFS preschool repeater flag – derived (derived by linking unit level preschool data with the previous year's preschool data)

This will be operationalised through the following steps:

1. Children will be grouped in to the following four categories (described in data element 'YBFS eligibility') according to their date of birth, age at which children become eligible for YBFS preschool (state-specific), and compulsory school age (state-specific):
  1. = Younger than the YBFS-age range
  2. = YBFS-school optional next year
  3. = YBFS-school compulsory next year
  4. = Exemption/exception to compulsory school
2. If a child is:
  - categorised as YBFS-school optional next year and
  - they are enrolled in a 600-hour or more preschool program (or programs)
  - Then, child-specific YBFS status = 'Yes'.Or, if a child is:
  - categorised as YBFS-school compulsory next year and
  - they are enrolled in a 600-hour or more preschool program (or programs), and
  - in the previous year they were not enrolled in a 600-hour or more preschool program (or programs) or were enrolled in a 2YBFS program (as determined by linking to preschool enrolment data for the previous year)
  - Then, child-specific YBFS status = 'Yes'All other combinations result in a child-specific YBFS status of 'No'.

Note: Where an alternative definition of preschool has been agreed in a state's Implementation Plan, consistent with the PRA, only programs that are consistent with the definition will be counted when calculating performance indicators.

#### Numerator:

The numerator will be calculated by summing all children who are in the child-specific YBFS who:

- Have an 'Enrolled in a preschool program of 600 hours or more' (code 1) response to the data element 'Enrolment in a preschool program code', or
- Have an 'Enrolled in a preschool program of less than 600 hours' (code 2) response for 'Enrolment in a preschool program code' but for matched episodes, the element 'Maximum annual preschool program hours available' totals at least 600 hours, and
- Are enrolled in a preschool program (or programs) at the enrolment reference point in Term 2, and
- Whose attendance hours during the attendance reference period are extrapolated to estimate annual hours equal to or greater than the agreed state or territory target of y% of 600 hours.

|                                     |   |
|-------------------------------------|---|
|                                     | <u>Denominator:</u><br>The denominator will be calculated by summing all children in the child-specific YBFS who: <ul style="list-style-type: none"> <li>• Have an 'Enrolled in a preschool program of 600 hours or more' (code 1) response to the data element 'Enrolment in a preschool program code', or</li> <li>• Have an 'Enrolled in a preschool program of less than 600 hours' (code 2) response for 'Enrolment in a preschool program code' but for matched episodes, the element 'Maximum annual preschool program hours available' totals at least 600 hours, and</li> <li>• Are enrolled in a preschool program (or programs) at the enrolment reference point in Term 2.</li> </ul> |
| Data collection details             |   |
| Data source(s)                      | <u>Numerator:</u> NECECC Attendance (June)<br><u>Denominator:</u> NECECC Enrolled (June)  |
| Frequency of data source collection | <u>Numerator:</u> Annual<br><u>Denominator:</u> Annual  |

## Performance Indicator 2.1 Aboriginal and Torres Strait Islander Children Enrolled

| Indicator details         |   |
|---------------------------|---|
| Description               | Proportion (x%) of Aboriginal and Torres Strait Islander children enrolled in a preschool program (or programs) for 600 hours or more, in the child-specific year before full-time school (YBFS).   |
| Numerator                 | The number of Aboriginal and Torres Strait Islander children in the child-specific YBFS who were enrolled in a 600-hour (or more) program (or programs) during the enrolment reference period in August.  |
| Numerator data elements   | <p><u>Elements provided by the jurisdictions:</u></p> <ul style="list-style-type: none"> <li>Child - Early childhood education program enrolment indicator (<a href="#">METEOR Id 762886</a>)</li> <li>Child - Early childhood education program hours enrolled (per week) (<a href="#">METEOR Id 763021</a>)</li> <li>Child - Early childhood education program 2YBFS indicator [optional]</li> <li>Child - Early childhood education program repeater indicator (<a href="#">METEOR Id 602323</a>)</li> <li>Child - Early childhood education program repeater indicator – state-funded [conditional – answer if child is identified as repeater]</li> <li>Person - Date of birth (<a href="#">METEOR Id 287007</a>)</li> <li>Person - Indigenous status (<a href="#">METEOR Id 602543</a>)</li> <li>Service provider - Number of early childhood education program service operation weeks (<a href="#">METEOR Id 602358</a>)</li> <li>Service provider organisation - Australian state/territory identifier (<a href="#">METEOR Id 289083</a>)</li> </ul> <p><u>Elements derived by the ABS:</u></p> <ul style="list-style-type: none"> <li>YBFS eligibility</li> <li>Child-specific YBFS status</li> <li>YBFS preschool repeater flag – derived</li> <li>Total enrolled hours</li> </ul> |
| Denominator               | The estimated number of Aboriginal and Torres Strait Islander children in the YBFS, for each jurisdiction as at the collection year.  |
| Denominator data elements | <p><u>Elements derived by the ABS:</u></p> <p>The estimated number of Aboriginal and Torres Strait Islander children in the YBFS, for each jurisdiction as at the collection year.</p> <p>Element will be based on:</p> <ul style="list-style-type: none"> <li>Schools, Australia, student enrolments</li> <li>Estimated Resident Population (ERP) of children aged 4, 5, or 4 and 5</li> </ul> <p>Or,</p> <ul style="list-style-type: none"> <li>If required, other method as agreed multilaterally (Appendix A1 6.15).</li> </ul>   |
| Computation               | <p>Numerator ÷ Denominator × 100 = Proportion</p> <p>Refer to Flowchart 3: Proportion (x%) of children enrolled in a preschool program (or programs) for 600 hours or more in the child-specific year before full-time school (YBFS).</p>   |
| Presentation              | Proportion  |
| Identifiers               | <p>Person ID (<a href="#">Statistical Linkage Key (SLK) 581</a>):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage who may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex, and state of each child with an identical SLK. Matching SLKs that are not coincidental should be detected and flagged appropriately by jurisdictions.</p>  |

|   |   |
|---|---|
|   | <p><u>Geographic information:</u></p> <p>Child level geographic information will be used to assist with matching episode records to enable estimation of attendance and enrolment information at the child level. Jurisdictions to supply a list of child addresses to ABS for geo-coding (timing to be negotiated bilaterally). Where agreed, child addresses will not be retained by the ABS.</p> <p>Service provider information will be used to determine the <i>Home-state</i> of the child and may be used to assist with matching episode records.</p>   |
| Identifier and geographic data elements | <p><b><u>Child/URL data elements:</u></b></p> <p><u>Provided by jurisdictions:</u></p> <ul style="list-style-type: none"> <li>• Statistical Linkage Key 581 (<a href="#">METEOR Id 349895</a>)</li> <li>• Child – SLK Sequential Match code</li> <li>• Address – Address line (<a href="#">METEOR Id 594217</a>)</li> <li>• Address – Suburb/town/locality name (<a href="#">METEOR Id 429889</a>)</li> <li>• Person – Australian state/territory identifier (<a href="#">METEOR Id 286919</a>)</li> <li>• Address – Australian postcode (<a href="#">METEOR Id 611398</a>)</li> </ul> <p><u>Derived by the ABS:</u></p> <ul style="list-style-type: none"> <li>• Person – area of usual residence, geographic location (Mesh Block) code</li> <li>• Address – statistical area level 1 (SA1) code (ASGS Edition 3)</li> </ul> <p><b><u>Service level data elements:</u></b></p> <p><u>Provided by jurisdictions</u></p> <ul style="list-style-type: none"> <li>• Service provider organisation – Organisation identifier (<a href="#">METEOR Id 731385</a>)</li> <li>• Organisation- organisation name (<a href="#">METEOR Id 453823</a>)</li> <li>• Address – Address line (<a href="#">METEOR Id 594217</a>)</li> <li>• Address – Suburb/town/locality name (<a href="#">METEOR Id 429889</a>)</li> <li>• Service provider organisation- Australian state/territory identifier (<a href="#">METEOR Id 289083</a>)</li> <li>• Address – Australian postcode (<a href="#">METEOR Id 611398</a>)</li> </ul>   |
| Calculation rules                       | <p><u>Child level data:</u></p> <p>This performance indicator requires child level data. Children may be enrolled in more than one [episode of a] preschool program. To determine the total enrolled hours for the child, episode records will be matched using SLK [and other information, such as geography]. Where a child is enrolled in more than one preschool program, all enrolled hours for all [episodes of a] preschool program (or programs) will be summed.</p> <p>For more information on creating unique child records from episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix B.1: ‘Creating unique child records from episode records’.</p> <p><u>Determining the child-specific YBFS</u></p> <p>A child will be counted as being in the child-specific YBFS if, according to state rules, their birthdate means they are:</p> <ul style="list-style-type: none"> <li>• eligible for preschool, and they become eligible for school the following year, but school is not compulsory the following year (‘YBFS – school optional next year’), or</li> <li>• eligible for preschool, and school is compulsory the following year (‘YBFS – school compulsory next year’); and             <ul style="list-style-type: none"> <li>○ if they were in the YBFS-age range in the previous year, they were not enrolled in a YBFS preschool program in the previous year. This will be established by using a combination of:                 <ul style="list-style-type: none"> <li>▪ YBFS preschool repeater flag – provided</li> <li>▪ YBFS preschool repeater flag – derived (derived by linking unit level preschool data with the previous year’s preschool data)</li> </ul> </li> </ul> </li> </ul> <p>This will be operationalised through the following steps:</p> |

