
3 Early childhood education and care

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Attachment tables

Attachment tables are identified in references throughout this chapter by a '3A' prefix (for example, table 3A.1). A full list of attachment tables is provided at the end of this chapter, and the attachment tables are available from the Review website at www.pc.gov.au/gsp.

Early childhood education and care aims to meet the care, educational and developmental needs of children. In this chapter, child care services are those provided to children aged 0–12 years, usually by someone other than the child's parents or guardian(s). Preschool services are provided to children, mainly in the year or two before they begin full time schooling.

Most of the data in this chapter relate to services that are supported by the Australian, State and Territory governments and provided for children aged 0–12 years. Local governments also plan, fund and deliver early childhood education and care. Due to data limitations, the only local government data included are where Australian, State and Territory government funding and/or licensing are involved.

Major improvements to reporting on early childhood education and care in this edition include:

- new and revised preschool performance indicators and measures reported using the National Early Childhood Education and Care (ECEC) Collection. The National ECEC collection expands on much of the material previously supplied on a State and Territory basis, with a comparable national data set and replaces previously reported data
- inclusion of a new indicator ‘achievement of the *National Quality Standard*’ and seven supporting measures with quality ratings data available from the Australian Children’s Education and Care Quality Authority (ACECQA)
- data quality information (DQI) available for the first time for the indicators ‘participation rates for special needs groups in preschool’, ‘children attending preschool’ (for two of three measures), ‘staff quality in early childhood education and care’ (for one of two measures), ‘achievement of the *National Quality Standard*’ and ‘total government recurrent expenditure on early childhood education and care per child in the community’.

3.1 Profile of early childhood education and care

Service overview

Early childhood education and care services are provided using a variety of service delivery models that can be grouped into the following six broad categories.

Long day care — centre based child care services providing all-day or part-time care for children (services may cater to specific groups within the general community). Long day care primarily provides services for children aged 0–5 years. Some long day care may also provide preschool and kindergarten programs and outside school hours care (see below). The service may operate from stand-alone or shared premises, including those on school grounds.

Family day care — comprises services providing small group care for children in the home environment of a registered carer. Care is primarily aimed at children aged 0–5 years, but primary school children may also receive care before and after school, and during school holidays. Educators work in partnership with scheme management and coordination unit staff.

Occasional care — comprises services usually provided at a centre on an hourly or sessional basis for short periods or at irregular intervals for parents who need time

to attend appointments, take care of personal matters, undertake casual and part time employment, study or have temporary respite from full time parenting. These services provide developmental activities for children and are aimed primarily at children aged 0–5 years. Centres providing these services usually employ a mix of qualified and other staff.

Preschool — comprises services delivering a preschool program. A preschool program is a structured, play-based learning program, delivered by a degree qualified teacher, aimed at children in the year or two before they commence full time schooling. This definition of a preschool program is 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, or in association with a school. The year before full time schooling is a term used to describe the ‘preschool’ program cohort, due to the varying delivery models of early childhood education in the different jurisdictions. Preschool program names and starting ages for each State and Territory are presented in table 3.1.

Table 3.1 Preschool programs in Australia^a

<i>State/Territory</i>	<i>Program name</i>	<i>Age of entry - preschool</i>	<i>Age of entry - school</i>
NSW	Preschool	Generally aged 3 and 4	5 by 31 July
Vic	Kindergarten	4 by 30 April	5 by 30 April
Qld	Kindergarten	4 by 30 June	5 by 30 June
WA	Kindergarten	4 by 30 June	5 by 30 June
SA	Preschool and Kindergarten	Entry after 4th birthday	Entry after 5th birthday
Tas	Kindergarten	4 by 1 January	5 by 1 January
ACT	Preschool	4 by 30 April	5 by 30 April
NT	Preschool	4 by 30 June or 3 for Indigenous children in remote areas	5 by 30 June

^a Preschool programs are also provided in some long day care centres. These are classified predominantly as child care services in this Report. However, long day care centre services that deliver a preschool program are included in preschool data, unless otherwise specified.

Source: State and Territory governments (unpublished); table 3A.1.

Outside school hours care — comprises services that provide care for school aged children before school, after school, during school holidays and on pupil free days. Outside school hours care may use stand-alone facilities, share school buildings and grounds and/or share facilities such as community halls.

Other services — comprise government funded services to support children with additional needs or in particular situations (including Indigenous children, children from non-English speaking backgrounds (NESB), children with disability or of

parents with disability, and children living in regional and remote areas). Other services include in-home care where an approved carer provides care in the child's home.

Roles and responsibilities

The Australian Government and the State and Territory governments have different but complementary roles in supporting early childhood education and care services. Both levels of government contribute funding to services, provide information and advice to parents and service providers, and help plan, set and maintain operating standards.

The Australian Government's roles and responsibilities for child care include:

- paying Child Care Benefit (CCB) to eligible families using approved child care services or registered carers
- paying Child Care Rebate (CCR), formerly the Child Care Tax Rebate (CCTR), to eligible families using approved child care services
- providing funding to State and Territory governments through the *National Partnership Agreement on Early Childhood Education* (NP ECE) to support the achievement of universal access to early childhood education
- providing funding and support to implement the *National Quality Framework* (NQF) through the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*
- funding organisations to provide information, support and training to service providers
- providing operational and capital funding to some providers.

State and Territory governments' roles and responsibilities vary across jurisdictions. Generally, State and Territory governments are responsible for funding and/or providing preschool services. Other roles and responsibilities can include:

- providing a legislative framework in which early childhood education and care services are provided where not covered under the NQF
- approval or licensing, monitoring and quality assessment of services in accordance with the NQF and other relevant regulations
- monitoring and resourcing licensed and approved early childhood education and care providers
- providing operational and capital funding to non-government service providers

-
- delivering services directly (especially preschool services)
 - developing new early childhood education and care services
 - providing information, support, training and development opportunities for early childhood education and care providers
 - providing curriculum and policy support and advice, as well as training and development for management and staff
 - planning to ensure the appropriate mix of services is available to meet the needs of the community
 - providing information and advice to parents and others about operating standards and the availability of services
 - providing dispute resolution and complaints management processes.

The arrangements for departmental responsibility for early childhood education and care vary across State and Territory governments. There are also differences across states and territories in early childhood education program names and starting ages. Table 3A.1 shows basic information on child care and preschool education programs, such as agency responsibility, program names and starting ages.

The Australian Government and State and Territory governments are working cooperatively to undertake national reforms in the area of early childhood education and care. Through Council of Australian Governments (COAG), governments have endorsed a number of major funding agreements and initiatives as part of a wider early childhood reform agenda (box 3.1).

Box 3.1 The COAG Early Childhood Reform Agenda

The main COAG national reform initiatives linked specifically to early childhood development, education and care include:

- the National Early Childhood Development Strategy — Investing in the Early Years, a collaboration between the Australian, State and Territory governments. The strategy broadly covers children from before birth to 8 years of age, and aims to improve outcomes for all children and their families, including reducing inequalities in outcomes between groups of children. The strategy, endorsed by COAG in July 2009, includes a range of long term national reform initiatives in the areas of education and care, health, protection, family support and housing that seek to improve early childhood outcomes
- the *National Partnership Agreement on Early Childhood Education* (NP ECE) which aims to achieve universal access to quality early childhood education for all children in the year before full time school by 2013. These reforms have been implemented progressively from 2009 to June 2013. A new *National Partnership Agreement on Universal Access to Early Childhood Education* for the period July 2013 to December 2014 supports universal access to and improved participation by children in quality early childhood education in the year before full time schooling, with a focus on vulnerable and disadvantaged children. These include a range of performance indicators against which progress is measured. The results published from measuring performance against these agreements may differ in some cases, to those presented in this Report, due to differing definitions adopted for calculating national indicators
- the *National Indigenous Reform Agreement* (NIRA) which includes a target to ensure all Indigenous children aged 4 years in remote communities have access to early childhood education by 2013. These reforms have been implemented progressively from 2009–2013
- the *National Partnership Agreement on Indigenous Early Childhood Development* which aims to establish 35 new Children and Family Centres (CFCs). The locations for 38 CFCs have been agreed, exceeding the original target of 35. These reforms are being implemented progressively until June 2014
- national workforce initiatives to improve the quality and supply of the early childhood education and care workforce
- the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*. This incorporates a *National Quality Framework (NQF) for Early Childhood Education and Care* and a *National Quality Standard (NQS)* to ensure high quality and consistent early childhood education and care across Australia, including streamlined regulatory approaches, an assessment and rating system and an *Early Years Learning Framework* and a *Framework for School Age Care*.

The Australian Government is implementing these changes in partnership with each of the State and Territory governments.

Source: COAG (2009a and 2009b); Department of Education (unpublished).

Quality of services

Governments seek to ensure that early childhood education and care services are of a satisfactory quality through:

- approvals, licensing, quality assurance, measuring performance against standards, and funding linked to outcomes
- monitoring compliance with the legislation
- providing curriculum and policy support and advice
- information sessions and sector engagement opportunities.

Licensing and approvals

State and Territory governments are responsible for the regulation of most early childhood education and care services. These regulatory responsibilities include the approval or licensing, monitoring, assessment and rating of services in accordance with the relevant regulations. Most long day care, preschool/kindergarten, family day care and outside school hours care services fall within the scope of the NQF and are regulated in accordance with the requirements of the Education and Care Services National Law and National Regulations. A small number of services continue to be licensed by other relevant jurisdiction legislation, for example mobile preschools.

Providers of early childhood education and care services must meet legislative and regulatory requirements in relation to the premises, policies and procedures, to obtain a service approval or license to operate.

To operate an education and care service under the NQF a person or entity must first apply to the relevant State or Territory Regulatory Authority to become an Approved Provider. An Approved Provider must then apply for a Service Approval to operate an education and care service.

Quality improvement

Since 1 January 2012, the NQF has provided the approach to quality improvement. The previous quality assurance system (National Childcare Accreditation Council) ceased on 31 December 2011. Box 3.15 provides additional information on the NQF.

The NQS sets a national benchmark for the quality of services, in seven key quality areas. Across these seven quality areas there are 18 standards. Each standard

contains a number of elements that describe the outcomes that contribute to the standard being achieved. There are 58 elements in total.

The NQS is accompanied by a national assessment and rating process reporting the quality of each service, against five rating levels which are ‘Significant Improvement Required’, ‘Working Towards NQS’, ‘Meeting NQS’, ‘Exceeding NQS’ and ‘Excellent’. The ‘Excellent’ rating can only be awarded by the national body, the Australian Children’s Education and Care Quality Authority (ACECQA), on application by the Approved Provider. The other four ratings result from the assessment and ratings process. Until a service is assessed and rated, it is taken to have the prescribed provisional rating of ‘Provisional – Not Yet Assessed’.

Funding performance standards and outcomes

State and Territory governments impose varying performance requirements for funding early childhood education and care services. These requirements can include:

- the employment of higher qualified staff than required by licensing or minimum standards
- self assessment of quality
- a demonstration of the delivery of quality educational and recreational programs.

Funding

Total Australian, State and Territory government expenditure on early childhood education and care services was \$6.8 billion in 2012-13, compared with \$6.1 billion (an increase of \$642 million, or 10.5 per cent in real terms) in 2011-12. Nationally, the average annual growth rate of real expenditure was 7.9 per cent between 2008-09 and 2012-13 (table 3A.3).

Australian Government expenditure accounted for 79.5 per cent (\$5.4 billion) of total government expenditure on early childhood education and care services in 2012-13 (tables 3A.3 and 3A.4). State and Territory government expenditure on early childhood education and care services in 2012-13 was \$1.4 billion (tables 3A.3 and 3A.5). Total Australian, State and Territory government expenditure reporting on early childhood education and care services is also available by jurisdiction (tables 3A.3–6, 3A.59, 3A.66, 3A.73, 3A.80, 3A.87, 3A.94, 3A.101 and 3A.108).

The Australian Government provided \$447 million in 2012-13 to State and Territory governments through the NP ECE (table 3A.6). This expenditure is reflected in the data for State and Territory government recurrent expenditure (table 3A.5).

In 2012-13, the provision of preschool services accounted for the largest proportion of total State and Territory government expenditure across most service models (81.8 per cent, or \$1.1 billion nationally) (table 3A.5).

The Australian Government provides supplementary funding to support the participation of Indigenous children in eligible preschool programs. In 2012, \$14.2 million was provided on a per person and project basis to 1761 government and non-government preschools. The funding covered 10 679 full time equivalent Indigenous preschool enrolments (Department of Education unpublished).

Size and scope

Services by management type

Early childhood education and care services may be managed by governments (State, Territory and local), the community sector, the private sector and non-government schools. Data on the management type of child care and preschool services are incomplete and the scope of data collection varies across jurisdictions (table 3.2).

Table 3.2 **Proportion of State and Territory approved and/or licensed early childhood education and care services, by management type, 2012-13 (per cent)^{a, b}**

	NSW ^c	Vic	Qld	WA ^d	SA ^e	Tas ^f	ACT	NT ^g
<i>Child care</i>								
Community managed	28.4	29.2	47.5	33.6	na	58.1	71.7	62.7
Private	54.7	46.8	45.5	61.3	na	21.9	22.5	21.2
Non-government schools	2.0	3.6	4.1	–	na	3.8	5.0	15.3
Total non-government	85.1	79.6	97.1	94.9	na	83.8	99.2	99.2
Government managed	8.5	20.4	2.9	5.1	na	16.2	0.8	0.8
Total	100.0	100.0	100.0	100.0	na	100.0	100.0	100.0
<i>Preschool</i>								
Community managed	81.2	71.1	91.5	2.5	4.3	na	–	na
Private	6.2	0.7	2.7	–	na	na	–	na
Non-government schools	2.3	6.0	4.4	27.0	na	27.3	18.1	3.1
Total non-government	89.7	77.7	98.5	29.5	4.3	27.3	18.1	3.1
Government managed	10.3	22.3	7.7	70.5	95.7	72.7	81.9	96.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

^a Includes all Australian, State and Territory government supported services. ^b Management type relates to the legal status of the preschool or child care service and does not relate to whether the provider is a for-profit or not-for-profit organisation. ^c Totals may not add up to the total of categories as a result of missing or incomplete NSW data on are management type. Totals for all services including those without a stated management type in the National Quality Agenda IT System (NQA ITS) and may therefore be higher than the sum of the four categories directly above. The majority of preschool programs in NSW are delivered by qualified staff in long day care centres and the majority of licensed long day care centres in NSW offer a preschool program. This Report predominantly classifies the services provided by long day care centres as child care services. The majority of long day care centres in NSW are not funded by the State Government but all are in receipt of some Australian Government funding. The NSW Government is responsible for the regulation, licensing, monitoring and assessment of the quality of services provided by long day care centres operating in the State. ^d While daily operations of community managed kindergartens are the responsibility of parent committees in WA, their programs are fully funded and their staff employed by government. ^e SA data were not available at the time of reporting. ^f Preschools in Tasmania include funded non-government preschools. ^g Government preschool services in the NT are directly provided by the Department of Education, but a range of management functions are devolved to school councils and parent management committees. **na** Not available. – Nil or rounded to zero.

Source: State and Territory governments (unpublished); tables 3A.64, 3A.71, 3A.78, 3A.85, 3A.92, 3A.99, 3A.106 and 3A.113.

Child care services

It is important to distinguish between the number of child care places provided and the number of children who attend services, because of the episodic nature of some services. For example, many children attend on a part time basis, for some sessions or on some days, so it is possible for one place to accommodate more than one child. Therefore, it is difficult to measure accurately how many children access multiple services.

There are no restrictions on the number of Australian Government approved child care services or places in long day care, family day care and outside school hours care (including vacation care) that can be approved for the purposes of CCB. There are also no restrictions in most State and Territory government child care services to the number of supported places. Data on the number of child care places supported by State and Territory governments are presented in tables 3A.60, 3A.67, 3A.74, 3A.81, 3A.88, 3A.95, 3A.102 and 3A.109.

In the March quarter of 2013, 1 033 214 children aged 12 years or younger attended Australian Government approved child care services, an increase of 6.5 per cent from 2012 (table 3A.8). There were 122 329 children attending State and Territory funded and/or provided child care services (table 3A.10).

Child care usage is not consistent throughout the year as children enter and leave care at different points of the year, depending on the child's situation. The number of children that have utilised child care across a given year is greater than the number using care at any point in time. Child care flow data counted across an entire year illustrate the variability of child care usage. For example, in the 2012 calendar year over 1.2 million children aged 12 years or younger attended Australian Government approved child care services (Department of Education unpublished), compared with 969 791 in the March quarter of 2012 (table 3A.8).

Preschool services

Preschool services provide a range of preschool programs (generally on a sessional basis) to children in the year or two before they commence full time schooling. The age from which children can or must attend full time schooling, and therefore the age from which children can attend preschool programs, varies across jurisdictions and information for each State and Territory is presented in table 3.1.

Differences in the age from which children can access preschool programs reduce the comparability of data across jurisdictions. Data on the age of children enrolled in preschool programs are presented in this chapter, and to improve comparability, data are also presented for:

- children enrolled in preschool programs in the year before they commence full time schooling
- younger children enrolled in preschool programs.