|                         |  |
|-------------------------|--|
|                         | <p>1. Children will be grouped in to the following four categories (described in data element 'YBFS eligibility') according to their date of birth, age at which children become eligible for YBFS preschool (state-specific), and compulsory school age (state-specific):</p> <ol style="list-style-type: none"> <li>1. = Younger than the YBFS-age range</li> <li>2. = YBFS-school optional next year</li> <li>3. = YBFS-school compulsory next year</li> <li>4. = Exemption/exception to compulsory school</li> </ol> <p>2. If a child is:</p> <ul style="list-style-type: none"> <li>○ categorised as YBFS-school optional next year and</li> <li>○ they are enrolled in a 600-hour or more preschool program (or programs)</li> <li>○ Then, child-specific YBFS status = 'Yes'.</li> </ul> <p>Or, if a child is:</p> <ul style="list-style-type: none"> <li>○ categorised as YBFS-school compulsory next year and</li> <li>○ they are enrolled in a 600-hour or more preschool program (or programs), and</li> <li>○ in the previous year they were not enrolled in a 600-hour or more preschool program (or programs) or were enrolled in a 2YBFS program (as determined by linking to preschool enrolment data for the previous year)</li> <li>○ Then, child-specific YBFS status = 'Yes'</li> </ul> <p>All other combinations result in a child-specific YBFS status of 'No'.</p> <p>Note: Where an alternative definition of preschool has been agreed in a state's Implementation Plan, consistent with the PRA, only programs that are consistent with the definition will be counted when calculating performance indicators.</p> <p><u>Numerator:</u></p> <p>The numerator will be obtained by summing all children in the Aboriginal and Torres Strait Islander population who are in the child-specific YBFS and who:</p> <ul style="list-style-type: none"> <li>• Have a 'Yes' response to the child level data element 'Child- Early childhood education program enrolment indicator', and</li> <li>• Are enrolled in a 600-hour (or more) program (or programs), determined using the data element 'Child - Early childhood education program hours enrolled (per week)' multiplied by the data element 'Service provider - Number of early childhood education program service operation weeks' to get total hours enrolled in the year.</li> </ul> <p><u>Denominator:</u></p> <p>The denominator will be based on the estimated (predicted) year before full-time school (YBFS) population for Aboriginal and Torres Strait Islander children. Estimated (predicted) YBFS refers to the estimates obtained by a regression model using 4-year-old estimated resident population (ERP), 5-year-old ERP, or 4 and 5-year-old ERP (chosen based on the highest explanatory power) and historical measured YBFS. Measured YBFS is determined using pre-year 1 school enrolment data lagged by one year and adjusted for net migration using ERP.</p> <p>Or</p> <p>Another method, agreed multilaterally (Appendix A1 6.15)</p> |
| Data collection details |  |

|                                     |   |
|-------------------------------------|---|
| Data source(s)                      | <p>Numerator: NECECC Enrolled (August)</p> <p>Denominator: Estimates and Projections, Aboriginal and Torres Strait Islander Australians <a href="#">Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 2006 - 2031   Australian Bureau of Statistics (abs.gov.au)</a>;</p> <p>Schools, Australia (latest) <a href="#">Schools   Australian Bureau of Statistics (abs.gov.au)</a></p> <p>Note: One, or both data sources may be used, as agreed multilaterally.</p> |
| Frequency of data source collection | <p>Numerator: Annual</p> <p>Denominator: Annual</p>   |



## Performance Indicator 2.2 Aboriginal and Torres Strait Islander Children Attending

| Indicator details         |   |
|---------------------------|---|
| Description               | Proportion (x%) of Aboriginal and Torres Strait Islander children attending a preschool program (or programs) for y% of 600 hours in the child-specific year before full-time school (YBFS).  |
| Numerator                 | The number of Aboriginal and Torres Strait Islander children in the child-specific YBFS who were enrolled at the enrolment reference point in Term 2 in a preschool program (or programs) offering at least 600 hours in the year, whose attendance hours during the attendance reference period are extrapolated to estimate annual hours greater than or equal to the agreed state or territory target of y% of 600 hours.  |
| Numerator data elements   | <p>Elements provided by the <b>jurisdictions</b>:</p> <ul style="list-style-type: none"> <li>• Enrolment in a preschool program code [<math>\geq</math> 600 hours, &lt; 600 hours, 2YBFS program]</li> <li>• Maximum annual preschool program hours available (conditional- answer if child is enrolled in a program for &lt; 600 hours)</li> <li>• Date of birth (<a href="#">METEOR Id 287007</a>)</li> <li>• Indigenous status (<a href="#">METEOR Id 602543</a>)</li> <li>• YBFS preschool repeater flag – provided [optional]</li> <li>• Child-specific preschool program start date for the year</li> <li>• Child-specific preschool program end date for the year</li> <li>• Attendance reference period start date (Term, or CCSS weeks – may vary by setting)</li> <li>• Attendance reference period end date (Term, or CCSS weeks – may vary by setting)</li> <li>• Hours attended in attendance reference period (Term, or CCSS weeks)</li> <li>• Operationally unavailable hours (within attendance reference period) [optional]</li> <li>• Program weeks (annual) (regardless of child enrolment date)</li> <li>• Service provider organisation- Australian state/territory identifier (<a href="#">METEOR Id 289083</a>)</li> <li>• Service provider organisation – service activity type, early childhood education and care (<a href="#">METEOR Id 762656</a>)</li> </ul> <p>Elements derived by the <b>ABS</b>:</p> <ul style="list-style-type: none"> <li>• Enrolment at the enrolment reference point in Term 2 indicator</li> <li>• Child-specific enrolment status</li> <li>• YBFS eligibility</li> <li>• Child-specific YBFS status</li> <li>• YBFS preschool repeater flag – derived</li> <li>• Program weeks (attendance reference period)</li> <li>• Child – Estimated total annual attendance hours (extrapolated)</li> </ul> <p>Other data elements</p> <ul style="list-style-type: none"> <li>• State-specific target y% of 600 hours<sup>9</sup></li> <li>• Policy target hours (annual)</li> <li>• Enrolment reference point in Term 2</li> </ul> |
| Denominator               | The number of Aboriginal or Torres Strait Islander children in the child-specific YBFS enrolled in a 600 hour or more preschool program (or programs) at the enrolment reference point in Term 2.   |
| Denominator data elements | <p>Elements provided by the <b>jurisdictions</b>:</p> <ul style="list-style-type: none"> <li>• Enrolment in a preschool program code [<math>\geq</math> 600 hours, &lt; 600 hours, 2YBFS program]</li> <li>• Maximum annual preschool program hours available (conditional- answer if child is enrolled in a program for &lt; 600 hours)</li> <li>• Date of birth (<a href="#">METEOR Id 287007</a>)</li> <li>• Indigenous status (<a href="#">METEOR Id 602543</a>)</li> </ul>   |

<sup>9</sup> To be agreed as part of the annual bilateral implementation plan discussion.

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|   | <ul style="list-style-type: none"> <li>YBFS preschool repeater flag – provided [optional]</li> <li>Child-specific preschool program start date for the year</li> <li>Child-specific preschool program end date for the year</li> <li>Service provider organisation- Australian state/territory identifier (<a href="#">METEOR Id 289083</a>)</li> <li>Service provider organisation – service activity type, early childhood education and care (<a href="#">METEOR Id 762656</a>)</li> </ul> <p>Elements derived by the <b>ABS</b>:</p> <ul style="list-style-type: none"> <li>Enrolment at the enrolment reference point in Term 2 indicator</li> <li>Child-specific enrolment status</li> <li>YBFS eligibility</li> <li>Child-specific YBFS status</li> <li>YBFS preschool repeater flag – derived</li> </ul> <p>Other data elements:</p> <ul style="list-style-type: none"> <li>Policy target hours (annual)</li> <li>Enrolment reference point in Term 2</li> </ul>   |
| Computation                             | <p>Numerator ÷ Denominator × 100 = Proportion</p> <p>Refer to flowcharts 1 and 2.</p> <p>Flowchart 1: Episode to child process flow, and calculation of child attendance hours.</p> <p>Flowchart 2: Proportion (x%) of children attending a preschool program (or programs) for y% of 600 hours in the child-specific YBFS.</p>  |
| Presentation                            | Proportion   |
| Identifiers                             | <p>Person ID (Statistical Linkage Key (SLK) 581):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage who may have the same SLK, legitimate duplicates can be flagged by jurisdictions (within a dataset), by using a child/student database to check the name, date of birth, and sex of each child with an identical SLK. Matching SLKs that are not coincidental should be detected and flagged appropriately by jurisdictions.</p> <p><u>Geographic information:</u></p> <p>Child level geographic information will be used to assist with matching episode records to enable estimation of attendance and enrolment information at the child level. Jurisdictions to supply a list of child addresses to ABS for geo-coding (timing to be negotiated bilaterally). Where agreed, child addresses will not be retained by the ABS.</p> <p>Service provider information will be used to determine the <i>Home-state</i> of the child and may be used to assist with matching episode records.</p> |
| Identifier and geographic data elements | <p><b>Child/URL data elements:</b></p> <p><u>Provided by jurisdictions:</u></p> <ul style="list-style-type: none"> <li>Statistical linkage key 581 (<a href="#">METEOR Id 349895</a>)</li> <li>Child – SLK Sequential Match code</li> <li>Address – Address line (<a href="#">METEOR Id 594217</a>)</li> <li>Address – Suburb/town/locality name (<a href="#">METEOR Id 429889</a>)</li> <li>Person – Australian state/territory identifier (<a href="#">METEOR Id 286919</a>)</li> <li>Address – Australian postcode (<a href="#">METEOR Id 611398</a>)</li> </ul> <p><u>Derived by the ABS:</u></p> <ul style="list-style-type: none"> <li>Person – area of usual residence, geographic location (Mesh Block) code</li> <li>Address – statistical area level 1 (SA1) code (ASGS Edition 3)</li> </ul>  |

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|                   | <p><b><u>Service level data elements:</u></b></p> <p>Provided by jurisdictions</p> <ul style="list-style-type: none"> <li>• Service provider organisation – Organisation identifier (<a href="#">METEOR Id 731385</a>)</li> <li>• Organisation – organisation name (<a href="#">METEOR Id 453823</a>)</li> <li>• Address – Address line (<a href="#">METEOR Id 594217</a>)</li> <li>• Address – Suburb/town/locality name (<a href="#">METEOR Id 429889</a>)</li> <li>• Service provider organisation – Australian state/territory identifier (<a href="#">METEOR Id 289083</a>)</li> <li>• Address – Australian postcode (<a href="#">METEOR Id 611398</a>)</li> </ul>   |
| Calculation rules | <p><b><u>Child level data:</u></b></p> <p>This performance indicator requires child level data. Children may attend more than one episode of preschool. To estimate child level attendance hours, attendance hours must first be estimated at the episode level, and then summed, where a child has more than one episode of preschool. Child level attendance hours will be estimated using the following steps:</p> <p><b><i>Step 1 – Estimate annual attendance hours for each episode</i></b></p> <p>Annual attendance hours for each episode will be estimated using the following steps:</p> <ul style="list-style-type: none"> <li>• If provided, 'Operationally unavailable hours (within attendance reference period)' are added to 'Hours attended in attendance reference period (Term, or CCSS weeks)'</li> <li>• 'Hours attended in attendance reference period (Term, or CCSS weeks)' (where CCSS weeks are aggregated to the term level), will be divided by 'Program weeks (attendance reference period)' to calculate weekly average hours.</li> <li>• To extrapolate to the program-year, weekly average hours will then be multiplied by total 'Program weeks (annual)' for that episode.</li> </ul> <p><b><i>Step 2 – Where a child has multiple episodes of preschool, sum estimated annual attendance hours for each episode, and assign to the Home-state (based on Appendix A.1. rules).</i></b></p> <p><i>The Home State is the state of the child's service address for the enrolment reference point or period, where that service records the greatest number of program hours for the child [up to 600hrs]. If a child has equal program hours across two or more states, for the purposes of the attendance performance indicators the Home-State is the state for which the greatest number of attendance hours have been recorded (Appendix A1 glossary).</i></p> <p>For children who were enrolled simultaneously across more than one jurisdiction at the enrolment reference point in Term 2, attendance hours in each state will be extrapolated according to the state specific attendance reference period. Extrapolated hours for each jurisdiction will be summed and assigned to the <i>Home-state</i> (Appendix A1 4.10.2). For children who were enrolled consecutively in more than one jurisdiction in Term 2, only Term 2 data will be used and any periods of interstate attendance during consecutive enrolments outside of Term 2 will not be counted (Appendix A.1. 4.10.3).</p> <p>For further information on creating unique child records from episode data, including how to treat duplicate episodes, multiple attendance reference periods and consecutive and simultaneous interstate enrolments, see 'Flowchart 1: Episode to child process flow, and estimation of annual child attendance hours'.</p> <p><b><u>Determining the child-specific YBFS</u></b></p> <p>A child will be counted as being in the child-specific YBFS if, according to state rules, their birthdate means they are:</p> <ul style="list-style-type: none"> <li>• eligible for preschool, and they become eligible for school the following year, but school is not compulsory the following year ('YBFS - school optional next year'), or</li> <li>• eligible for preschool, and school is compulsory the following year ('YBFS - school compulsory next year'); and</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>○ if they were in the YBFS-age range in the previous year, they were not enrolled in a YBFS preschool program in the previous year. This will be established by using a combination of: <ul style="list-style-type: none"> <li>▪ YBFS preschool repeater flag – provided</li> <li>▪ YBFS preschool repeater flag – derived (derived by linking unit level preschool data with the previous year's preschool data)</li> </ul> </li> </ul> <p>This will be operationalised through the following steps:</p> <ol style="list-style-type: none"> <li>1. Children will be grouped in to the following four categories (described in data element 'YBFS eligibility') according to their date of birth, age at which children become eligible for YBFS preschool (state-specific), and compulsory school age (state-specific): <ol style="list-style-type: none"> <li>1. = Younger than the YBFS-age range</li> <li>2. = YBFS-school optional next year</li> <li>3. = YBFS-school compulsory next year</li> <li>4. = Exemption/exception to compulsory school</li> </ol> </li> <li>2. If a child is: <ul style="list-style-type: none"> <li>○ categorised as YBFS-school optional next year and</li> <li>○ they are enrolled in a 600-hour or more preschool program (or programs)</li> <li>○ Then, child-specific YBFS status = 'Yes'.</li> </ul> </li> </ol> <p>Or, if a child is:</p> <ul style="list-style-type: none"> <li>○ categorised as YBFS-school compulsory next year and</li> <li>○ they are enrolled in a 600-hour or more preschool program (or programs), and</li> <li>○ in the previous year they were not enrolled in a 600-hour or more preschool program (or programs) or were enrolled in a 2YBFS program (as determined by linking to preschool enrolment data for the previous year)</li> <li>○ Then, child-specific YBFS status = 'Yes'</li> </ul> <p>All other combinations result in a child-specific YBFS status of 'No'.</p> <p>Note: Where an alternative definition of preschool has been agreed in a state's Implementation Plan, consistent with the PRA, only programs that are consistent with the definition will be counted when calculating performance indicators.</p> <p><u>Numerator:</u></p> <p>The numerator will be calculated by summing all children in the Aboriginal and Torres Strait Islander population who are in the child-specific YBFS and who:</p> <ul style="list-style-type: none"> <li>• Have an 'Enrolled in a preschool program of 600 hours or more' (code 1) response to the data element 'Enrolment in a preschool program code', or</li> <li>• Have an 'Enrolled in a preschool program of less than 600 hours' (code 2) response for 'Enrolment in a preschool program code' but for matched episodes, the element 'Maximum annual preschool program hours available' totals at least 600 hours, and</li> <li>• Are enrolled in a preschool program (or programs) at the enrolment reference point in Term 2, and</li> <li>• Whose attendance hours during the attendance reference period are extrapolated to estimate annual hours equal to or greater than the agreed state or territory target of y% of 600 hours.</li> </ul> <p><u>Denominator:</u></p> <p>The denominator will be calculated by summing all children in the Aboriginal and Torres Strait Islander population in the child-specific YBFS and who:</p> <ul style="list-style-type: none"> <li>• Have an 'Enrolled in a preschool program of 600 hours or more' (code 1) response to the data element 'Enrolment in a preschool program code', or</li> </ul> |
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|-------------------------------------|---|
|                                     | <ul style="list-style-type: none"> <li>• Have an 'Enrolled in a preschool program of less than 600 hours' (code 2) response for 'Enrolment in a preschool program code' but for matched episodes, the element 'Maximum annual preschool program hours available' totals at least 600 hours, and</li> <li>• Are enrolled in a preschool program (or programs) at the enrolment reference point in Term 2.</li> </ul> |
| Data collection details             |   |
| Data source(s)                      | <u>Numerator:</u> NECECC Attendance (June)<br><u>Denominator:</u> NECECC Enrolled (June)  |
| Frequency of data source collection | <u>Numerator:</u> Annual<br><u>Denominator:</u> Annual  |