The number of places in most State and Territory government funded and/or provided preschool services are not formally limited and data on places should be considered as only indicative of service capacity. Data on the number of preschool

places for each jurisdiction are presented in tables 3A.60, 3A.67, 3A.74, 3A.81, 3A.88, 3A.95, 3A.102 and 3A.109.

In 2012, 53 972 children aged 3 years were enrolled in a preschool program. There were 220 040 children aged 4 years and 45 996 children aged 5 years enrolled in a preschool program. Overall, 255 143 children were enrolled in a preschool program in the year before full time schooling (excluding enrolled children aged 5 years who were also enrolled in the previous year as a 4 year old) (table 3A.16).

The difference between the number of places and the number of children enrolled in preschool programs is largely due to more than one child being able to fill one place, as many children attend preschool programs on a part time basis.

Non-government preschool programs

Non-government preschools deliver programs and may be managed and funded by entities from the community, private or the non-government schools' sectors.

Non-government preschool programs can be delivered in stand-alone preschools, non-government schools, government schools and child care centres (for example, long day care centres). Non-government preschool programs are required by State and Territory governments to be approved and/or licensed, but approval and licensing arrangements vary across jurisdictions. Characteristics of non-government preschool programs that are State and Territory government funded are presented in table 3.3.

Table 3.3 Characteristics of non-government preschool programs in receipt of State and Territory government funding, 2013

	NSW	Vic	Qld ^a	WA	SA	Tas ^b	ACT ^c	NT ^d
<i>Management type</i>								
Community sector	✓	✓	✓	✓	✓	x	x	x
Private sector	x	✓	✓	✓	x	x	x	x
Non-government schools' sector	✓	✓	✓	✓	na	✓	x	✓
<i>Service delivery setting</i>								
Stand-alone preschools	✓	✓	✓	✓	✓	x	x	x
Non-government schools' sector	✓	✓	✓	✓	✓	✓	x	✓
Government schools	✓	✓	✓	✓	na	x	x	x
Child care centres	✓	✓	✓	x	✓	x	x	x

X = Not government funded.

^a In Queensland a non-government kindergarten program may be delivered on a government school site but is not operated by the school. ^b Tasmania funds preschools with a management type of community sector in a range of settings, if the preschool is registered as a non-government school. ^c Non-government preschools in the ACT are licensed, but not government funded. ^d In the NT, only 4 Catholic remote schools receive NT Government funding for preschool services. na Not available.

Source: State and Territory governments (unpublished).

Some data are also included on non-government preschools which are licensed, registered and/or approved by State and Territory governments (box 3.9).

Integrated early childhood education and care services

A development across the early childhood education and care sector is the provision of integrated services designed to provide families with seamless access to a range of services for children.

Integrated services fit along an 'integration continuum' from cooperation (with some information sharing between services) to full integration (where services are merged). All states and territories provide early childhood education and care in an integrated way, but the range of services offered and the extent and model of integration differs across states and territories and between service providers.

Traditionally, integrated early childhood education and care services related to a preschool program being offered in a child care setting. Nationally in 2012 there were 3287 long day care centres offering a preschool program (Australian Bureau of Statistics [ABS] 2013).

More recently, a broader range of integrated services are being provided to children and families, including not only preschool and child care but also maternal and child health, and family support services. The range of integrated services differs according to community need, and integrated early childhood education and care

services are more commonly placed in disadvantaged communities, and provide particular specialised services.

3.2 Framework of performance indicators

COAG has agreed six National Agreements (NAs) to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services (see chapter 1 for more detail on reforms to federal financial relations).

There are no service specific NAs that relate to early childhood education and care services, however, the National Indigenous Reform Agreement (NIRA) includes an indicator relevant to this service. Performance indicators reported in this chapter are aligned with relevant performance indicators in the NIRA.

The framework of performance indicators for early childhood education and care is based on common objectives for early childhood education and care and is endorsed by the Steering Committee (box 3.2).

Box 3.2 Objectives for early childhood education and care services

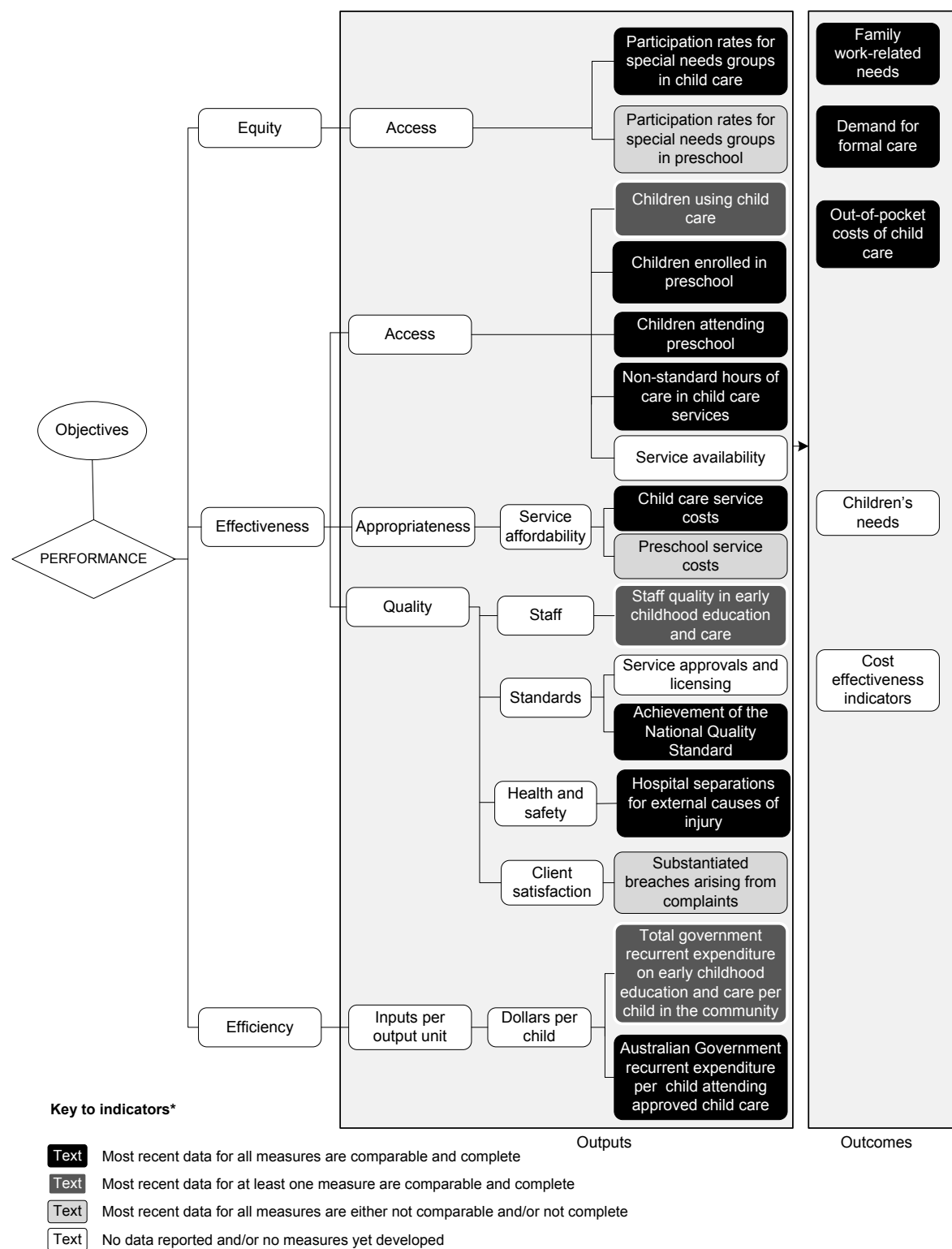
Early childhood education and care services aim to:

- meet the education and care needs of all children in developmentally appropriate ways, in a safe and nurturing environment
- provide quality services across a range of settings delivered in an equitable and efficient manner, meeting individual need.

The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of early childhood education and care services (figure 3.1). The performance indicator framework shows which data are complete and comparable in the 2014 Report. For data that are not considered directly comparable, text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (section 1.6).

The Report's statistical context chapter contains data that may assist in interpreting the performance indicators presented in this chapter. These data cover a range of demographic and geographic characteristics, including age profile, geographic distribution of the population, income levels, education levels, tenure of dwellings and cultural heritage (including Indigenous and ethnic status) (chapter 2).

Figure 3.1 Early childhood education and care performance indicator framework



* A description of the comparability and completeness of each measure is provided in indicator interpretation boxes within the chapter

3.3 Key performance indicator results

Different delivery contexts, locations and types of clients can affect the equity, effectiveness and efficiency of early childhood education and care. Definitions of key terms are in section 3.6.

Data quality information (DQI) is being progressively introduced for all indicators in the Report. The purpose of DQI is to provide structured and consistent information about quality aspects of data used to report on performance indicators. DQI in this Report cover the seven dimensions in the ABS' data quality framework (institutional environment, relevance, timeliness, accuracy, coherence, accessibility and interpretability) in addition to dimensions that define and describe performance indicators in a consistent manner, and key data gaps and issues identified by the Steering Committee. All DQI for the 2014 Report can be found at www.pc.gov.au/gsp/reports/rogs/2014.

Outputs

Outputs are the services delivered (while outcomes are the impact of these services on the status of an individual or group) (see chapter 1, section 1.5).

Equity

Access — Participation rates for special needs groups in child care

'Participation rates for special needs groups in child care' is an indicator of governments' objective to ensure that services are provided in an equitable manner to all special needs groups in the community, and that there is consideration of the needs of those groups that can have special difficulty in accessing services (box 3.3).

Box 3.3 Participation rates for special needs groups in child care

'Participation rates for special needs groups in child care' is defined as the proportion of children using child care services who are from targeted special needs groups, compared with the representation of these groups in the community. Data are reported for children in child care aged 0–5 and 6–12 years.

Targeted special needs groups include children from NESB, Indigenous children, children from low income families, children with disability, and children from regional and remote areas.

A high or increasing participation rate is desirable. If the representation of special needs groups among child care services users is broadly similar to their representation in the community, this suggests more equitable access.

Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions, but a break in series means that data prior to 2010 are not comparable to data after 2010. In addition, data for Indigenous children in this Report are not comparable to data in previous editions.
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is under development.

Data for participation by special needs groups using Australian Government approved child care services for 2013 were drawn from the *National Early Childhood Education and Care Workforce Census 2013* and Department of Education administrative systems. Box 3.4 contains more information on the census.

Box 3.4 Australian Government National Early Childhood Education and Care Workforce Census

The *National Early Childhood Education and Care Workforce Census* was conducted in 2010 and 2013. The census aims to provide comprehensive and nationally consistent data on access to early childhood education and care services, and staff qualifications and experience. This chapter presents preliminary data from the 2013 *National Early Childhood Education and Care Workforce Census*, which was an initiative of the Australian Government.

The *National Early Childhood Education and Care Workforce Census* replaced the Australian Government Child Care Provider Survey (AGCCPS) conducted in 2008-09 and the Australian Government Census of Child Care Services (AGCCC) conducted in earlier years.

The *National Early Childhood Education and Care Workforce Census* collected similar information to the AGCCPS and the AGCCC, although variations in collection methods and different weighting methods affect the comparability of data across the collections. Therefore comparisons across time should be made with caution.

Source: Department of Education (unpublished).

Representation of children from special needs groups, except low-income families, were lower than their representation in the community nationally, but the extent of the difference varied:

- Children from NESB aged 0–12 years had a lower representation in child care in 2013 (17.3 per cent) than this group’s representation in the community in 2011 (20.0 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group.
- Indigenous children aged 0–12 years had a lower representation in child care services in 2013 (2.6 per cent) than their representation in the community in 2012 (4.8 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group.
- Children aged 0–12 years from low income families had a higher representation in child care services in 2013 (25.0 per cent) compared with their representation in the community in 2011-12 (20.7 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group.
- Children aged 0–12 years with disability had a lower representation in child care services in 2013 (3.0 per cent) compared with their representation in the community in 2009 (6.6 per cent). This was the case for both the 0–5 years age group and the 6-12 years age group.
- Children aged 0–12 years from regional areas had a lower representation in child care services in 2013 (24.1 per cent) compared with their representation in the

community in 2011 (28.6 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group.

- Children aged 0–12 years from remote areas had a lower representation in child care in 2013 (0.9 per cent) compared with their representation in the community in 2011 (2.7 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group (tables 3.4 and 3A.12).

Data on representation of special needs groups in State and Territory government funded and/or provided child care for children aged 0–12 years are presented in table 3A.14.

Table 3.4 Proportion of children aged 0–12 years attending Australian Government approved child care services from special needs groups, 2013 (per cent)^{a, b, c}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Children from NESB</i>									
In child care services	21.3	24.8	9.0	13.4	10.4	3.5	16.0	10.6	17.3
In the community, 2011	23.7	23.4	13.2	18.0	15.7	7.3	19.2	40.0	20.0
<i>Indigenous children</i>									
In child care services	2.8	0.8	4.0	2.6	1.8	5.7	1.4	11.8	2.6
In the community, 2012	4.5	1.3	6.7	5.8	3.7	7.2	2.5	42.8	4.8
<i>Children from low income families</i>									
In child care services	24.4	26.2	27.5	22.5	23.6	28.9	7.6	14.4	25.0
In the community, 2011-12	22.5	20.4	21.4	13.8	21.9	26.9	7.8	22.5	20.7
<i>Children with disability</i>									
In child care services	3.8	2.5	2.4	2.1	4.2	2.4	2.8	4.7	3.0
In the community, 2009	7.4	5.7	5.8	8.2	5.9	8.4	8.3	5.4	6.6
<i>Children from regional areas</i>									
In child care services ^d	22.3	19.3	29.8	14.5	15.9	100.3	0.1	81.1	24.1
In the community, 2011	26.0	25.0	36.4	18.3	24.7	97.9	0.2	51.2	28.6
<i>Children from remote areas</i>									
In child care services	0.2	–	1.0	3.5	1.5	0.9	..	19.1	0.9
In the community, 2011	0.6	0.1	3.6	7.7	4.1	2.0	..	48.5	2.7

^a Data on children in child care services represent the population of children attending child care in 2013. Data on representation in the community are reported for different years due to the availability of data and are sourced from the ABS *2011 Census of Population and Housing; Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021; Household Income and Income Distribution, Australia, 2011-12 and Disability, Ageing and Carers, Australia, 2009*. ^b 2013 data in this Report are preliminary from the *2013 National Early Childhood Education and Care Workforce Census*, except for Indigenous children and children from regional and remote areas, which are from administrative data for the March quarter. Refer to box 3.4 and table 3A.13 for more information. ^c See table 3A.13 for complete footnotes and definitions. ^d The proportion of children from regional areas in child care services can exceed 100 per cent. This may occur because although the number of children in child care services is a unique count for each state and territory, children can attend, and be counted in, services located in more than one remoteness area. .. Not applicable. – Nil or rounded to zero.

Source: Department of Education (unpublished) administrative data collection and *National Early Childhood Education and Care Workforce Census, 2013 (preliminary data)*; ABS (unpublished) *2011 Census of Population and Housing; Household Income and Income Distribution, Australia, 2011-12*, Cat. no. 6523.0; *Disability, Ageing and Carers, Australia: Summary of Findings, 2009*, Cat. no. 4430.0 and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (Series B)*, Cat. no. 3238.0; table 3A.13.

Access — participation rates for special needs groups in preschool

‘Participation rates for special needs groups in preschool’ is an indicator of governments’ objective to ensure that services are provided in an equitable manner to all special needs groups in the community, and that there is consideration of the needs of those groups that can have special difficulty in accessing services (box 3.5).

Box 3.5 Participation rates for special needs groups in preschool

'Participation rates for special needs groups in preschool' is defined by two measures:

- proportion of children aged 3–5 years enrolled in a preschool program who are from targeted special needs groups, compared with the representation of these groups in the community. Targeted special needs groups include children from NESB, Indigenous children, children with disability and children from regional and remote areas
- proportion of children enrolled in a preschool program in the year before full time schooling who are disadvantaged, compared with the representation of these groups in the community. Children who are disadvantaged are defined as residing in an area with a Socio-Economic Index for Areas (SEIFA) Index of Relative Socio-economic Disadvantage (IRSD) quintile of 1. The SEIFA IRSD quintile of 1 is used as a proxy for the most disadvantaged. The use of SEIFA IRSD as a proxy for disadvantage needs to be interpreted with care as it pertains to the area in which the child resides, rather than to the child specifically.

A high or increasing proportion of children from special needs groups and who are disadvantaged enrolled in a preschool program is desirable. If the representation of special needs groups and disadvantage among children enrolled in a preschool program is broadly similar to their representation in the community, this suggests equitable access.

Data reported for these measures are:

- comparable (subject to caveats) within jurisdictions for 2012 data but a break in series means that data for 2012 are not comparable to data for 2011 (in the previous Report) for special needs groups but are comparable (subject to caveats) across jurisdictions for children who are disadvantaged. Data are not comparable across jurisdictions for special needs groups
- complete (subject to caveats) for the current reporting period for special needs groups. All required 2012 data are available for all jurisdictions for special needs groups but incomplete for the current reporting period for children who are disadvantaged. All required data were not available for Queensland for children who are disadvantaged.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Proportion of children aged 3–5 years enrolled in a preschool program who are from targeted special needs groups

Data for participation by special needs groups in preschool are provided by State and Territory governments for children from NESB and children with disability. Data for Indigenous children and children from regional and remote areas are drawn from the National ECEC Collection 2012. Box 3.6 contains additional information on the collection.

Box 3.6 National Early Childhood Education and Care Collection

The National Early Childhood Education and Care (ECEC) Collection was conducted for the third time in 2012 and will continue to be conducted annually. The collection date is the first Friday in August each year, with a reference period of a week including the collection date. Some jurisdictions incorporate a reference period of two weeks that includes the collection date, to better reflect their preschool program delivery model.

The aim of the National ECEC Collection is to provide comparable State and Territory statistics on early childhood education. Data have been compiled according to the national standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS). Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparisons across jurisdictions are made.

The National ECEC Collection is derived from data provided by State and Territory and Australian government departments with responsibility for early childhood education and care.

The scope of the collection consists of all service providers delivering a preschool program. A preschool program is defined as a structured, play-based learning program, delivered by a degree qualified teacher, aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides the program, 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 or in association with a school. Long day care centres that do not operate a preschool program are not included. The ABS' Preschool Provider Frame project, and subsequent 2012 Australian Government supplementary communication and collection activities, have improved the coverage of long day care service providers reported as delivering a preschool program within the Child Care Management System (CCMS). Although there have been some collection improvements, there is still an unknown level of under-coverage of long day care service providers which are delivering a preschool program and are not currently captured in CCMS or state and territory ECEC collections.

All children who on 1 July in the collection year were aged between 3 and 6 years (inclusive) are in-scope of the collection if they were enrolled in a preschool program during the reference period. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

All paid employees delivering a preschool program at an in-scope service provider during the reference period are included in the collection.

Source: ABS (2013).

Data on the representation of special needs groups for children in a preschool program are provided in table 3.5. For jurisdictions that were able to provide data, the patterns for children from special needs groups in preschool varied:

-
- For jurisdictions where data are available (NSW, Victoria, Queensland, SA, Tasmania and the ACT), the representation of children aged 3–5 years from NESB in preschool was 10.2 per cent. Nationally, 20.0 per cent of children aged 3–5 years in the community were children from NESB.
 - Nationally, the representation of children with disability aged 3–5 years in a preschool program (5.1 per cent) was lower than their representation in the community (6.3 per cent) though this varies across jurisdictions.
 - Nationally, the representation of Indigenous children aged 3–5 years in a preschool program (4.4 per cent) was lower than their representation in the community (4.8 per cent) though this varies across jurisdictions.
 - Nationally, the representation of children aged 3–5 years in a preschool program from regional areas was 28.9 per cent. Nationally, 28.1 per cent of children in the community were from regional areas.
 - Nationally, the representation of children aged 3–5 years in preschool from remote areas (2.6 per cent) was lower than their representation in the community (2.8 per cent) (table 3.5).

Data on the representation of special needs groups in a preschool program in the year before full time schooling are presented in table 3A.14.

Table 3.5 Proportion of children (aged 3–5 years) enrolled in a preschool program from special needs groups, 2012 (per cent)^{a, b, c, d}

	NSW ^e	Vic ^f	Qld ^g	WA	SA	Tas	ACT	NTh ^h	Aust ⁱ
Children from NESB									
In a preschool program ^j	12.2	14.1	8.2	na	12.4	2.8	22.6	na	10.2
In the community, 2011	23.7	23.4	13.2	17.7	15.4	7.4	19.6	39.3	20.0
Children with disability									
In a preschool program ^{j, k}	7.4	3.9	2.8	3.1	12.0	1.0	3.1	4.2	5.1
In the community, 2009	7.3	3.9	7.3	6.8	5.5	7.2	7.3	np	6.3
Indigenous children									
In a preschool program	4.5	1.2	4.4	6.8	6.1	7.5	3.1	38.4	4.4
In the community, 2012	4.6	1.2	6.7	5.7	3.6	7.0	2.5	40.9	4.8
Children from regional areas									
In a preschool program	31.3	23.3	33.4	17.7	24.3	98.0	3.2	51.7	28.9
In the community, 2011	25.5	24.6	36.0	18.0	24.4	97.8	0.2	51.4	28.1
Children from remote areas									
In a preschool program	0.7	0.1	3.4	7.6	4.0	2.0	..	48.3	2.6
In the community, 2011	0.6	0.1	3.8	7.9	3.9	2.0	..	48.2	2.8

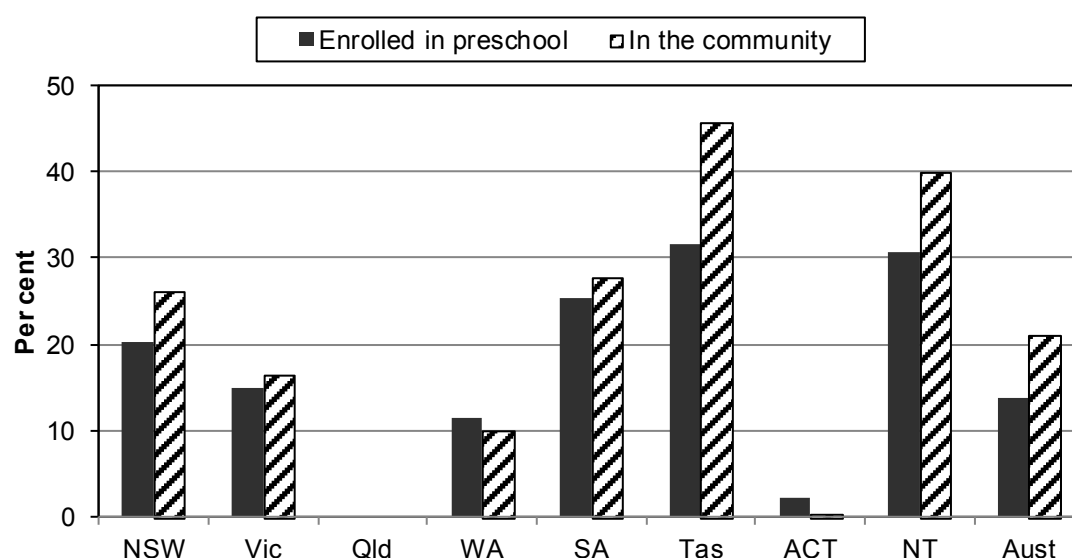
^a Data for children from NESB and children with disability are from State and Territory governments. Data for Indigenous children and children from regional and remote areas are from the National ECEC Collection published by ABS in *Preschool Education, Australia, 2012*. Due to the different data sources for preschool data for special needs groups, caution should be used when making comparisons across special needs groups. ^b Data for children from NESB and children with disability in a preschool program include only State and Territory government funded or provided preschool services. Data on enrolment in a preschool program for Indigenous children and children from regional and remote areas include preschool programs as defined by the scope of the National ECEC Collection. This means preschool programs are included irrespective of the type of institution that provides them or whether they are government funded or privately provided. ^c Data on representation in the community are reported for different years due to the availability of data and are sourced from the ABS *2011 Census of Population and Housing; Disability, Ageing and Carers, Australia, 2009* and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021*. ^d Includes children aged 3–5 years on 1 July 2012. ^e Not all children undertaking a preschool program in a long day care setting in NSW are captured in the relevant data collections, resulting in an undercount for NSW. ^f Victorian data for children from NESB and with disability in preschool programs only include 3 year old children who have been approved to attend funded 4 year old kindergarten programs, and so do not include children in programs for 3 year olds. Victorian data for children from NESB and with disability are reported as at 30 June 2012. ^g Episode, rather than child data are used for Queensland Indigenous children and children from regional and remote areas. These data are included in the national total. ^h Preschool data for children from NESB and children with disability in the NT include some children aged over 5 years. ⁱ Data for Australia for children from NESB and children with disability, in preschool, are the total of the sum of the states and territories for which data are available, and should not be interpreted as national data. ^j Data exclude innovative or flexible services that receive direct funding from the Australian Government and are targeted towards children from these groups. ^k Data on children with disability are not directly comparable because the definition of disability varies across jurisdictions. **na** Not available. **..** Not applicable. **np** Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; State and Territory governments (unpublished); ABS (unpublished) *2011 Census of Population and Housing; Disability, Ageing and Carers, Australia: Summary of Findings, 2009*, Cat. no. 4430.0 and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (Series B)*, Cat. no. 3238.0; table 3A.14.

Proportion of children enrolled in a preschool program in the year before full time schooling who are disadvantaged

Nationally in 2012 (excluding Queensland), 13.9 per cent of children enrolled in a preschool program resided in an area with a SEIFA IRSD quintile of 1 (figure 3.2). These proportions varied across jurisdictions.

Figure 3.2 Proportion of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling who are disadvantaged, 2012^{a, b, c, d, e, f}



^a Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years who were enrolled in preschool in the previous year as a 4 year old. ^b Disadvantage is defined for this measure to be children residing in an area with a SEIFA IRSD quintile of 1. Areas with a SEIFA IRSD quintile of 1 are not evenly distributed across Australia. ^c Data on representation in the community are reported using the same definition as the measure of enrolment. That is, of children residing in an area with a SEIFA IRSD quintile of 1. Data are based on the 2011 Census of Population and Housing population of 4 and 5 year olds. ^d Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount. ^e Queensland data are not published for children enrolled who are disadvantaged or included in the data for Australia. ^f Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

Source: Derived from ABS (2013) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; (unpublished) 2011 Census of Population and Housing; table 3A.15.

Data on the proportion of children attending a preschool program who are disadvantaged are presented in table 3A.15.

Effectiveness

Access — children using child care

‘Children using child care’ is an indicator of governments’ objective to ensure that all families have equitable access to child care services (box 3.7).

Box 3.7 Children using child care

‘Children using child care’ is defined by three measures:

- proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care
- proportion of children aged 0–12 years using Australian Government approved child care
- average hours of attendance at Australian Government approved child care services by service model.

A higher or increasing proportion of children using the services can indicate a higher level of service availability. This indicator does not provide information on parental preferences for using child care, or other factors, such as school starting age, which can affect use of child care.

Data reported for these measures are:

- comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions for Australian Government approved plus State and Territory government funded and/or provided child care. Data are comparable (subject to caveats) across jurisdictions and over time for children aged 0–12 years using Australian Government approved child care and average hours of attendance
- complete (subject to caveats) for the current reporting period. All required 2012-13 data are available for all jurisdictions for Australian Government approved plus State and Territory government funded and/or provided child care and all required 2013 data are available for all jurisdictions for children aged 0–12 years using Australian Government approved child care and average hours of attendance

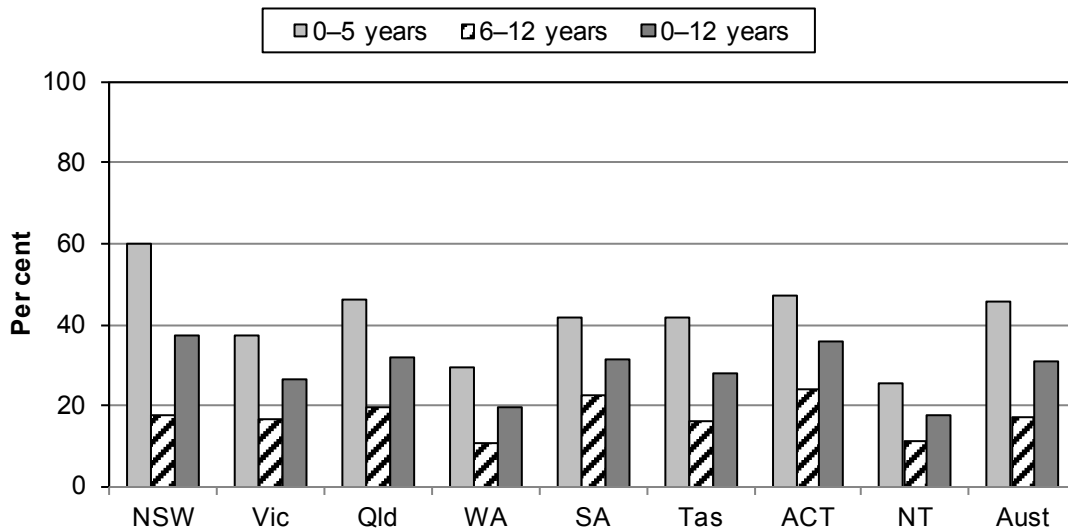
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

The employment status of parents can influence children’s access to services, depending on the service model. Those services eligible for CCB, for example, must follow the Australian Government’s ‘priority of access’ guidelines when filling vacant places. The guidelines give a high priority to children at risk and children of parents with work-related child care needs (section 3.6 contains more detail). Details of the employment status of parents whose children use these services, for 2008 and 2011, are shown in table 3A.20.

Proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care

Nationally, 30.7 per cent of children aged 0–12 years attended Australian Government approved and State and Territory government funded and/or provided child care in 2012-13. Amongst children aged 0–5 years, 45.7 per cent attended and amongst children aged 6–12 years, 17.1 per cent attended (figure 3.3). Of those children aged 0–12 years that attended child care, nearly all (89.4 per cent) attended Australian Government approved child care services (table 3A.10).

Figure 3.3 Proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care, 2012-13^{a, b, c, d}



^a The population measure is the estimated resident population as at 31 December 2012. ^b Due to the integrated nature of early childhood education and care in NSW, many children undertaking a preschool program do so in a long day care setting. This Report predominantly classifies the services provided by long day care centres as child care services. ^c Due to the non-comparability of NSW data with data of other jurisdictions, the Australian total should be interpreted with caution. ^d There may be some double counting of children across the State and Territory, and Australian, governments' collections.

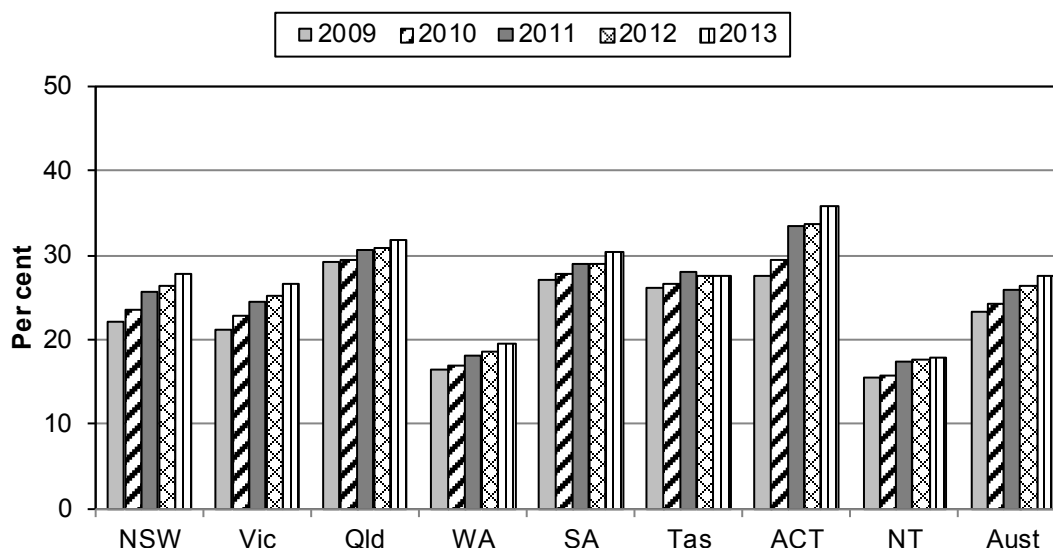
Source: ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; Department of Education (unpublished); State and Territory governments (unpublished); table 3A.10.

Proportion of children aged 0–12 years using Australian Government approved child care

Nationally in 2013, 27.5 per cent of all children aged 0–12 years attended Australian Government approved child care (figure 3.4). The majority of children attending Australian Government approved child care in 2013 (712 545, or 69.0 per cent) were aged 0–5 years (table 3A.8). In 2013, 52.7 per cent of all

children aged 2 years, 59.7 per cent of all children aged 3 years, and 51.1 per cent of all children aged 4 years attended Australian Government approved child care (table 3A.9).