## Performance Indicator 3.1 Disadvantaged Children Enrolled

| Indicator details         |   |
|---------------------------|---|
| Description               | Proportion (x%) of disadvantaged <sup>10</sup> children enrolled in a preschool program (or programs) for 600 hours or more, in the child-specific year before full-time school (YBFS)  |
| Numerator                 | The number of children resident in a Socio-Economic Index for Areas (SEIFA) Index of Relative Socio-economic Disadvantage (IRSD) Quintile 1 in the child-specific YBFS, who were enrolled in a 600-hour (or more) program (or programs) during the enrolment reference period in August.  |
| Numerator data elements   | <p>Elements provided by the <b>jurisdictions</b>:</p> <ul style="list-style-type: none"> <li>Child - Early childhood education program enrolment indicator (<a href="#">METEOR Id 762886</a>)</li> <li>Child - Early childhood education program hours enrolled (per week) (<a href="#">METEOR Id 763021</a>)</li> <li>Child - Early childhood education program 2YBFS indicator [optional]</li> <li>Child - Early childhood education program repeater indicator (<a href="#">METEOR Id 602323</a>)</li> <li>Child - Early childhood education program repeater indicator – state-funded [conditional – answer if child is identified as repeater]</li> <li>Person - Date of birth (<a href="#">METEOR Id 287007</a>)</li> <li>Service provider - Number of early childhood education program service operation weeks (<a href="#">METEOR Id 602358</a>)</li> <li>Service provider organisation - Australian state/territory identifier (<a href="#">METEOR Id 289083</a>)</li> </ul> <p>Elements derived by the <b>ABS</b>:</p> <ul style="list-style-type: none"> <li>SEIFA (2021 Census, ASGS Edition 3) cluster</li> <li>YBFS eligibility</li> <li>Child-specific YBFS status</li> <li>YBFS preschool repeater flag – derived</li> <li>Total enrolled hours</li> </ul> |
| Denominator               | The estimated number of YBFS children resident in a Socio-Economic Index for Areas (SEIFA) Index of Relative Socio-economic Disadvantage (IRSD) Quintile 1 for each jurisdiction as at the collection year.   |
| Denominator data elements | <p>Elements derived by the <b>ABS</b>:</p> <p>The estimated number of YBFS children resident in a Socio-Economic Index for Areas (SEIFA) Index of Relative Socio-economic Disadvantage (IRSD) Quintile 1 as at the collection year for each jurisdiction.</p> <p>Element will be based on:</p> <ul style="list-style-type: none"> <li>Schools, Australia, student enrolments</li> <li>Estimated Resident Population (ERP) of children aged 4, 5 or 4 and 5</li> </ul> <p>Or,</p> <ul style="list-style-type: none"> <li>If required, other method as agreed multilaterally (Appendix A1 6.15).</li> </ul>   |
| Computation               | <p>Numerator ÷ Denominator × 100 = Proportion</p> <p>Refer to Flowchart 3: Proportion (x%) of children enrolled in a preschool program (or programs) for 600 hours or more in the child-specific year before full-time school (YBFS)</p>  |
| Presentation              | Proportion  |
| Identifiers               | <p>Person ID (<a href="#">Statistical Linkage Key (SLK) 581</a>):</p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage who may have the same SLK, legitimate duplicates can be identified by jurisdictions by using a child/student database to check the name, date of birth, sex, and state of each child with an identical SLK. Matching SLKs that are not coincidental should be detected and flagged appropriately by jurisdictions.</p>  |

<sup>10</sup> States may use an alternative to Socio-Economic Index for Areas (Index of Relative Socio-economic Disadvantage) for their performance reporting where agreed bilaterally with the Australian Government in Implementation Plans as per 3.1 of Appendix A.1. Preschool Reform Agreement – Appendix B (Performance Indicator Specifications)

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|   | <p><u>Geographic information:</u></p> <p>Child level geographic information will be used to assist with matching episode records to enable estimation of attendance and enrolment information at the child level. Jurisdictions to supply a list of child addresses to ABS for geo-coding (timing to be negotiated bilaterally). Where agreed, child addresses will not be retained by the ABS.</p> <p>Service provider information will be used to determine the <i>Home-state</i> of the child and may be used to assist with matching episode records.</p>  |
| Identifier and geographic data elements | <p><b><u>Child/URL data elements:</u></b></p> <p><u>Provided by jurisdictions:</u></p> <ul style="list-style-type: none"> <li>• Statistical Linkage Key 581 (<a href="#">METEOR Id 349895</a>)</li> <li>• Child – SLK Sequential Match code</li> <li>• Address – Address line (<a href="#">METEOR Id 594217</a>)</li> <li>• Address – Suburb/town/locality name (<a href="#">METEOR Id 429889</a>)</li> <li>• Person – Australian state/territory identifier (<a href="#">METEOR Id 286919</a>)</li> <li>• Address – Australian postcode (<a href="#">METEOR Id 611398</a>)</li> </ul> <p><u>Derived by the ABS:</u></p> <ul style="list-style-type: none"> <li>• Person – area of usual residence, geographic location (Mesh Block) code</li> <li>• Address – statistical area level 1 (SA1) code (ASGS Edition 3)</li> <li>• SEIFA (2021 Census, ASGS Edition 3) cluster</li> </ul> <p><b><u>Service level data elements:</u></b></p> <p><u>Provided by jurisdictions</u></p> <ul style="list-style-type: none"> <li>• Service provider organisation – Organisation identifier (<a href="#">METEOR Id 731385</a>)</li> <li>• Organisation- organisation name (<a href="#">METEOR Id 453823</a>)</li> <li>• Address – Address line (<a href="#">METEOR Id 594217</a>)</li> <li>• Address – Suburb/town/locality name (<a href="#">METEOR Id 429889</a>)</li> <li>• Service provider organisation- Australian state/territory identifier (<a href="#">METEOR Id 289083</a>)</li> <li>• Address – Australian postcode (<a href="#">METEOR Id 611398</a>)</li> </ul> |
| Calculation rules                       | <p><u>Child level data:</u></p> <p>This performance indicator requires child level data. Children may be enrolled in more than one [episode of a] preschool program. To determine the total enrolled hours for the child, episode records will be matched using SLK [and other information, such as geography]. Where a child is enrolled in more than one preschool program, all enrolled hours for all [episodes of a] preschool program (or programs) will be summed.</p> <p>For more information on creating unique child records from episode data, including how to treat multiple enrolments and repeat enrolments over time, see Appendix B.1: 'Creating unique child records from episode records'.</p> <p><u>Determining the child-specific YBFS</u></p> <p>A child will be counted as being in the child-specific YBFS if, according to state rules, their birthdate means they are:</p> <ul style="list-style-type: none"> <li>• eligible for preschool, and they become eligible for school the following year, but school is not compulsory the following year ('YBFS - school optional next year'), or</li> <li>• eligible for preschool, and school is compulsory the following year ('YBFS - school compulsory next year'); and             <ul style="list-style-type: none"> <li>○ if they were in the YBFS-age range in the previous year, they were not enrolled in a YBFS preschool program in the previous year. This will be established by using a combination of:</li> </ul> </li> </ul>   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>▪ YBFS preschool repeater flag – provided</li> <li>▪ YBFS preschool repeater flag – derived (derived by linking unit level preschool data with the previous year’s preschool data)</li> </ul> <p>This will be operationalised through the following steps:</p> <ol style="list-style-type: none"> <li>1. Children will be grouped in to the following four categories (described in data element ‘YBFS eligibility’) according to their date of birth, age at which children become eligible for YBFS preschool (state-specific), and compulsory school age (state-specific): <ol style="list-style-type: none"> <li>1. = Younger than the YBFS-age range</li> <li>2. = YBFS–school optional next year</li> <li>3. = YBFS–school compulsory next year</li> <li>4. = Exemption/exception to compulsory school</li> </ol> </li> <li>2. If a child is: <ul style="list-style-type: none"> <li>○ categorised as YBFS–school optional next year and</li> <li>○ they are enrolled in a 600-hour or more preschool program (or programs)</li> <li>○ Then, child-specific YBFS status = ‘Yes’.</li> </ul> </li> </ol> <p>Or, if a child is:</p> <ul style="list-style-type: none"> <li>○ categorised as YBFS–school compulsory next year and</li> <li>○ they are enrolled in a 600-hour or more preschool program (or programs), and</li> <li>○ in the previous year they were not enrolled in a 600-hour or more preschool program (or programs) or were enrolled in a 2YBFS program (as determined by linking to preschool enrolment data for the previous year)</li> <li>○ Then, child-specific YBFS status = ‘Yes’</li> </ul> <p>All other combinations result in a child-specific YBFS status of ‘No’.</p> <p>Note: Where an alternative definition of preschool has been agreed in a state's Implementation Plan, consistent with the PRA, only programs that are consistent with the definition will be counted when calculating performance indicators.</p> <p><u>Numerator:</u></p> <p>The numerator will be obtained by summing all children in the child-specific YBFS who reside in areas with a SEIFA IRSD quintile of 1 and who:</p> <ul style="list-style-type: none"> <li>• Have a ‘Yes’ response to the child level data element ‘Child – Early childhood education program enrolment indicator’, and</li> <li>• Are enrolled in a 600-hour (or more) program (or programs), determined using the data element ‘Child – Early childhood education program hours enrolled (per week)’ multiplied by the data element ‘Service provider – Number of early childhood education program service operation weeks’ to get total hours enrolled in the year.</li> </ul> <p><u>Denominator:</u></p> <p>The denominator will be based on the estimated (predicted) year before full-time school (YBFS) population for children who reside in SEIFA IRSD quintile 1. Estimated (predicted) YBFS refers to the estimates obtained by a regression model using 4-year-old estimated resident population (ERP), 5-year-old ERP, or 4 and 5-year-old ERP (chosen based on the highest explanatory power) and historical measured YBFS. Measured YBFS is determined using pre-year 1 school enrolment data lagged by one year and adjusted for net migration using ERP.</p> <p>Or,</p> <p>Another method, agreed multilaterally (Appendix A1 6.15)</p> |
|--|---|