Figure 3.4 **Proportion of children aged 0–12 years using Australian Government approved child care^{a, b, c}**



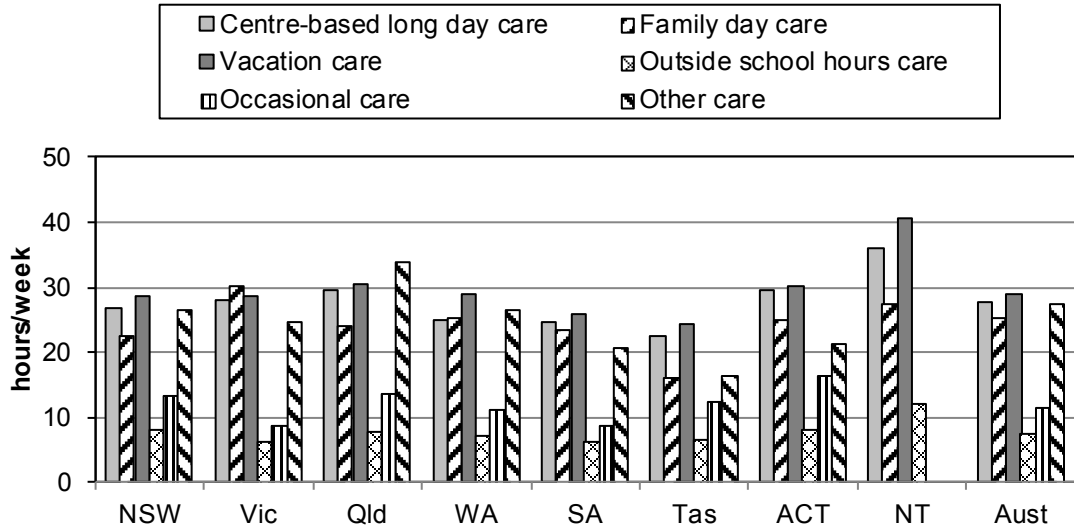
^a The population measure is the estimated resident population as at 31 December of the previous calendar year. ^b Children can use more than one type of care. In 2009, each child attending child care is counted once, even if they attend more than one type of care. From 2010 onwards children are counted once for each type of care they use. ^c Attendance counted as the number of children attending during the week 23–29 March for 2009. Attendance data relate to the March quarter for 2010 onwards.

Source: Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; tables 3A.2 and 3A.8.

Average hours of attendance at Australian Government approved child care services by service model

The average hours of attendance in Australian Government approved child care in 2013 varied considerably across jurisdictions, for all service models. Nationally, average attendance per child at centre-based long day care centres was 27.6 hours per week, while the average attendance per child at family day care was 25.3 hours per week. Nationally, the average attendance per child at occasional care was 11.4 hours per week, the average attendance per child at outside school hours care was 7.4 hours per week, and the average attendance at vacation care during school holidays was 28.9 hours per week (figure 3.5).

Figure 3.5 **Average hours of attendance at Australian Government approved child care, 2013^{a, b}**



^a Average attendance hours are defined as the total hours attended within each sector divided by the number of children who attended in the reference week (excludes allowable absences). ^b Average hours of attendance at occasional care and other care in the NT was zero during 2013.

Source: Department of Education (unpublished) administrative data collection; table 3A.11.

Access — children enrolled in preschool

‘Children enrolled in preschool’ is an indicator of governments’ objective to ensure that all families have equitable access to preschool services (box 3.8).

Box 3.8 Children enrolled in preschool

'Children enrolled in preschool' is defined by two measures:

- proportion of children who are enrolled in a preschool program in the year before full time schooling. The proportion of children is calculated using children aged 4 years as a proxy for children in the year before full time schooling and is sourced from ABS' population data
- proportion of Indigenous children (by geographic location) who are enrolled in a preschool program in the year before full time schooling. The proportion of Indigenous children is calculated using Indigenous children aged 4 years as a proxy for children in the year before full time schooling and is derived from ABS' population data. These data are provided on a national basis by remoteness categories 'major cities', 'inner/outer regional areas' and 'remote/very remote areas'.

Data reported for children who are enrolled in a preschool program in the year before full time schooling includes children aged 4 and 5 years on 1 July 2012, but excludes children aged 5 years who were enrolled in preschool in the previous year as a 4 year old. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

A high or increasing proportion of children enrolled in a preschool program can indicate a high or increasing level of service availability, and is desirable. However, this indicator can be difficult to interpret as:

- the preschool starting age for children varies across states and territories. A higher proportion of children enrolled at a particular age can reflect the preschool starting age in a particular jurisdiction
- participation in preschool is not compulsory. This indicator does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool
- overestimation of enrolment in some states and territories (for example, where enrolment rates exceed 100 per cent) can be due to children: moving interstate during a preschool year; attending multiple providers to access an appropriate amount of care; attending multiple service types and/or attending preschool for more than one year. Overestimation may also result from children enrolled in a preschool program in a jurisdiction different to the one in which they live, for example, between the ACT and NSW or because the measures are based on the number of 4 and 5 year olds who are enrolled as a proportion of the number of 4 year olds in the population.

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions but a break in series means that data for 2012 are not comparable to data for 2011 (in the previous Report) for children who are enrolled in a preschool program in the year before full time schooling. Data are not on a jurisdiction basis so comparability is not applicable for

(Continued next page)

Box 3.8 (continued)

Indigenous children (by geographic location) who are enrolled in a preschool program in the year before full time schooling

- complete (subject to caveats) for the current reporting period. All required 2012 data are available for all jurisdictions.

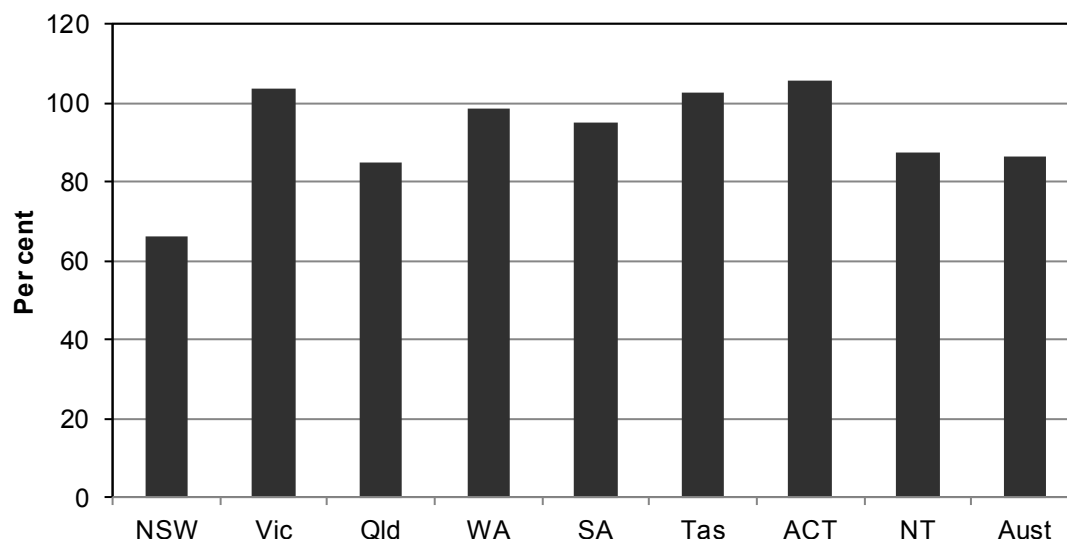
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs2014.

Proportion of children who are enrolled in a preschool program in the year before full time schooling

The proportion of children enrolled in preschool in the year before full time schooling is based on the number of children aged 4 years in the population, even though older children can be enrolled in preschool in the year before full time schooling. This may result in an overestimation of the proportion of children enrolled in preschool in the year before full time schooling.

Nationally in 2012, 86.3 per cent of children in the year before full time schooling were enrolled in a preschool program, excluding children aged 5 years who were enrolled in preschool in the previous year as a 4 year old (figure 3.6). Children who were enrolled in a preschool program in a long day care setting are included.

Figure 3.6 Proportion of children enrolled in a preschool program in the year before full time schooling, 2012^{a, b, c, d, e, f}



^a Year before full time schooling data include children aged 4 and 5 years on 1 July, except children aged 5 years who were enrolled in preschool in the previous year as a 4 year old. ^b The preschool starting age varies across jurisdictions (table 3.1). ^c To calculate the proportions in this figure, enrolment data (from the August 2012 National ECEC Collection) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 30 June 2012). As a result the proportion may exceed 100 per cent. ^d Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW. ^e Child level enrolment data for Queensland are not available. Episode of enrolment data were used instead for Queensland. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. These data are included in the national total. ^f Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

Source: Derived from ABS (2013) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; ABS (2013) *Australian Demographic Statistics, Dec 2012*, Cat. no. 3101.0; table 3A.16.

Although the preschool starting age varies across jurisdictions (table 3.1), the majority of children enrolled in preschool in 2012 were 4 years of age for each jurisdiction (table 3A.16). Nationally in 2012, 74.5 per cent of 4 year olds were enrolled in a preschool program. The proportion of 3 year olds enrolled in a preschool program (18.2 per cent) was higher than for 5 year olds (15.8 per cent) (table 3A.16). These proportions varied across jurisdictions.

Data are included on children enrolled in a preschool program in the year before full time schooling by weekly hour ranges. Nationally, the majority of children (63.1 per cent) were enrolled for at least 15 hours per week (table 3A.17).

Data are included on all children aged 4 and 5 years who were enrolled in a preschool program in 2012. Nationally, 266 036 children aged 4 and 5 years were enrolled in a preschool program (table 3A.23).

Proportion of Indigenous children (by geographic location) who are enrolled in a preschool program in the year before full time schooling

National data on the proportion of Indigenous children enrolled in a preschool program in the year before full time schooling are presented by remoteness areas (major cities; inner/outer regional areas; remote/very remote areas) in table 3A.18. In 2012, amongst Indigenous children in major cities, 69.9 per cent were enrolled in a preschool program in the year before full time schooling. In regional areas, 79.3 per cent of Indigenous children were enrolled in a preschool program in the year before full time schooling. In remote areas, 88.4 per cent of Indigenous children were enrolled in a preschool program in the year before full time schooling (table 3A.18).

Contextual data are provided for all jurisdictions on the number of Indigenous children aged 4 and 5 years enrolled in a preschool program and Indigenous children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling. These data are also presented by remoteness areas (table 3A.19).

Access — children attending preschool

‘Children attending preschool’ is an indicator of governments’ objective to ensure that all families have equitable access to preschool services (box 3.9).

Box 3.9 Children attending preschool

‘Children attending preschool’ is defined by three measures:

- proportion of children who are attending a preschool program in the year before full time schooling. The proportion of children is calculated using children aged 4 years as a proxy for children in the year before full time schooling and is sourced from ABS’ population data
- the number of Indigenous children absent from non-government preschools, as a proportion of all Indigenous children enrolled in non-government preschools. Data are sourced from the National Preschool Census. Data on Indigenous preschool attendance rates are limited to Indigenous children enrolled in non-government preschools. Non-government preschools include preschool programs delivered in government funded, registered, licensed and/or approved services, and these arrangements vary across jurisdictions. Preschool programs operated by commercial providers are excluded. A child is deemed absent if they missed one or more of the sessions they were enrolled in during the reference week. Preschool attendance is not compulsory
- proportion of Indigenous children (by geographic location) who are attending a preschool program in the year before full time schooling. The proportion of Indigenous children is calculated using Indigenous children aged 4 years as a proxy for children in the year before full time schooling and is derived from ABS’ population data. These data are provided on a national basis by remoteness categories ‘major cities’, ‘inner/outer regional areas’ and ‘remote/very remote areas’.

Data reported for children who are attending a preschool program in the year before full time schooling includes children aged 4 and 5 years on 1 July 2012, but excludes children aged 5 years who attended preschool in the previous year as a 4 year old. A child is considered to be attending a preschool program is the child was enrolled and present for at least one hour during the reference period.

A high or increasing proportion of children attending a preschool program can indicate a high or increasing level of service availability, and is desirable. However, this indicator can be difficult to interpret as:

- the preschool starting age for children varies across states and territories. A higher proportion of children attending at a particular age can reflect the preschool starting age in a particular jurisdiction
- participation in preschool is not compulsory. This indicator does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool
- overestimation of attendance in some states and territories (for example, where attendance rates exceed 100 per cent) can be due to children: moving interstate during a preschool year; attending multiple providers to access an appropriate amount of care; attending multiple service types and/or attending preschool for more than one year. Overestimation may also result from children attending preschool in a jurisdiction different to the one in which they live, for example,

(Continued next page)

Box 3.9 (continued)

between the ACT and NSW or because measures are based on the number of 4 and 5 year olds attending as a proportion of the number of 4 year olds in the population.

A low or decreasing absentee rate indicates a high or increasing rate of attendance at preschools, and is desirable.

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions but a break in series means that data 2012 are not comparable to data for 2011 (in the previous Report) for children who are attending a preschool program in the year before full time schooling. Data are not on a jurisdiction basis so comparability is not applicable for Indigenous children (by geographic location) who are attending a preschool program in the year before full time schooling
- complete (subject to caveats) for the current reporting period. All required 2012 data are available for all jurisdictions.

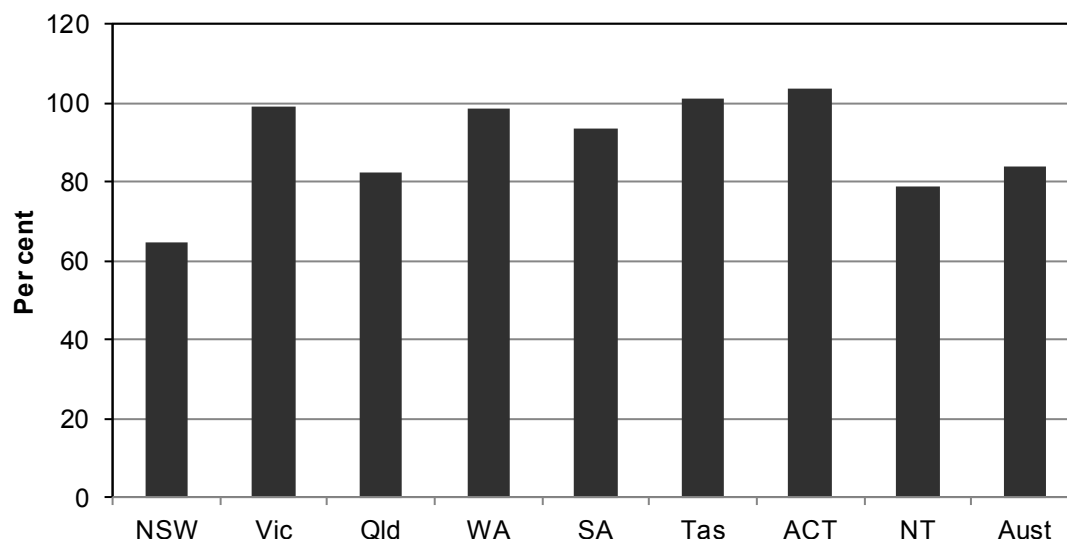
Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs2014.

Proportion of children who are attending a preschool program in the year before full time schooling

The proportion of children attending a preschool program in the year before full time schooling is based on the number of children aged 4 years in the population, even though older children can attend preschool in the year before full time schooling. This may result in an overestimation of the proportion of children attending a preschool program in the year before full time schooling.

Nationally in 2012, 84.0 per cent of children in the year before full time schooling attended a preschool program (figure 3.7), excluding children aged 5 years who attended preschool in the previous year as a 4 year old. Children who attended a preschool program in a long day care setting are included.

Figure 3.7 Proportion of children attending a preschool program in the year before full time schooling, 2012^{a, b, c, d, e, f}



^a Year before full time schooling data include children aged 4 and 5 years on 1 July, except children aged 5 years who attended preschool in the previous year as a 4 year old. ^b The preschool starting age varies across jurisdictions (table 3.1). ^c To calculate the proportions in this figure, attendance data (from the National ECEC Collection) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 30 June 2012). As a result the proportion may exceed 100 per cent. ^d Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW. ^e Child level attendance data for Queensland are not available. Episode of attendance data were used instead for Queensland. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so will be counted more than once in episode counts where they attend more than one preschool program. These data are included in the national total. ^f Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

Source: Derived from ABS (2013) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; ABS (2013) *Australian Demographic Statistics, Dec 2012*, Cat. no. 3101.0; table 3A.21.

Across all jurisdictions in 2012, the average attendance of children at a preschool program in the year before full time schooling was between 10.4 and 17.2 hours per week (table 3A.22). Data are included on all children aged 4 and 5 years who attended a preschool program in 2012. Nationally, 258 881 children aged 4 and 5 years attended a preschool program (table 3A.23). Of these, the largest number (118 488 children) attended more than 15 hours per week (table 3A.24).

Details of the employment status of parents whose children attended preschool services are shown in table 3A.20.

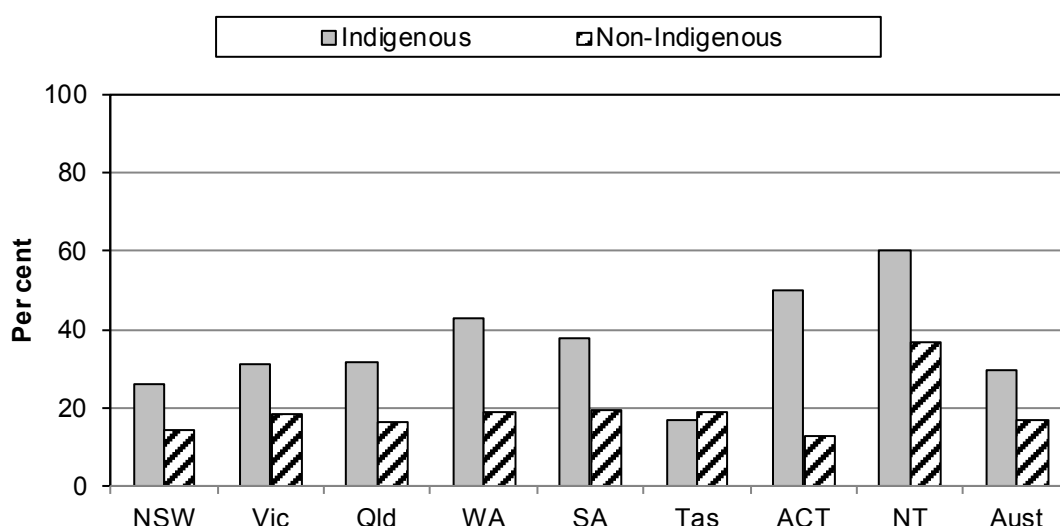
Enrolled children absent from non-government preschools

This measure provides a broad indication of the participation of Indigenous children in preschools. These data are sourced from the National Preschool Census (NPC)

and relate only to non-government preschools. These data can overlap with the preschool program data provided by the National ECEC Collection and are therefore not directly comparable with other preschool data included in this Report. The NPC collected data from 97.0 per cent of the 3484 non-government preschools in scope for the 2012 NPC (Department of Education unpublished). This represents approximately 69.3 per cent of all government and non-government preschools, though this proportion varies considerably across jurisdictions (table 3A.25). Data for jurisdictions with a small number of non-government preschools should be interpreted with care.

In 2012, non-attendance by Indigenous children was higher than non-attendance by non-Indigenous children in all jurisdictions except Tasmania (figure 3.8).

Figure 3.8 **Enrolled children absent from non-government preschools, 2012^{a, b, c, d}**



^a Data on attendance are limited to non-government preschools. At the national level, approximately 69.3 per cent of all government and non-government preschools are non-government, though this percentage varies across jurisdictions: 89.7 per cent in NSW, 100 per cent in Victoria, 94.1 per cent in Queensland, 27.5 per cent in WA, 16.4 per cent in SA, 25.2 per cent in Tasmania, 14.7 per cent in the ACT, and 7.4 per cent in the NT. Preschool attendance data for jurisdictions with a small proportion of non-government preschools should be interpreted with care. ^b Preschool attendance is not compulsory. ^c Attendance was measured during the week of 30 July-3 August 2012. Children are counted as absent if they are absent for one or more of the sessions that they were enrolled in during this week. Absences due to illness can be higher during winter than at other times of the year. ^d Data for non-Indigenous children are derived from data on Indigenous children and all children.

Source: Department of Education (unpublished) *National Preschool Census 2012*; table 3A.25.

Proportion of Indigenous children (by geographic location) who are attending a preschool program in the year before full time schooling

National data on the proportion of Indigenous children attending a preschool program in the year before full time schooling are presented by remoteness areas (major cities; inner/outer regional areas; remote/very remote areas) in table 3A.26. In 2012, amongst Indigenous children in major cities, 67.3 per cent attended a preschool program in the year before full time schooling. In regional areas, 74.3 per cent of Indigenous children attended a preschool program in the year before full time schooling. In remote areas, 77.5 per cent of Indigenous children attended a preschool program in the year before full time schooling (table 3A.26).

Contextual data are provided for all jurisdictions on the number of Indigenous children aged 4 and 5 years who attended a preschool program and Indigenous children aged 4 and 5 years who attended a preschool program in the year before full time schooling. These data are also presented by remoteness areas (table 3A.27).

Access — Non-standard hours of care in child care services

‘Non-standard hours of care in child care services’ is an indicator of governments’ objective to ensure that government funded and/or provided child care services meet the needs of all users (box 3.10).

Box 3.10 Non-standard hours of care in child care services

'Non-standard hours of care in child care services' is defined as the number of child care services providing non-standard hours of care as a proportion of the total number of services. Data are reported by service model. Definitions of 'standard hours' and 'non-standard hours' are provided in section 3.6.

A high or increasing proportion of services providing non-standard hours of care can suggest a greater flexibility of services to meet the needs of families.

This indicator does not provide information on the demand for non-standard hours of care. If non-standard hours are available but not used, they are not included in this indicator. Further, it provides no information on whether available non-standard hours services meet the needs of users.

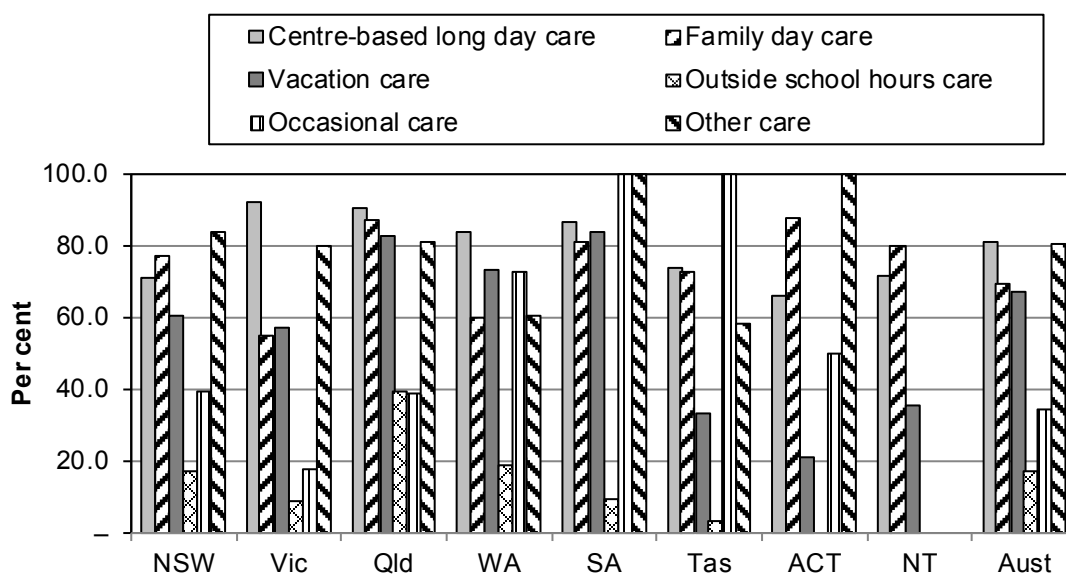
Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions but a break in series means that data for 2013 are not comparable to data for 2012 (in the previous Report)
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Provision of non-standard hours of care can be influenced by a range of factors, such as costs to services and parents, demand for care, availability of carers, and compliance with occupational and health and safety requirements. Figure 3.9 shows the proportion of services that provided non-standard hours of care by service model.

Figure 3.9 Australian Government approved child care services providing non-standard hours of care, by service model, 2013^{a, b, c, d}



^a Data are from the 2013 National Early Childhood Education and Care Workforce Census, except data for family day care and other care. These data are from administrative data for the March quarter.

^b Other care includes in-home care only. ^c The ACT data for outside school hours care are nil. The NT data for outside school hours, occasional and other care are nil.

Source: Department of Education (unpublished); table 3A.28.

Limited data are available on State and Territory government funded and/or provided child care services that offer non-standard hours of care (table 3A.29).

Contextual data are also provided for NSW, Queensland and SA on the proportion of State and Territory government funded and/or provided preschools that offered non-standard hours of care in 2012-13 (table 3A.29).

Access — Service availability

‘Service availability’ is an indicator of governments’ objective to ensure that all families have equitable and adequate access to early childhood education and care services (box 3.11).

Box 3.11 Service availability

The Steering Committee has identified ‘service availability’ for development and future reporting, to replace the ‘utilisation’ indicator from earlier reports. Data are not currently available for ‘service availability’.

Service affordability — child care service costs

‘Child care service costs’ is an indicator of governments’ objective to ensure that all families have equitable access to early childhood education and care, irrespective of their financial circumstances (box 3.12).

Box 3.12 Child care service costs

‘Child care service costs’ is defined as the median weekly cost for 50 hours of care by service model. Median costs represent the middle value of the range of costs.

Provided the service quality is held constant, lower service costs are desirable.

Cost data need to be interpreted with care, because fees are independently set by service providers. Charging practices, including fees, are commercial decisions made by individual services, so there is significant variation in the fees charged across services. Variation in costs occurs as a result of factors including State and Territory licensing requirements, award wages, and whether fees include charges for additional services such as nappies and meals.

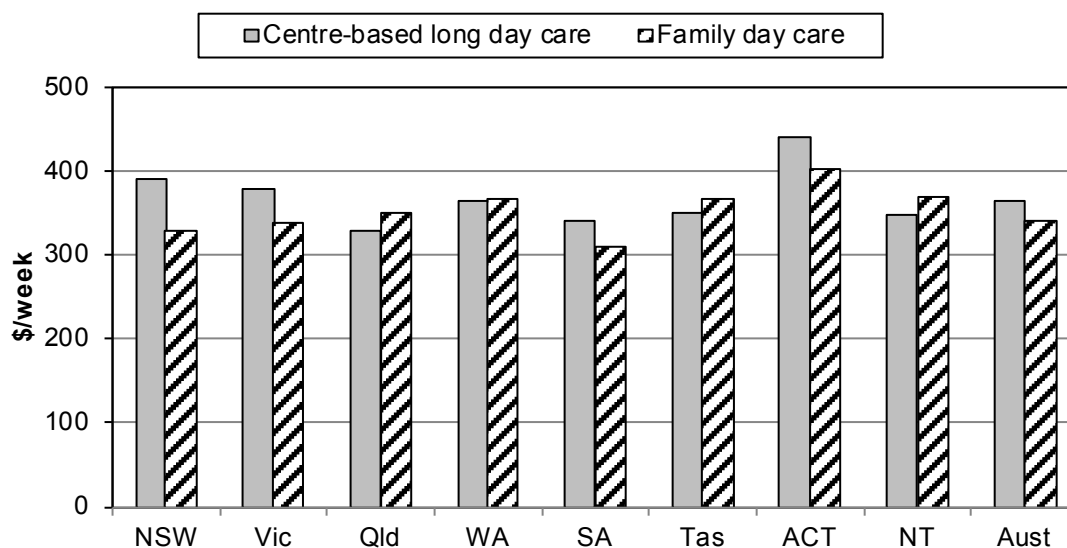
Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Nationally, the median weekly cost for 50 hours of care in 2013 was higher for centre-based long day care (\$364) than for family day care (\$339) (figure 3.10).

Figure 3.10 Median cost of Australian Government approved child care services, 2013 (\$/week)^{a, b, c}



^a Median costs are based on 50 hours of care in the reference week. ^b Family day care data exclude in-home care. ^c Family day care fee includes parent levy.

Source: Department of Education (unpublished); table 3A.30.

Median weekly costs paid to Australian Government approved long day care services, by remoteness area are presented in table 3A.31. Nationally in 2013, the median weekly cost of long day care in major cities and inner regional areas (\$367) was higher than in other regions (\$334). The median weekly costs varied across jurisdictions.

Service affordability — preschool service costs

‘Preschool service costs’ is an indicator of governments’ objective that all families have equitable access to early childhood education and care irrespective of their financial circumstances (box 3.13).

Box 3.13 Preschool service costs

'Preschool service costs' is defined as the per hour preschool program cost per child, after subsidies received by families. Data are reported as the median per hour cost per child. Median costs represent the middle value of the range of costs.

Provided the service quality and quantity is held constant, lower hourly costs represent more affordable preschool.

Various factors influence preschool costs and care needs to be exercised when interpreting results, as:

- preschool programs are provided by a mix of providers (community, private and government). Differences in charging practices, including fees, can be due to commercial or cost recovery decisions made by individual services. Some preschool programs, particularly those offered at government preschools, have no tuition fees
- fees can reflect higher land values and rental fees charged in major cities
- some jurisdictions provide targeted fee relief that lowers fees for some children.

Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions but a break in series means that data for 2012 are not comparable to data for 2011 (in the previous Report)
- incomplete for the current reporting period. All required data were not available for Queensland.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Further detail about the mix of providers of preschool (community, private, non-government schools and government) is provided in tables 3A.64, 3A.71, 3A.78, 3A.85, 3A.92, 3A.99, 3A.106 and 3A.113.

Median per hour preschool cost per child (after subsidies)

Nationally, the median cost for a preschool program (after subsidies) per child was \$1.82 per hour in 2012 (table 3.6).

Table 3.6 Children aged 4 and 5 years enrolled in a preschool program, median hourly cost per child (after subsidies), 2012^{a, b}

	<i>NSW^c</i>	<i>Vic</i>	<i>Qld^d</i>	<i>WA^e</i>	<i>SA</i>	<i>Tas</i>	<i>ACT^f</i>	<i>NT</i>	<i>Aust^d</i>
Median cost per hour (\$)	3.47	1.95	np	–	–	–	–	–	1.82

^a Median costs were calculated for those children who were enrolled in a preschool program, including those for whom the hourly cost was no cost, but excluding those for whom the hourly cost was not stated. ^b Data include children aged 4 and 5 years on 1 July 2012. ^c NSW data exclude all 100 government operated preschools for which fee information is not collected. Caution should therefore be used when interpreting NSW cost data. ^d Data for Queensland are not published and are not included in the median calculated for Australia. ^e Approximately 8 per cent of data for fees in WA were calculated using averages at the provider level. ^f Data for the ACT exclude data for preschools within independent schools, which were unavailable for 2012. – Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*; Cat. no. 4240.0; table 3A.33.

Additional information on the costs of preschool programs for children by cost range for 2012 is presented in table 3A.32.

Data on the median hourly cost of preschool by remoteness area are presented in table 3A.34. Nationally in 2012, the median hourly cost of preschool in major cities was \$2.27 (after subsidies), compared to \$1.56 in regional areas and zero in remote areas. These median hourly costs varied across jurisdictions.

Quality

An important focus of Australian, State and Territory governments is to set and maintain appropriate quality standards in child care and preschool services.

Data for indicators relating to quality in this Report need to be treated with caution because there are differences in reporting across jurisdictions.

Staff— staff quality in early childhood education and care

‘Staff quality in early childhood education and care’ is an indicator of governments’ objective to ensure that staff employed by early childhood education and care service providers are able to provide services that reflect national qualification requirements under the NQF and in doing so meet the needs of children, although not all services fall in scope of the NQF (box 3.15). In particular, this means ensuring staff have the training and experience to provide a safe and nurturing environment that fulfils the educational and developmental needs of children (box 3.14).

Box 3.14 Staff quality in early childhood education and care

'Staff quality in early childhood education and care' is defined by two measures:

- proportion of paid primary contact staff employed by Australian Government approved child care services, by relevant formal qualifications, or three or more years of relevant experience. A relevant formal qualification relates to the highest level of qualification that a staff member has completed in an early childhood education and care related field at a Certificate level III or above
- proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified. Workers delivering preschool programs are defined as early childhood education and care workers who are employed, and paid, by an early childhood education and care service provider as a principal/director/coordinator/teacher-in-charge, group leader/teacher, assistant/aide or other contact worker to deliver a preschool program. Workers who are early childhood qualified include the fields of qualification: teaching (early childhood related), teaching (primary), teaching (other) and other early childhood related.

Some studies and research (for example, OECD 2006) have shown a link between a higher proportion of qualified and experienced primary contact staff and a higher quality service, suggesting that a high or increasing proportion is desirable.

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions and over time for paid primary contact staff employed by Australian Government approved child care services. Data are comparable (subject to caveats) across jurisdictions but a break in series means that data for 2012 are not comparable to data for 2011 (in the previous Report) for workers delivering preschool programs
- complete (subject to caveats) for the current reporting period for paid primary contact staff employed by Australian Government approved child care services. All required 2013 data are available for all jurisdictions for paid primary contact staff employed by Australian Government approved child care services but incomplete for the current reporting period for workers delivering preschool programs. All required data were not available for Queensland, SA, Tasmania, the ACT and the NT for workers delivering preschool programs.

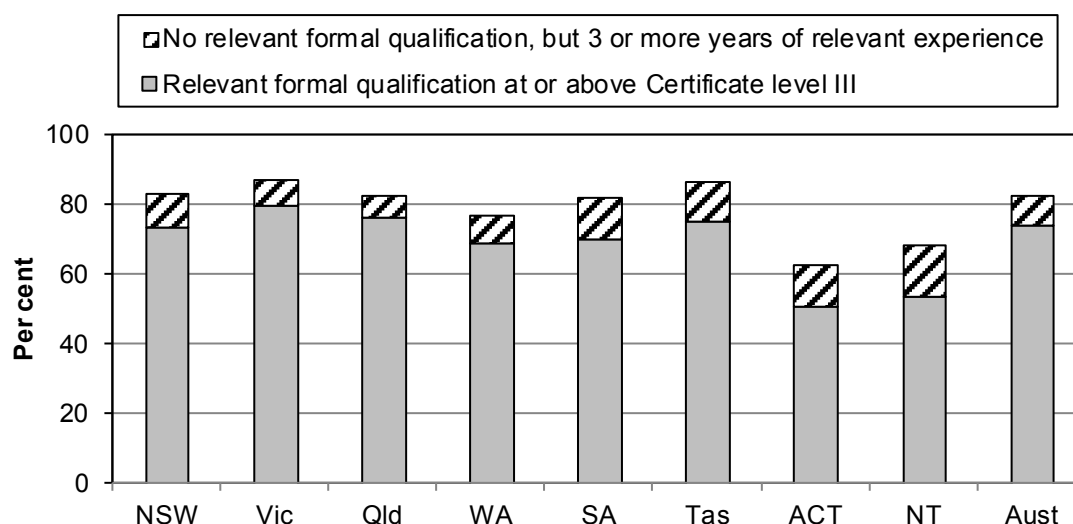
Data quality information for paid primary contact staff employed by Australian Government approved child care services is under development. Data quality information for workers delivering preschool programs is at www.pc.gov.au/gsp/reports/rogs/2014.