|                                     |  |
|-------------------------------------|--|
|                                     |  |
| Data collection details             |  |
| Data source(s)                      | <p>Numerator: NECECC Enrolled (August)</p> <p>Denominator: ABS Estimated Resident Population, available from National, state and territory population published on <a href="https://www.abs.gov.au/statistics/people/population/national-state-and-territory-population/latest-release">https://www.abs.gov.au/statistics/people/population/national-state-and-territory-population/latest-release</a></p> <p>Schools, Australia (latest) <a href="https://www.abs.gov.au/statistics/people/population/national-state-and-territory-population/latest-release">Schools   Australian Bureau of Statistics (abs.gov.au)</a></p> <p><u>Note: One, or both data sources may be used, as agreed multilaterally.</u></p> |
| Frequency of data source collection | <p>Numerator: Annual</p> <p>Denominator: Annual</p>  |

## Performance Indicator 3.2 Disadvantaged Children Attending

| Indicator details       |  |
|-------------------------|--|
| Description             | Proportion (x%) of disadvantaged <sup>11</sup> children attending a preschool program (or programs) for y% of 600 hours in the child-specific year before full-time school (YBFS).   |
| Numerator               | The number of children resident in a Socio-Economic Index for Areas (SEIFA) Index of Relative Socio-economic Disadvantage (IRSD) Quintile 1 in the child-specific YBFS who were enrolled at the enrolment reference point in Term 2 in a preschool program (or programs) offering at least 600 hours in the year, whose attendance hours during the attendance reference period are extrapolated to estimate annual hours greater than or equal to the agreed state or territory target of y% of 600 hours.  |
| Numerator data elements | <p>Elements provided by the <b>jurisdictions</b>:</p> <ul style="list-style-type: none"> <li>• Enrolment in a preschool program code [<math>\geq</math> 600 hours, &lt; 600 hours, 2YBFS program]</li> <li>• Maximum annual preschool program hours available (conditional- answer if child is enrolled in a program for &lt; 600 hours)</li> <li>• Date of birth (<a href="#">METEOR Id 287007</a>)</li> <li>• YBFS preschool repeater flag – provided [optional]</li> <li>• Child-specific preschool program start date for the year</li> <li>• Child-specific preschool program end date for the year</li> <li>• Attendance reference period start date (Term, or CCSS weeks – may vary by setting)</li> <li>• Attendance reference period end date (Term, or CCSS weeks – may vary by setting)</li> <li>• Hours attended in attendance reference period (Term, or CCSS weeks)</li> <li>• Operationally unavailable hours (within attendance reference period) [optional]</li> <li>• Program weeks (annual) (regardless of child enrolment date)</li> <li>• Service provider organisation- Australian state/territory identifier (<a href="#">METEOR Id 289083</a>)</li> <li>• Service provider organisation – service activity type, early childhood education and care (<a href="#">METEOR Id 762656</a>)</li> </ul> <p>Elements derived by the <b>ABS</b>:</p> <ul style="list-style-type: none"> <li>• Enrolment at the enrolment reference point in Term 2 indicator</li> <li>• Child-specific enrolment status</li> <li>• YBFS eligibility</li> <li>• Child-specific YBFS status</li> <li>• YBFS preschool repeater flag - derived</li> <li>• Program weeks (attendance reference period)</li> <li>• SEIFA (2021 Census, ASGS Edition 3) cluster</li> <li>• Child – Estimated total annual attendance hours (extrapolated)</li> </ul> <p>Other data elements:</p> <ul style="list-style-type: none"> <li>• State-specific target y% of 600 hours<sup>12</sup></li> <li>• Policy target hours (annual)</li> <li>• Enrolment reference point in Term 2</li> </ul> |
| Denominator             | The number of children resident in Socio-Economic Index for Areas (SEIFA) Index of Relative Socio-economic Disadvantage (IRSD) Quintile 1 in the child-specific YBFS who were enrolled in a 600-hour or more preschool program (or programs) at the enrolment reference point in Term 2.   |

<sup>11</sup> States may use an alternative to Socio-Economic Index for Areas (Index of Relative Socio-economic Disadvantage) for their performance reporting where agreed bilaterally with the Australian Government in Implementation Plans as per 3.1 of Appendix A.1.

<sup>12</sup> To be agreed as part of the annual bilateral implementation plan discussion

|   |   |
|---|---|
| Denominator data elements               | <p><u>Elements provided by the jurisdictions:</u></p> <ul style="list-style-type: none"> <li>• Enrolment in a preschool program code [<math>\geq</math> 600 hours, &lt; 600 hours, 2YBFS program]</li> <li>• Maximum annual preschool program hours available (conditional- answer if child is enrolled in a program for &lt; 600 hours)</li> <li>• Date of birth (<a href="#">METEOR Id 287007</a>)</li> <li>• YBFS preschool repeater flag – provided [optional]</li> <li>• Child-specific preschool program start date for the year</li> <li>• Child-specific preschool program end date for the year</li> <li>• Service provider organisation- Australian state/territory identifier (<a href="#">METEOR Id 289083</a>)</li> <li>• Service provider organisation – service activity type, early childhood education and care (<a href="#">METEOR Id 762656</a>)</li> </ul> <p><u>Elements derived by the ABS:</u></p> <ul style="list-style-type: none"> <li>• Enrolment at the enrolment reference point in Term 2 indicator</li> <li>• Child-specific enrolment status</li> <li>• YBFS eligibility</li> <li>• Child-specific YBFS status</li> <li>• YBFS preschool repeater flag – derived</li> <li>• SEIFA (2021 Census, ASGS Edition 3) cluster</li> </ul> <p><u>Other data elements:</u></p> <ul style="list-style-type: none"> <li>• Policy target hours (annual)</li> <li>• Enrolment reference point in Term 2</li> </ul> |
| Computation                             | <p><math>\text{Numerator} \div \text{Denominator} \times 100 = \text{Proportion}</math></p> <p>Refer to flowcharts 1 and 2.</p> <p>Flowchart 1: Episode to child process flow, and calculation of child attendance hours.</p> <p>Flowchart 2: Proportion (x%) of children attending a preschool program (or programs) for y% of 600 hours in the child-specific YBFS.</p>   |
| Presentation                            | Proportion  |
| Identifiers                             | <p><u>Person ID (Statistical Linkage Key (SLK) 581):</u></p> <p>The SLK will provide a unique identifier for the vast majority of children. For the small percentage who may have the same SLK, legitimate duplicates can be flagged by jurisdictions (within a dataset), by using a child/student database to check the name, date of birth, and sex of each child with an identical SLK. Matching SLKs that are not coincidental should be detected and flagged appropriately by jurisdictions.</p> <p><u>Geographic information:</u></p> <p>Child level geographic information will be used to assist with matching episode records to enable estimation of attendance and enrolment information at the child level. Jurisdictions to supply a list of child addresses to ABS for geo-coding (timing to be negotiated bilaterally). Where agreed, child addresses will not be retained by the ABS.</p> <p>Service provider information will be used to determine the <i>Home-state</i> of the child and may be used to assist with matching episode records.</p>   |
| Identifier and geographic data elements | <p><u>Child/URL data elements:</u></p> <p><u>Provided by jurisdictions:</u></p> <ul style="list-style-type: none"> <li>• Statistical linkage key 581 (<a href="#">METEOR Id 349895</a>)</li> <li>• Child – SLK Sequential Match code</li> <li>• Address – Address line (<a href="#">METEOR Id 594217</a>)</li> <li>• Address – Suburb/town/locality name (<a href="#">METEOR Id 429889</a>)</li> </ul>  |

|                   |   |
|-------------------|---|
|                   | <ul style="list-style-type: none"> <li>Person – Australian state/territory identifier (<a href="#">METEOR Id 286919</a>)</li> <li>Address – Australian postcode (<a href="#">METEOR Id 611398</a>)</li> </ul> <p><u>Derived by the ABS:</u></p> <ul style="list-style-type: none"> <li>Person – area of usual residence, geographic location (Mesh Block) code</li> <li>Address – statistical area level 1 (SA1) code (ASGS Edition 3)</li> </ul> <p><b><u>Service level data elements:</u></b></p> <p><u>Provided by jurisdictions</u></p> <ul style="list-style-type: none"> <li>Service provider organisation – Organisation identifier (<a href="#">METEOR Id 731385</a>)</li> <li>Organisation – organisation name (<a href="#">METEOR Id 453823</a>)</li> <li>Address – Address line (<a href="#">METEOR Id 594217</a>)</li> <li>Address – Suburb/town/locality name (<a href="#">METEOR Id 429889</a>)</li> <li>Service provider organisation – Australian state/territory identifier (<a href="#">METEOR Id 289083</a>)</li> <li>Address – Australian postcode (<a href="#">METEOR Id 611398</a>)</li> </ul>  |
| Calculation rules | <p><u>Child level data:</u></p> <p>This performance indicator requires child level data. Children may attend more than one episode of preschool. To estimate child level attendance hours, attendance hours must first be estimated at the episode level, and then summed, where a child has more than one episode of preschool. Child level attendance hours will be estimated using the following steps:</p> <p><b><i>Step 1 – Estimate annual attendance hours for each episode</i></b></p> <p>Annual attendance hours for each episode will be estimated using the following steps:</p> <ul style="list-style-type: none"> <li>If provided, 'Operationally unavailable hours (within attendance reference period)' are added to 'Hours attended in attendance reference period (Term, or CCSS weeks)'</li> <li>'Hours attended in attendance reference period (Term, or CCSS weeks)' (where CCSS weeks are aggregated to the term level), will be divided by 'Program weeks (attendance reference period)' to calculate weekly average hours.</li> <li>To extrapolate to the program-year, weekly average hours will then be multiplied by total 'Program weeks (annual)' for that episode.</li> </ul> <p><b><i>Step 2 – Where a child has multiple episodes of preschool, sum estimated annual attendance hours for each episode, and assign to the Home-state (based on Appendix A.1. rules).</i></b></p> <p><i>The Home-State is the state of the child's service address for the enrolment reference point or period, where that service records the greatest number of program hours for the child [up to 600hrs]. If a child has equal program hours across two or more states, for the purposes of the attendance performance indicators the Home-State is the state for which the greatest number of attendance hours have been recorded (Appendix A1 glossary).</i></p> <p>For children who were enrolled simultaneously across more than one jurisdiction at the enrolment reference point in Term 2, attendance hours in each state will be extrapolated according to the state specific attendance reference period. Extrapolated hours for each jurisdiction will be summed and assigned to the <i>Home-state</i> (Appendix A1. 4.10.2). For children who were enrolled consecutively in more than one jurisdiction in Term 2, only Term 2 data will be used and any periods of interstate attendance during consecutive enrolments outside of Term 2 will not be counted (Appendix A.1. 4.10.3).</p> <p>For further information on creating unique child records from episode data, including how to treat duplicate episodes, multiple attendance reference periods and consecutive and simultaneous interstate enrolments, see 'Flowchart 1: Episode to child process flow, and estimation of annual child attendance hours'.</p> |

#### Determining the child-specific YBFS

A child will be counted as being in the child-specific YBFS if, according to state rules, their birthdate means they are:

- eligible for preschool, and they become eligible for school the following year, but school is not compulsory the following year ('YBFS - school optional next year'), or
- eligible for preschool, and school is compulsory the following year ('YBFS - school compulsory next year'); and
  - if they were in the YBFS-age range in the previous year, they were not enrolled in a YBFS preschool program in the previous year. This will be established by using a combination of:
    - YBFS preschool repeater flag – provided
    - YBFS preschool repeater flag – derived (derived by linking unit level preschool data with the previous year's preschool data)

This will be operationalised through the following steps:

1. Children will be grouped in to the following four categories (described in data element 'YBFS eligibility') according to their date of birth, age at which children become eligible for YBFS preschool (state-specific), and compulsory school age (state-specific):

1. = Younger than the YBFS-age range
2. = YBFS-school optional next year
3. = YBFS-school compulsory next year
4. = Exemption/exception to compulsory school

2. If a child is:

- categorised as YBFS-school optional next year and
- they are enrolled in a 600-hour or more preschool program (or programs)
- Then, child-specific YBFS status = 'Yes'.

Or, if a child is:

- categorised as YBFS-school compulsory next year and
- they are enrolled in a 600-hour or more preschool program (or programs), and
- in the previous year they were not enrolled in a 600-hour or more preschool program (or programs) or were enrolled in a 2YBFS program (as determined by linking to preschool enrolment data for the previous year)
- Then, child-specific YBFS status = 'Yes'

All other combinations result in a child-specific YBFS status of 'No'.

Note: Where an alternative definition of preschool has been agreed in a state's Implementation Plan, consistent with the PRA, only programs that are consistent with the definition will be counted when calculating performance indicators.