Proportion of paid primary contact staff employed by Australian Government approved child care services, by relevant formal qualifications, or three years or more relevant experience

Data on full time equivalent staff, family day carers and unpaid staff employed by Australian Government approved child care services are presented in table 3A.35.

Nationally, there were 99 655 paid primary contact staff employed by Australian Government approved child care services in 2013 (table 3A.36). The proportion of paid primary contact staff with a relevant formal qualification or three or more years relevant experience was 82.6 per cent nationally in 2013 but varied across jurisdictions. Of this proportion, 74.1 per cent of paid primary contact staff held a relevant formal qualification at or above Certificate level III, and 8.5 per cent held no relevant formal qualification, but had three or more years of relevant experience (figure 3.11).

Figure 3.11 Paid primary contact staff employed by Australian Government approved child care services, by relevant qualification, 2013^a



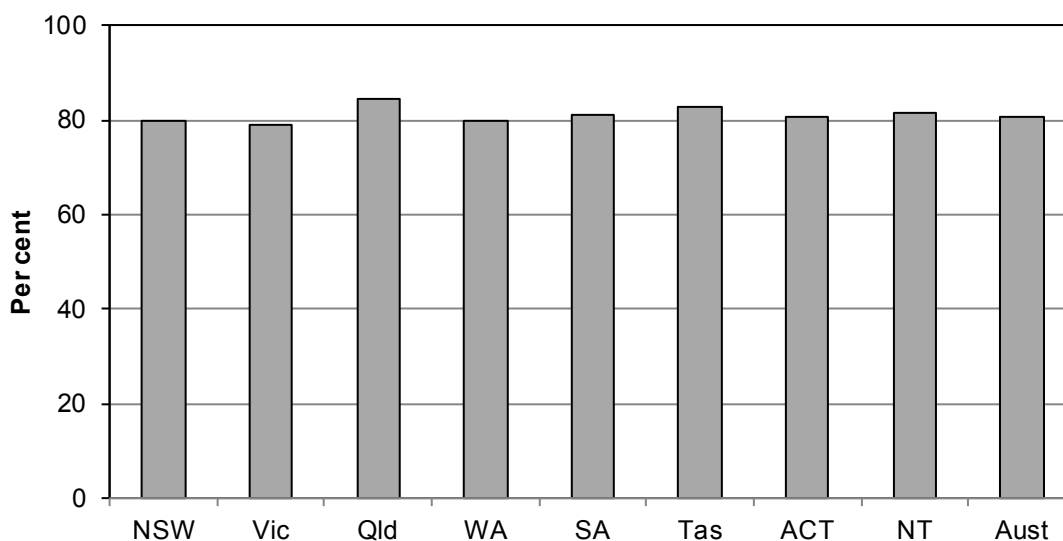
^a Data are preliminary from the 2013 *National Early Childhood Education and Care Workforce Census*. Refer to box 3.4 and table 3A.36 for more information.

Source: Department of Education, *National Early Childhood Education and Care Workforce Census*, 2013 (preliminary data); table 3A.36.

Nationally in 2013, the majority of paid primary contact staff with relevant formal qualifications in approved Australian Government child care services held a certificate III or IV, or a diploma or advanced diploma (44.4 per cent and 40.1 per cent, respectively) (table 3A.37). Of the 11 477 (or 15.5 per cent) paid primary contact staff with a bachelor degree or above, 82.8 per cent held university qualifications in the field of early childhood education (table 3A.37).

Nationally in 2013, 80.9 per cent of paid primary contact staff in Australian Government approved child care services undertook relevant in-service training in the previous 12 months (figure 3.12).

Figure 3.12 **Proportion of paid primary contact staff in Australian Government approved child care services who undertook relevant in-service training in previous 12 months, 2013^a**



^a Data for 2013 are preliminary from the *National Early Childhood Education and Care Workforce Census*. Refer to box 3.4 and table 3A.38 for more information.

Source: Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census, 2013 (preliminary data)*; table 3A.38.

Additional contextual data to support the staff-quality performance information on staff tenure in Australian Government approved child care services are reported in table 3A.39.

Proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified

For jurisdictions where data are available (NSW, Victoria, Queensland and WA), there were 24 008 workers delivering preschool programs in 2012. For those jurisdictions where data are available the proportion of these workers delivering preschool programs who were at least three year university trained and early childhood qualified in 2012 was 41.6 per cent (table 3A.40).

The available data to report on this measure represent a significant undercount of the actual worker population. This is the result of no worker information being available from the CCMS to populate the National ECEC Collection for the long day care sector.

Data on workers who are four year university trained and early childhood qualified are presented in table 3A.40. For jurisdictions where data are available (NSW,

Victoria, Queensland and WA), the proportion of workers delivering preschool programs who are four year university trained and early childhood qualified was 31.7 per cent.

NSW, Victoria and Queensland provided data on the proportion of preschool staff undertaking training in 2012-13 (tables 3A.63, 3A.70 and 3A.77).

Standards

Under the *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*, COAG has established a jointly governed NQF for Early Childhood Education and Care, which replaced previous separate licensing and quality assurance processes (box 3.15).

Box 3.15 **National Quality Framework**

On 7 December 2009 COAG endorsed a *National Quality Framework for Early Childhood Education and Care* (NQF) (see also box 3.1). The NQF is a uniform national system jointly governed by the Australian Government and states and territories.

The new framework aims to raise quality and enable continuous improvement in early childhood education and care through a national applied law regulatory scheme that includes:

- a *National Quality Standard* (NQS)
- a new rating system to complement the NQS
- a streamlined regulatory system
- the Australian Children's Education and Care Quality Authority (ACECQA) — the new national body responsible for providing oversight of the new system and ensuring consistency of approach.

The NQF came into effect from 1 January 2012 and applies to long day care, family day care, and outside school hours care services and preschools, with the gradual introduction over subsequent years of improved ratios and qualifications. The NQS comprises guiding principles, quality areas, standards and elements. There are seven quality areas:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Partnerships with families and communities
- Leadership and service management.

The NQF creates a jointly governed uniform national approach to the regulation and quality assessment of education and care services. It replaces the previously separate State and Territory licensing and national quality assurance processes for those services under the NQF. ACECQA oversees the NQS and its application across jurisdictions to ensure that it is implemented in a nationally consistent way.

Source: COAG (2009a); Department of Education (2013 and unpublished).

Assessments and ratings against the NQS commenced in June 2012. Data are included in the Report for the first time.

Standards — service approvals and licensing

'Service approvals and licensing' is an indicator of governments' objective to ensure that early childhood education and care services meet the minimum

standards deemed necessary to provide a safe and nurturing environment, and to meet the educational and developmental needs of children. State and Territory governments are responsible for service approvals of early childhood education and care services under the NQF and for licensing those out of scope of the NQF in their jurisdictions (box 3.16).

Box 3.16 Service approvals and licensing

‘Service approvals and licensing’ is defined as complying with regulations covering operational requirements, such as the number of children services can care for, safety standards and the qualification of carers. It has been identified for development and reporting in future. Descriptive information is reported for some jurisdictions in the interim. This information includes the type and number of services approved and licensed, where approval and licensing is indicative of regulatory control over services.

This indicator does not provide information on the degree to which service approvals and licensing translates into higher quality service outcomes above the minimum standards of care. State and Territory governments also undertake other activities aimed at the promotion of quality, such as publishing curriculum materials and other resources, and providing education to the sector.

Data for this indicator are not available for the 2014 Report.

Service approval and licensing requirements establish the foundations for quality of care by stipulating enforceable standards to support the health, safety, welfare and developmental needs of children in formal education and care services. The service models covered by legislation vary across jurisdictions (table 3.7).

Table 3.7 State and Territory approvals and licensing of early childhood education and care services, 2013^a

<i>Service model</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
Centre-based long day care ^b	N	N/L	N	N	N	N	N	N
Occasional care ^c	R	N/L	L	L	R	L	L	X
Family day care services	N	N	N	N	N	N	N	N
Outside school hours care ^b	N	N/L	N	N	N	N	N	N
Home-based care	R	..	X	X	R	L	na	X
Other care ^d	R	L	X	X	R	L	L	N
Preschool/kindergarten ^e	N	N/L	N	G	N	G/R	N	N

N = Services are regulated under the *National Quality Framework* (NQF) and require a Provider Approval, Service Approval and a Nominated Supervisor who holds a Supervisor Certificate to operate. **L** = Services require a licence to operate. **R** = Services require registration or approval to operate. **G** = Services are provided by State/Territory governments. **X** = Services do not require licence, registration or approval to operate, but can be required to meet regulatory standards.

^a Early childhood education and care services are regulated in accordance with the requirements of the relevant legislation in each jurisdiction. ^b In Victoria a small number of long day care and outside school hours care services have been exempted from the NQF and are licensed under Victorian law. ^c In Victoria occasional care services can be regulated under NQF as an approved associate service or be licensed under Victorian law. ^d Other care refers to all other government regulated care, for example, nannies, playschools, three year old kindergarten and in-home care. Jurisdictions can licence some, but not all, types of other care services. In Victoria other care refers to early intervention and short-term services. In SA other care includes rural and mobile care services. In Tasmania other care includes in-home care services (which are licensed under family day care services). Not all other care services require registration or licensing. In the NT other care refers to three year old kindergarten services which are regulated under the NQF. ^e In Victoria two preschool services are exempted from the NQF and are licensed under Victorian law. In Queensland preschool services are licensed under state-based legislation. In Tasmania, kindergartens not in government schools are registered with the Schools Registration Board. **na** Not available. **..** Not applicable

Source: State and Territory governments (unpublished).

State and Territory governments also monitor and inspect early childhood education and care services. Table 3.8 provides an overview of the monitoring and inspection regimes that operate across jurisdictions.

There are broad commonalities in the monitoring and inspection regimes across jurisdictions. However, variability in the recording of breaches and the penalties applied for breaches affect the comparability of data across jurisdictions. This has hindered reporting of comparable data across jurisdictions for monitoring and inspection.

Table 3.8 State and Territory monitoring and inspection regimes, for approved and licensed early childhood education and care services, 2012-13

<i>Monitoring activities</i>	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>
<i>Proactive monitoring^a</i>		✓	✓	✓	✓	✓	✓	✓	✓
Required frequency of inspections	Annual	Risk based	..	1-3 years depending on prior rating	na	Various based on the principle of earned autonomy	Yearly	Biannual	
Estimated share announced visits ^b	%	43	46	na	23	63	70	50	81
Estimated share unannounced inspections ^c	%	57	54	na	77	37	30	50	19
<i>Reactive monitoring^d</i>		✓	✓	✓	✓	✓	✓	✓	✓
Data on substantiated breaches arising from complaints ^e		✓	✓	x	✓	x	✓	✓	✓
<i>Sanctions for breaches^f</i>		✓	✓	✓	✓	✓	✓	✓	✓
Under-performing services incur follow-up or more frequent inspections		✓	✓	✓	✓	✓	✓	✓	✓
Prosecutions initiated against services during 2012-13 ^g	no.	3	–	na	3	na	–	na	–

^a Proactive monitoring refers to the ongoing program of visits/inspections to services that are determined by legislation and/or the monitoring policies in each jurisdiction. ^b Announced visits are scheduled with the service provider including but not limited to consultative and advisory meetings. Assessment and rating visits under the NQS are included. ^c Unannounced inspections of services are used to assess performance against licence conditions including, but not limited to, investigations of complaints. Unannounced inspections allow the operation of the service to be monitored under normal operational circumstances. ^d A reactive monitoring regime can be triggered by either a complaint or a service's failure to comply with legislative requirements. ^e See detailed data in attachment tables 3A.65, 3A.72, 3A.79, 3A.86, 3A.93, 3A.100, 3A.107 and 3A.114. ^f Jurisdictions can apply a range of actions to underperforming services, which can include administrative and/or statutory sanctions including prosecution. Not all sanctions are included. ^g Prosecutions refer to all prosecutions against services that are brought under the relevant children's services Act in each jurisdiction. **na** Not available. .. Not applicable. – Nil or rounded to zero.

Source: State and Territory governments (unpublished).

Standards — achievement of the National Quality Standard

'Achievement of the *National Quality Standard*' is an indicator of governments' objective to ensure that early childhood education and care services meet the standards deemed necessary to provide a safe and nurturing environment, and to meet the educational and developmental needs of children (box 3.17).

Box 3.17 **Achievement of the *National Quality Standard***

'Achievement of the *National Quality Standard*' is defined as the proportion, for each of the seven quality areas under the NQF, of approved services with a rating of 'Meeting NQS' or 'Exceeding NQS'. There are two types of approved services under the NQF:

- Centre-based care service: an education and care service other than a family day care service. This includes most long day care, preschool and outside school hours care services that are delivered at a centre
- Family day care service: an education and care service delivered through the use of two or more educators to provide education and care for children in residences, whether or not the service also provides education and care to children at a place other than the residence.

The seven measures reported are:

- Quality Area 1 - Educational program and practice
- Quality Area 2 - Children's health and safety
- Quality Area 3 - Physical environment
- Quality Area 4 - Staffing arrangements
- Quality Area 5 - Relationships with children
- Quality Area 6 - Partnerships with families and communities
- Quality Area 7 - Leadership and service management.

To determine a rating for each quality area within a service, firstly all 58 elements, located across the 18 standards, are assessed as being 'met' or 'not met'. If all elements in a standard are met, the standard will be rated as 'Meeting NQS' or 'Exceeding NQS'. Each quality area is then rated by calculating the rating of all of the standards within that quality area. If all standards are met, the quality area will be rated as 'Meeting NQS'. If at least two of the standards are rated 'Exceeding NQS' and all other standards are met, the quality area will be rated 'Exceeding NQS'. A large number of services have a rating of 'Working Towards NQS' as the NQS sets a higher benchmark for all children's education and care services across Australia. Services are expected to work towards meeting the higher benchmark.

A high proportion of services meeting or exceeding NQS suggests a high quality of service to children and parents across Australia.

Data reported for these measures are:

- comparable (subject to caveats) across jurisdictions
- complete (subject to caveats) for the current reporting period. All required data as at 30 June 2013 are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Source: ACECQA (2013).

Data on the numbers and proportions of approved services with a quality rating by service type are provided in table 3.9. Nationally, 19.3 per cent of services had

received a quality rating at 30 June 2013. The majority of services with a quality rating were centre-based care services. However, a greater proportion of family day care services were assessed and rated by 30 June 2013 than centre-based care services. State and Territory data are presented in table 3A.41.

Table 3.9 Approved services with a quality rating, by service type, Australia, June 2013^{a, b}

	<i>Number of approved services with a quality rating</i>	<i>Number of approved services</i>	<i>Proportion of approved services with a quality rating</i>
Centre-based care	2 439	12 740	19.1
Family day care	128	544	23.5
Total	2 567	13 284	19.3

^a As at 30 June 2013. Data for the number and proportion of approved services with a quality rating are available at a national level only for centre-based care and family day care services. ^b Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

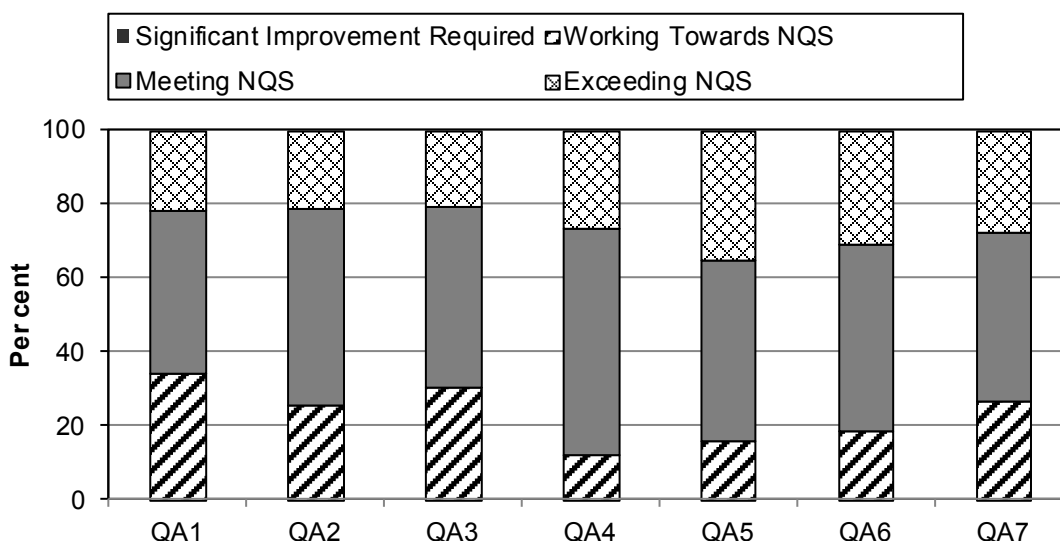
Source: ACECQA (2013) *NQF Snapshot Q2 2013*; table 3A.41.