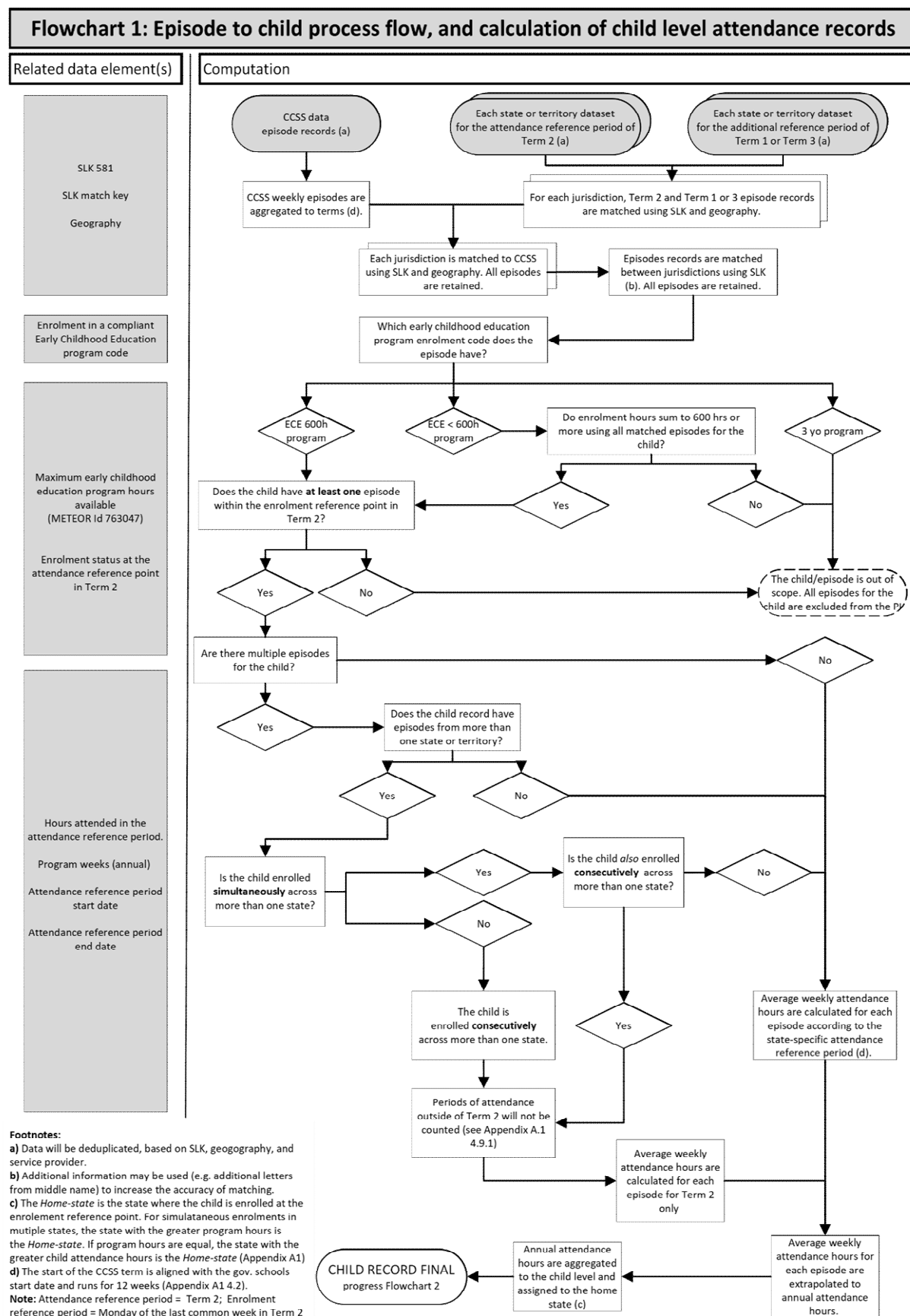
#### Numerator:

The numerator will be calculated by summing all children in the child-specific YBFS who reside in areas with a SEIFA IRSD quintile of 1 and who:

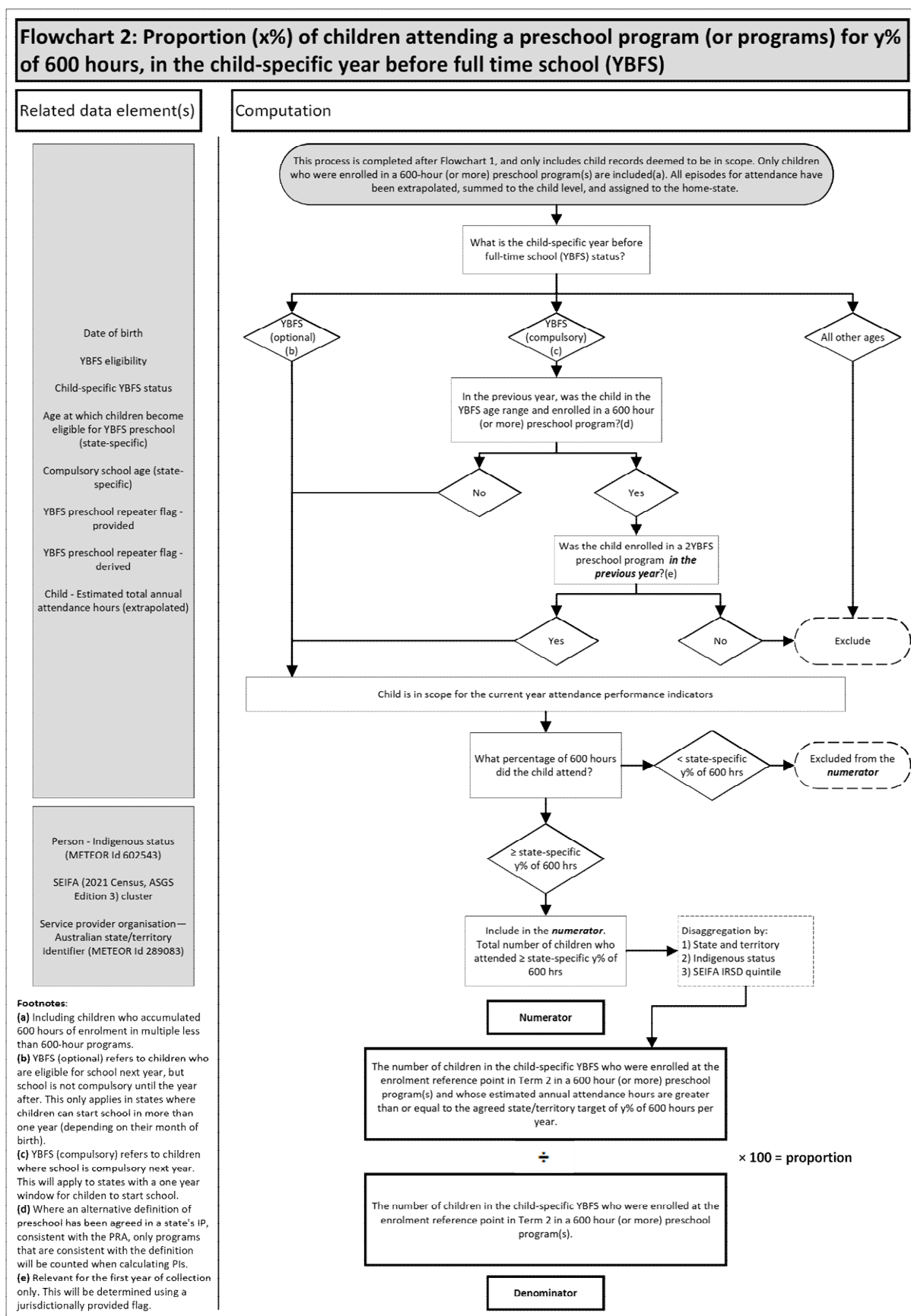
- Have an 'Enrolled in a preschool program of 600 hours or more' (code 1) response to the data element 'Enrolment in a preschool program code', or
- Have an 'Enrolled in a preschool program of less than 600 hours' (code 2) response for 'Enrolment in a preschool program code' but for matched episodes, the element 'Maximum annual preschool program hours available' totals at least 600 hours, and
- Are enrolled in a preschool program (or programs) at the enrolment reference point in Term 2, and
- Whose attendance hours during the attendance reference period are extrapolated to estimate annual hours equal to or greater than the agreed state or territory target of y% of 600 hours.

|                                     |  |
|-------------------------------------|--|
|                                     | <p><u>Denominator:</u></p> <p>The denominator will be calculated by summing all children who reside in areas with a SEIFA IRSD quintile of 1 in the child-specific YBFS and who:</p> <ul style="list-style-type: none"> <li>• Have an 'Enrolled in a preschool program of 600 hours or more' (code 1) response to the data element 'Enrolment in a preschool program code', or</li> <li>• Have an 'Enrolled in a preschool program of less than 600 hours' (code 2) response for 'Enrolment in a preschool program code' but for matched episodes, the element 'Maximum annual preschool program hours available' totals at least 600 hours, and</li> <li>• Are enrolled in a preschool program (or programs) at the enrolment reference point in Term 2.</li> </ul> |
| Data collection details             |  |
| Data source(s)                      | <p><u>Numerator:</u> NECECC Attendance (June)</p> <p><u>Denominator:</u> NECECC Enrolled (June)</p>  |
| Frequency of data source collection | <p><u>Numerator:</u> Annual</p> <p><u>Denominator:</u> Annual</p>  |

# Flowchart 1: Episode to child process flow, and calculation of child level attendance hours

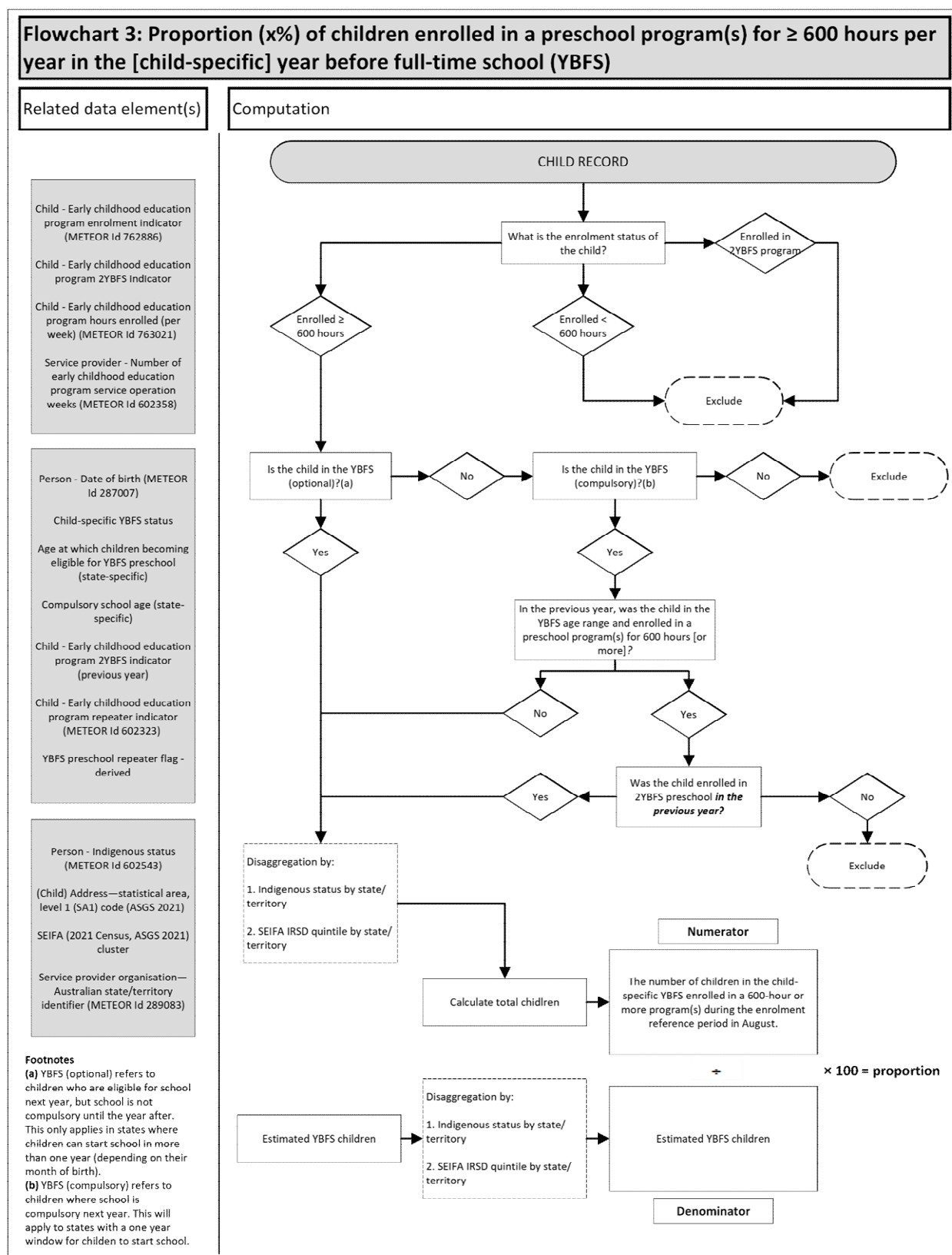


## Flowchart 2: Proportion (x%) of children attending a preschool program(s) for y% of 600 hours per year, in the (child-specific) year before full-time school (YBFS)





# Flowchart 3: Proportion (x%) of children enrolled in a preschool program (or programs) for 600 hours or more in the (child-specific) year before full-time school (YBFS)



## **Appendix B.1: Creating unique child records from episode records**

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

### ***Linking records across data sources***

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

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

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

When linking across state, territory and Commonwealth submissions, the SLK and child geography are used to identify records that belong to a single child.

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

### ***Reporting Child Counts***

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

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

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

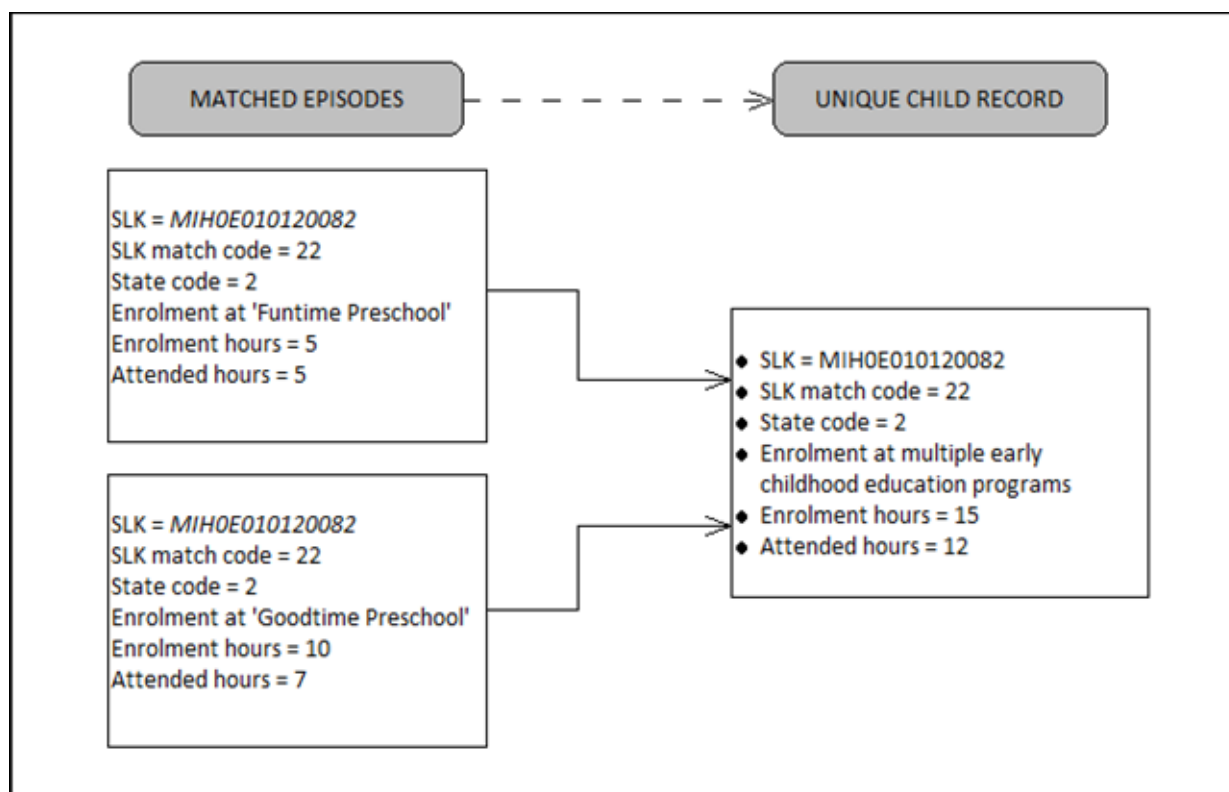


Figure A.1 Episode to child level process flow (example for the August collection)

## List of flow charts

|   |    |
|---|----|
| Flowchart 1: Episode to child process flow, and calculation of child attendance hours ..... | 30 |
| Flowchart 2: Attendance Computation Flow .....  | 31 |
| Flowchart 3: Enrolment Computation Flow .....   | 32 |

## List of figures

|   |    |
|---|----|
| Figure A.1: Episode to child level process flow (example for the August collection) ..... | 33 |
|---|----|

## References

ABS (Australian Bureau of Statistics) 2022. Preschool education. [Preschool Education, Australia, 2022 | Australian Bureau of Statistics \(abs.gov.au\)](#)

ABS (Australian Bureau of Statistics) 2022. Preschool education: methodology. <https://www.abs.gov.au/methodologies/preschool-education-australia-methodology/2022>

ABS (Australian Bureau of Statistics) 2022. Preschool Education. Statistics about preschool education, including enrolment, attendance, fees and service providers. [Preschool Education, 2022 | Australian Bureau of Statistics \(abs.gov.au\)](#)

AIHW (Australian Institute of Health and Welfare) 2020. Early Childhood Education and Care Data Set Specification. [Early Childhood Education and Care: Unit Record Level NMDS 2021 \(aihw.gov.au\)](#)

Data from the NECECC have been published annually by the ABS and are available on their website: <https://www.abs.gov.au/statistics/people/education/preschool-education-australia/latest-release> for the latest release and previous releases.

NECECC is underpinned by data standards specified in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS), which is maintained by the Australian Institute of Health and Welfare (AIHW) in the online metadata registry, METEOR, for the latest standards.