Nationally, the proportion of services assessed from June 2012 to June 2013 with a rating level of meeting or exceeding the NQS varied by quality area:

- 66.1 per cent of services met or exceeded the NQS in Quality Area 1: Educational program and practice (44.2 per cent met, 21.9 per cent exceeded)
- 74.8 per cent of services met or exceeded the NQS in Quality Area 2: Children's health and safety (53.6 per cent met, 21.2 per cent exceeded)
- 70.0 per cent of services met or exceeded the NQS in Quality Area 3: Physical environment (49.0 per cent met, 21.0 per cent exceeded)
- 88.2 per cent of services met or exceeded the NQS in Quality Area 4: Staffing arrangements (61.4 per cent met, 26.8 per cent exceeded)
- 84.3 per cent of services met or exceeded the NQS in Quality Area 5: Relationships with children (49.0 per cent met, 35.3 per cent exceeded)
- 81.7 per cent of services met or exceeded the NQS in Quality Area 6: Partnerships with families and communities (50.8 per cent met, 30.9 per cent exceeded)
- 73.5 per cent of services met or exceeded the NQS in Quality Area 7: Leadership and service management (45.9 per cent met, 27.6 per cent exceeded) (figure 3.13).

State and Territory data for each quality area are presented in tables 3A.42-A.48.

Figure 3.13 Proportion of approved services with a quality rating, by quality rating level and quality area, Australia, June 2013^{a, b, c}



QA 1 = Educational program and practice. QA 2 = Children's health and safety. QA 3 = Physical environment. QA 4 = Staffing arrangements. QA 5 = Relationships with children. QA 6 = Partnerships with families and communities. QA 7 = Leadership and service management.

^a As at 30 June 2013. ^b The percentages for Significant Improvement Required are zero per cent for QA 1, 0.2 per cent for QA 2, zero per cent for QA 3, 0.1 per cent for QA 4, 0.1 per cent for QA 5, zero per cent for QA 6 and 0.1 per cent for QA 7. ^c Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

Source: ACECQA (2013) *NQF Snapshot Q2 2013*; tables 3A.42-48.

Overall quality rating for services

Data on approved services with a quality rating by overall quality rating level and service type are provided in table 3.10. Services that receive an overall rating of Meeting NQS can be rated as Meeting NQS in all seven quality areas or have a mix of quality areas rated Meeting NQS and Exceeding NQS. Services receive an overall rating of Exceeding NQS if four or more quality areas are rated as Exceeding NQS, including two of the four following quality areas: Quality Area 1, Quality Area 5, Quality Area 6 and Quality Area 7 (ACECQA 2013). Nationally, centre-based and family day care services are more likely to be rated as Working Towards NQS (43.6 per cent and 44.5 per cent respectively) than the other quality rating levels. State and Territory data are presented in table 3A.41.

Table 3.10 **Approved services with a quality rating, by quality rating level and service type, Australia, June 2013^{a, b}**

	<i>Significant Improvement required</i>		<i>Working Towards NQS</i>		<i>Meeting NQS</i>		<i>Exceeding NQS</i>		<i>Total</i>
	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>	<i>%</i>	<i>no.</i>
Centre-based care ^c	5	0.2	1 064	43.6	811	33.3	559	22.9	2 439
Family day care ^d	1	0.8	57	44.5	40	31.3	30	23.4	128
Total	6	0.2	1 121	43.7	851	33.2	589	22.9	2 567

^a As at 30 June 2013. Data are available at a national level only for centre-based care and family day care.

^b Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

Source: ACECQA (2013) *NQF Snapshot Q2 2013*; table 3A.41.

Health and safety — hospital separations for external causes of injury

‘Hospital separations for external causes of injury’ (occurring in early childhood education and care) is a proxy indicator of governments’ objective to ensure that early childhood education and care services meet the care, educational and developmental needs of children in a safe and nurturing environment (box 3.18).

Box 3.18 Hospital separations for external causes of injury

'Hospital separations for external causes of injury' is defined as the number of hospital separations for children aged 0–4 years resulting from an external cause of injury occurring in 'school' as a proportion of total hospital separations for children aged 0–4 years resulting from an external cause of injury. For children aged 0–4 years, 'school' incorporates a range of formal early childhood education and care settings including kindergarten, preschool and centre-based child care services.

Low or decreasing hospitalisations for external causes of injury for children aged 0–4 years occurring in a 'school' can indicate better performance towards achieving the objective of providing the care, educational and developmental needs of children in a safe and nurturing environment.

All hospital separation data need to be interpreted with care. Nationally, no place of occurrence was reported for some hospitalisations of children aged 0–4 years. As a result, this indicator should be interpreted as the minimum number of hospital separations for an external cause of injury that occurred in early childhood education and care services.

Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2011-12 data are available for all jurisdictions.

Data quality information for this indicator is under development.

Limiting the data to children aged 0–4 years reduces the likelihood that the 'school' place of occurrence includes children in full time compulsory schooling, which children generally attend when they are aged 5 years or over. For children in the older age group, it is not possible to separate injuries that occur in early childhood education and care from those that occur in a full time school setting, so they are excluded from the indicator.

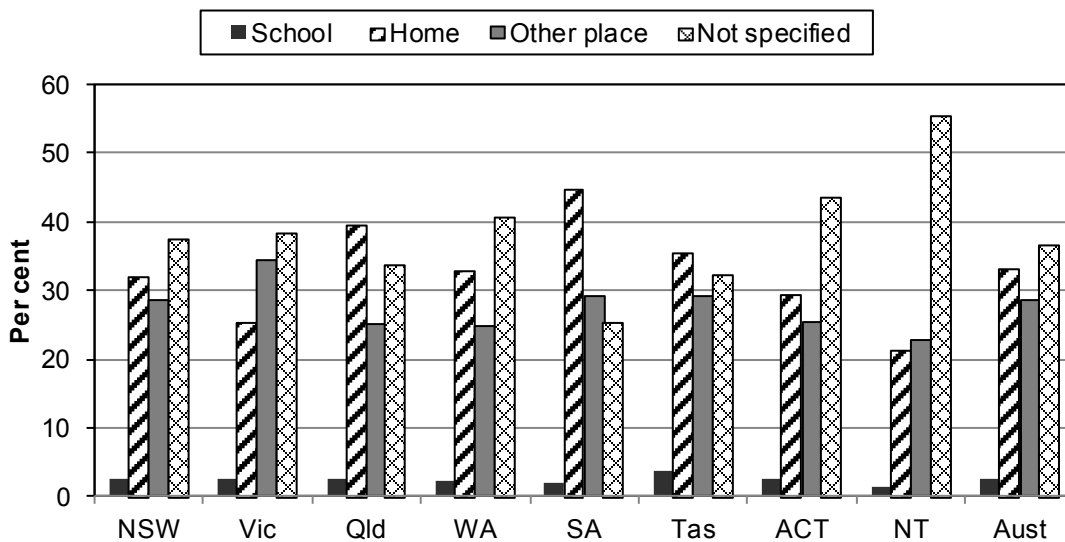
The data can capture children who were injured at these 'school' services without necessarily attending them. Family day care services, which are typically provided in the carer's home, are not likely to be covered under 'schools'. External cause refers to the environmental event, circumstance or condition that causes the injury. People admitted to hospital as a result of a pre-existing illness or condition (such as asthma) are excluded.

Nationally, in 2011-12, there were 34 436 injuries to children aged 0–4 years that resulted in a hospital admission (table 3A.49). Males accounted for approximately 58.2 per cent of these admissions. In total, the most common causes of injury to children aged 0–4 years were falls (30.5 per cent), complications of medical and surgical care (25.1 per cent) and exposure to mechanical forces (21.9 per cent)

(Australian Institute of Health and Welfare [AIHW] unpublished). Males and females generally experienced similar causes of injury.

Nationally, in 2011-12, 33.1 per cent of injuries requiring hospitalisation occurred in the child’s home. This reflects that children in this age group spend the majority of their time in the home and about half do not attend formal care. Across jurisdictions, on average 2.5 per cent of injuries were reported as occurring at a ‘school’ (which includes day nursery, centre-based child care, and public or private kindergartens and preschools) (figure 3.14).

Figure 3.14 Hospital separations for external causes of injury for children aged 0–4 years, proportion by place of occurrence, 2011-12^{a, b, c, d}



^a External cause refers to the environmental event, circumstance or condition that causes the injury. People admitted to hospital as a result of a pre-existing illness or condition, such as asthma, are excluded. ^b A hospital separation is an episode of care for a person admitted to a hospital. ^c Separations without an external cause and those for which care type was reported as newborn with no qualified days, and records for hospital boarders or posthumous organ procurement are excluded. ^d Due to the high levels of non-reporting for place of occurrence, all hospital separations data need to be interpreted with care. ^e The definition of school will include a range of different formal early childhood education and care services’ settings including kindergarten, preschool and child care services.

Source: AIHW (unpublished) *Australian Hospital Statistics 2011-12*; table 3A.49.

Client satisfaction — substantiated breaches arising from complaints

‘Substantiated breaches arising from complaints’ is an indicator of governments’ objective to ensure that government funded or provided early childhood education and care services meet the needs and expectations of users (box 3.19).

Box 3.19 Substantiated breaches arising from complaints

'Substantiated breaches arising from complaints' is defined as the number of substantiated breaches arising from complaints divided by the total number of registered or licensed services. Results are presented by service model.

All else being equal, a low or decreasing rate of breaches arising from complaints can suggest a higher quality service. A high or increasing rate of complaints does not necessarily mean that a jurisdiction has lower service safety and quality, it might mean it has a more effective reporting and monitoring regime.

Complaints data need to be interpreted with care, because:

- one complaint can include multiple breaches. Breaches identified as a result of normal monitoring and inspection visits are excluded from these data
- clients who are well informed can be more likely to make a complaint than less informed clients. Some jurisdictions give priority to developing client groups who are well informed, as part of improving their service delivery
- the number of approved care providers or parent users per service differs in each service across states and territories
- complaints management systems vary across jurisdictions.

Data reported for this indicator are:

- comparable (subject to caveats) within some jurisdictions over time but are not comparable across jurisdictions
- incomplete for the current reporting period. All required data were not available for Queensland and SA.

Data quality information for this indicator is under development.

Breaches of legislation, regulations or conditions vary in circumstance and severity. Some breaches can have serious implications for the quality of care provided to children (such as requirements to undertake criminal record checks for staff and requirements to install smoke detectors). Other breaches do not necessarily directly affect the quality of care (such as requirements to display licensing information). Similarly, action taken by regulatory authorities in response to a breach can range from a requirement to comply within a specified time frame through to licensing action or prosecution.

NSW, Victoria, WA, Tasmania, the ACT and the NT provided data on the number of substantiated breaches arising from complaints and allegations of regulation breaches made to the State and Territory government regulatory bodies in 2012-13 (tables 3A.65, 3A.72, 3A.86, 3A.100, 3A.107 and 3A.114). The proportion of substantiated breaches arising from complaints against which action was taken is also presented.

Efficiency

Differences in reported efficiency results across jurisdictions can reflect differences in counting and reporting rules for financial data and in reported expenditure (which are partly due to different treatments of various expenditure items). Information on the comparability of expenditure is shown in table 3A.7.

Inputs per output unit — total government recurrent expenditure on early childhood education and care per child in the community

‘Total government recurrent expenditure on early childhood education and care per child in the community’ is an indicator of governments’ objective to maximise the availability and quality of services through the efficient use of public resources (box 3.20).

Box 3.20 Total government recurrent expenditure on early childhood education and care per child in the community

‘Total government recurrent expenditure on early childhood education and care per child in the community’ is defined as Australian Government recurrent expenditure and State and Territory government recurrent expenditure on early childhood education and care per child aged 0–12 years in the community.

All efficiency data should be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower expenditure per child can indicate greater efficiency of government expenditure.

All Australian Government recurrent expenditure reported for this indicator is provided for child care services, whereas State and Territory government recurrent expenditure covers both child care and preschool services. Expenditure data per child are reported separately for the Australian Government and each State and Territory government, as well as total expenditure per child.

Government expenditure includes recurrent expenditure on child care and preschool services. Unit cost data for early childhood education and care do not yet contain an estimate of user cost of capital.

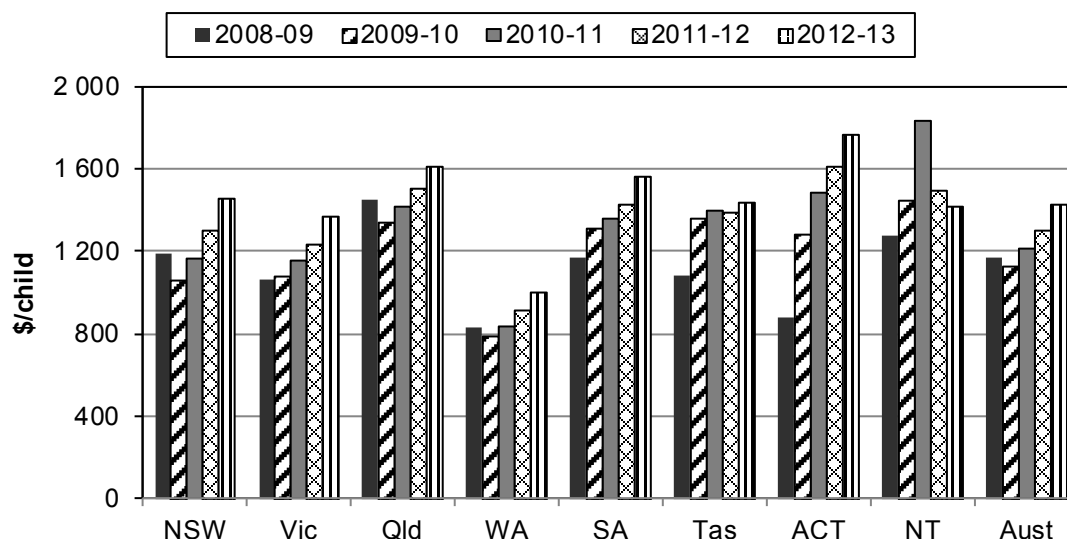
Data reported for this indicator are:

- comparable (subject to caveats) within jurisdictions over time but are not comparable across jurisdictions
- complete (subject to caveats) for the current reporting period. All required 2012-13 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Nationally, the average annual growth rate of Australian Government real recurrent expenditure was 5.1 per cent between 2008-09 and 2012-13 (figure 3.15).

Figure 3.15 Australian Government real recurrent expenditure on child care services per child aged 0–12 years in the community (2012-13 dollars)^{a, b, c, d, e}



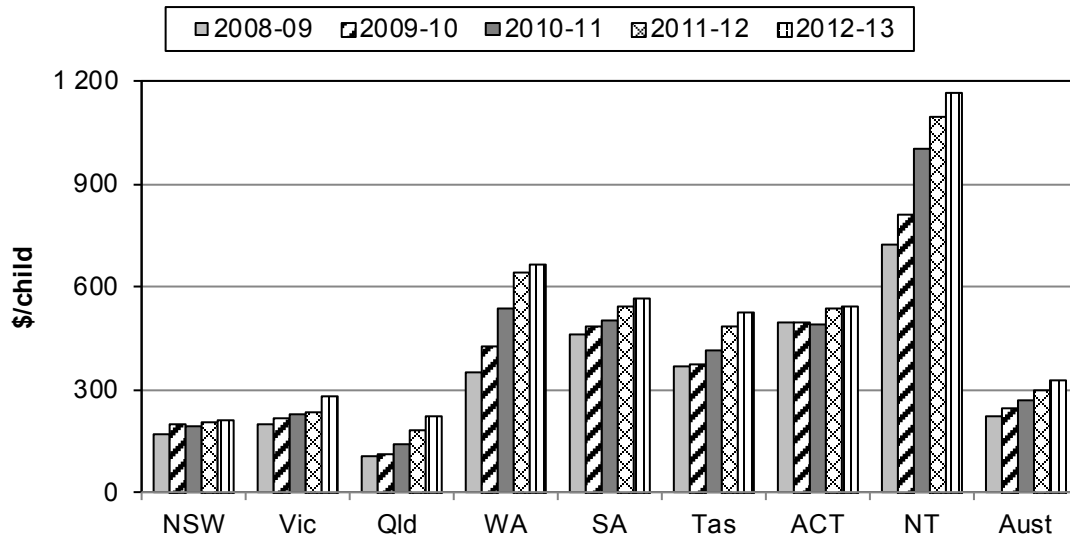
^a Includes recurrent expenditure on child care services. ^b Estimated resident population as at 31 December in each year, based on the *2011 Census of Population and Housing*. The Australian total includes children in other territories. ^c Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details. ^d The Australian total includes a component of expenditure that cannot be disaggregated by State and Territory. ^e Expenditure includes payment of CCTR.

Source: Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.50.

Additional time series data from 2003-04 are presented for Australian Government real recurrent expenditure on child care services per child in table 3A.50.

Data were supplied by all State and Territory governments on their expenditure for both child care and preschool services. Differing collection methods and changes to policies make it difficult to compare expenditure across jurisdictions and over time. Nationally in 2012-13, State and Territory government recurrent expenditure was \$326 per child (figure 3.16), increasing from \$221 in 2008-09.

Figure 3.16 **State and Territory government real recurrent expenditure on early childhood education and care per child aged 0–12 years in the community (2012-13 dollars)^{a, b, c}**



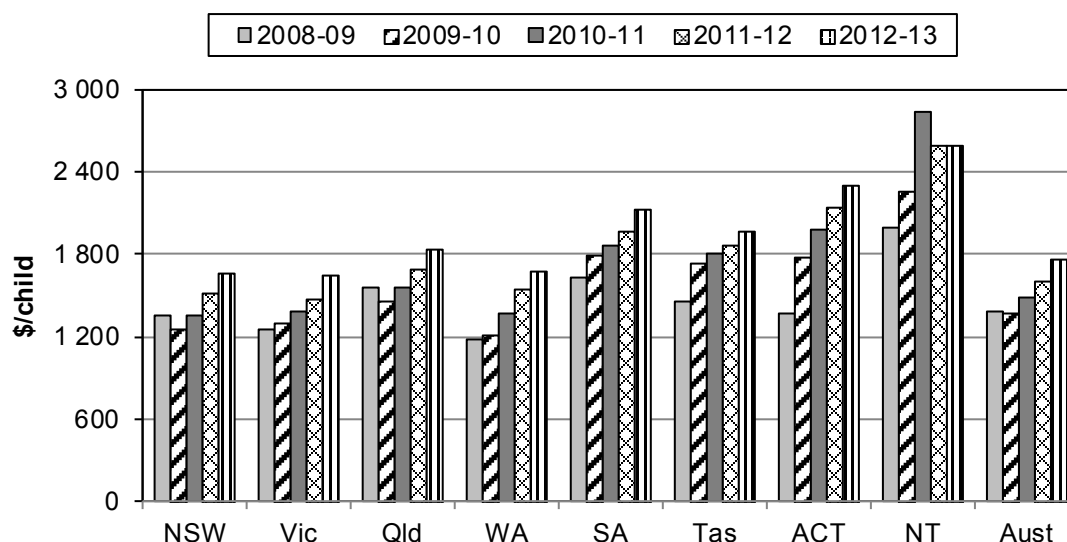
^a Includes State and Territory recurrent expenditure on child care and preschool services. ^b Estimated resident population as at 31 December in each year, based on the 2011 Census of Population and Housing. ^c Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details.

Source: State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; table 3A.51.

Additional time series data from 2003-04 are presented for State and Territory government real expenditure on early childhood education and care in table 3A.51.

Figure 3.17 shows the combined recurrent expenditure from both the Australian Government and the State and Territory governments per child in the community aged 0–12 years over the period 2008-09 to 2012-13. Nationally, the combined recurrent expenditure was \$1752 in 2012-13, an increase of \$362 since 2008-09.

Figure 3.17 Total government real recurrent expenditure on early childhood education and care per child aged 0–12 years in the community (2012-13 dollars)^{a, b, c, d}



^a Includes recurrent expenditure on child care and preschool services from both Australian Government (for child care services only) and State and Territory governments (for child care services and preschool services).

^b See notes to figures 3.15 and 3.16 for further detail on the Australian Government's and State and Territory governments' recurrent expenditure data. ^c Estimated resident population as at 31 December in each year, based on the 2011 Census of Population and Housing. ^d Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See chapter 2 (section 2.5) for details.

Source: Department of Education (unpublished); State and Territory governments (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0; tables 3A.50 and 3A.51.

Inputs per output unit — Australian Government recurrent expenditure per child attending approved child care

'Australian Government recurrent expenditure per child attending approved child care' is an indicator of governments' objective to maximise the availability and quality of services through the efficient use of taxpayer resources (box 3.21).

Box 3.21 Australian Government recurrent expenditure per child attending approved child care

'Australian Government recurrent expenditure per child attending approved child care' is defined as Australian Government recurrent expenditure per child aged 0–12 years attending Australian Government approved child care services in Australia.

All efficiency data should be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower recurrent expenditure per child can indicate greater efficiency of government expenditure.

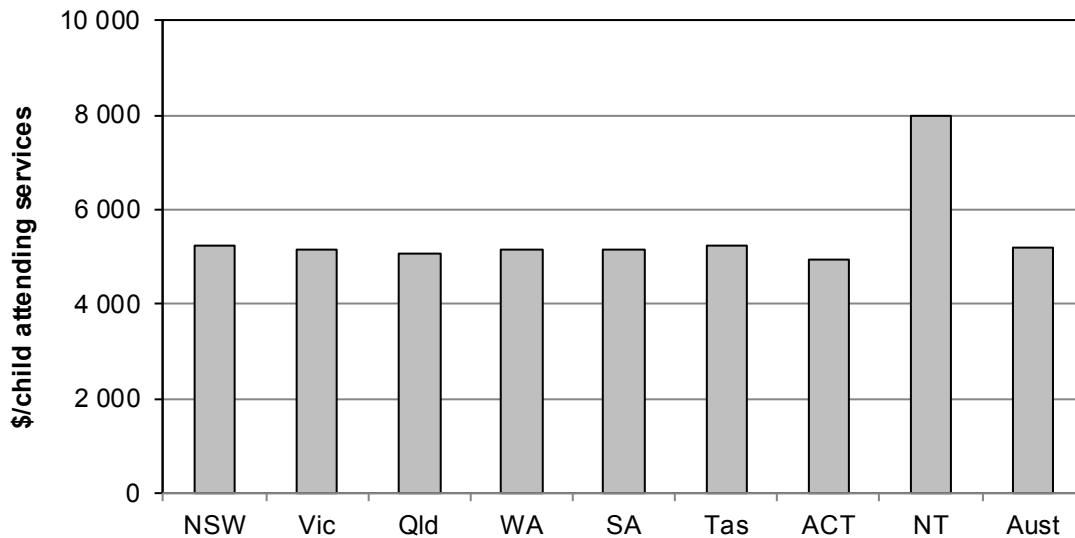
Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Figure 3.18 shows Australian Government recurrent expenditure on each child aged 0–12 years attending Australian Government approved child care services. Nationally in 2013, Australian Government recurrent expenditure per child attending approved child care services was \$5194.

Figure 3.18 **Australian Government recurrent expenditure per child aged 0–12 years attending Australian Government approved child care services, March quarter 2013^{a, b, c}**



^a Includes recurrent expenditure for some children aged over 12 years, including Indigenous children and children with special needs. ^b Children can use more than one type of care. Children are counted once for each type of care they use. ^c Attendance data relate to March quarter 2013.

Source: Department of Education (unpublished); table 3A.52.

Outcomes

Outcomes are the impact of services on the status of an individual or group (while outputs are the services delivered) (see chapter 1, section 1.5).

Family work-related needs

‘Family work-related needs’ is an indicator of governments’ objective for child care to provide support for families in caring for their children, to allow the needs of the family to be met (box 3.22).

Box 3.22 Family work-related needs

'Family work-related needs' is defined as the proportion of children aged 0–12 years in families participating in the labour force for whom formal child care, or additional hours of formal child care, was required for work-related reasons.

Families participating in the labour force include single parent families where the lone parent is employed or unemployed, and couple families where both parents are employed or unemployed.

A lower or decreasing proportion indicates more families' work-related needs for formal child care, or additional hours of formal care, are being met.

This measure addresses the impact of child care services on families' ability to participate in the labour force. Development is underway into measures of the impact of early childhood education and care on other family needs.

Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2011 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Data for this indicator were obtained from the ABS *2011 Childhood Education and Care Survey* (CEaCS). Box 3.23 includes further information about the 2011 CEaCS.

Box 3.23 ABS Childhood Education and Care Survey

The *Childhood Education and Care Survey* (CEaCS) was conducted for the first time in June 2008, integrating the ABS Child Care Survey (last conducted in 2005) with a new topic on Early Years Learning, and was conducted again in 2011. In 2011, the CEaCS collected information on children aged 0–12 years living in a sample of private dwellings.

The CEaCS collected information on families' requirements for formal child care or preschool services (or additional formal child care or preschool services) for their children (rather than the steps taken to obtain formal child care or preschool services) and whether the families would have used formal child care or preschool services if they became available.

Estimates from the surveys are subject to sampling variability. Estimates for the smaller jurisdictions are based on small sample sizes and are subject to higher sampling error, in particular data for Tasmania, the ACT and the NT. Aggregated survey data also need to be interpreted with care, because oversupply and undersupply of child care places can be specific to particular areas, including small and remote communities.

In addition, the CEaCS is a household survey, with parents responding to questions on use of services. Some children attend a preschool program within a child care setting, for example in a long day care service, where the costs would generally be higher than in preschool. It is expected that the parent would report the service model as a long day care centre, rather than preschool, but the parent might report the service model as preschool.

Source: ABS (2012).

Nationally, 2.8 per cent of children aged 0–12 years from families participating in the labour force required formal child care, or additional formal child care for work-related reasons in 2011 (table 3A.53).

Demand for formal care

'Demand for formal care' is an indicator of governments' objective to ensure that early childhood education and care services meet the requirements of all Australian families. Expressed need for formal child care or preschool services or additional formal child care or preschool services indicates the extent to which early childhood education and care services are not meeting demand by families (box 3.24).

Box 3.24 Demand for formal care

'Demand for formal care' is defined as the proportion of children aged 0–12 years for whom formal child care or preschool services or additional formal child care or preschool services were required.

A low or decreasing proportion of children for whom additional services are required indicates demand by families is being met to a greater extent.

Data reported for this indicator are:

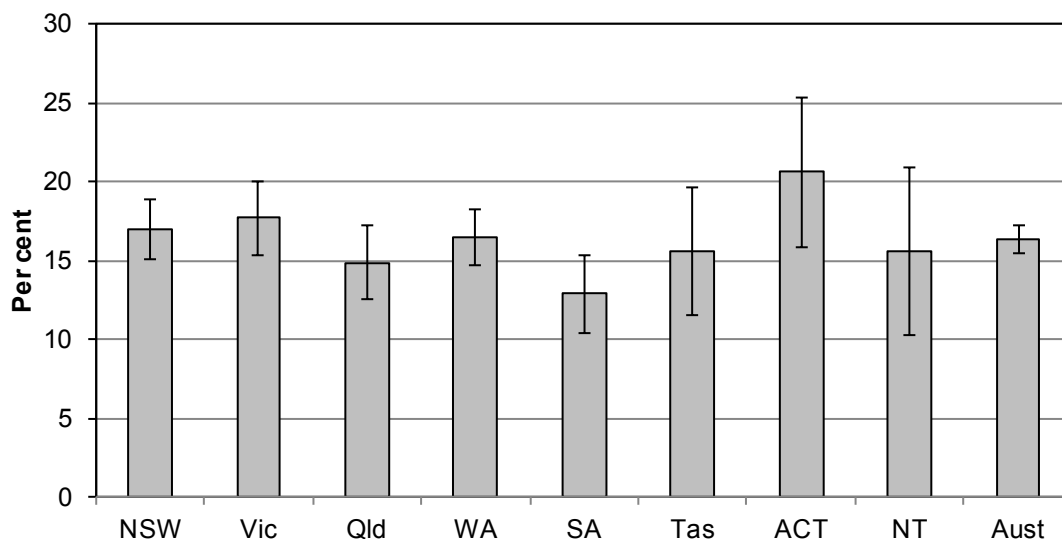
- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2011 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

The 2011 CEaCS collected data on whether any or additional formal child care or preschool services were required currently, or in the next 12 months. Nationally in 2011, formal child care or preschool or additional formal child care or preschool services were required for 16.4 per cent of children aged 0–12 years (figure 3.19). In 2011, formal child care or additional formal child care services were required for approximately 614 900 children aged 0–12 years, and any or additional preschool services were required for 401 700 children (table 3A.54).

Data on demand for formal child care or preschool from the 2008 and 2011 CEaCS are presented in tables 3A.53 and 3A.54. The two surveys differ, as the 2008 survey collected data on additional formal child care or preschool service currently required, while the 2011 data are for additional formal child care or preschool services required currently or in the next 12 months. The collection method for additional care requirements also changed between 2008 and 2011. For these reasons, the 2008 survey data are not comparable with data from the 2011 survey.

Figure 3.19 Proportion of children aged 0–12 years who required any or additional formal child care or preschool, 2011^{a, b, c, d}



^a As data for this indicator are from a survey, the *2011 Childhood Education and Care Survey (CEaCS)*, they are subject to error. Error bars represent the 95 per cent confidence interval associated with each point estimate. ^b Data for this indicator are not intended for use as a measure of unmet demand (box 3.23). ^c Includes both current and future requirements for any or additional formal child care or preschool for: children who do not currently use any child care or preschool; children who need additional child care or preschool services; or children who require a different type of service other than the child care or preschool service currently being used. ^d The 2011 CEaCS excluded people living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.

Source: ABS (unpublished) *Childhood Education and Care, Australia, June 2011*, Cat. no. 4402.0; table 3A.54.

Reasons for needing any or additional formal child care or preschool in 2008 and 2011 are included in table 3A.55 and barriers to access identified by respondents are included in table 3A.56.

Out-of-pocket costs of child care

‘Out-of-pocket costs of child care’ is an indicator of governments’ objective that all Australian families have equitable access to early childhood education and care irrespective of their financial circumstances (box 3.25).

Box 3.25 Out-of-pocket costs of child care

'Out-of-pocket costs of child care' is defined as the proportion of weekly disposable income that families spend on child care services before and after the payment of child care subsidies, for families with a 60:40 income split and gross annual income of \$35 000, \$55 000, \$75 000, \$95 000, \$115 000 and \$135 000. Families are assumed to have either one or two children who attend full time care (equal to 50 hours per child per week) in centre-based long day care and family day care.

Lower out-of-pocket cost for child care as a proportion of weekly disposable income (after child care subsidies) represents more affordable child care. Similar percentages across income groups suggest a more equitable outcome.

Care needs to be exercised when interpreting results, because a variety of factors (including for example rates, rental costs and localised costs of living) can influence child care costs.

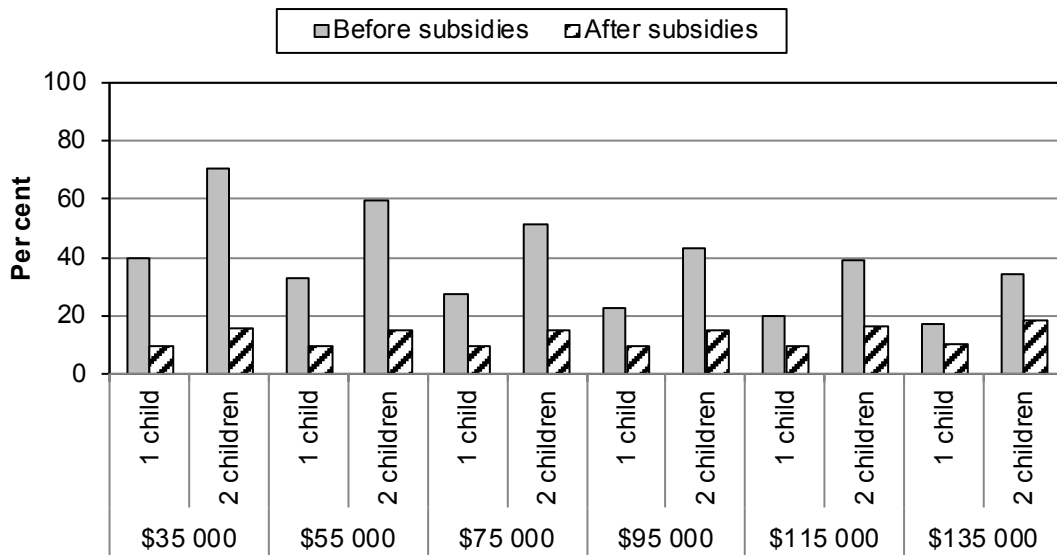
Data reported for this indicator are:

- comparable (subject to caveats) across jurisdictions and over time
- complete (subject to caveats) for the current reporting period. All required 2013 data are available for all jurisdictions.

Data quality information for this indicator is at www.pc.gov.au/gsp/reports/rogs/2014.

Nationally, out-of-pocket costs of child care as a proportion of weekly family income after subsidies in 2013 showed less variation across income bands than before subsidies were taken into account (figure 3.20).

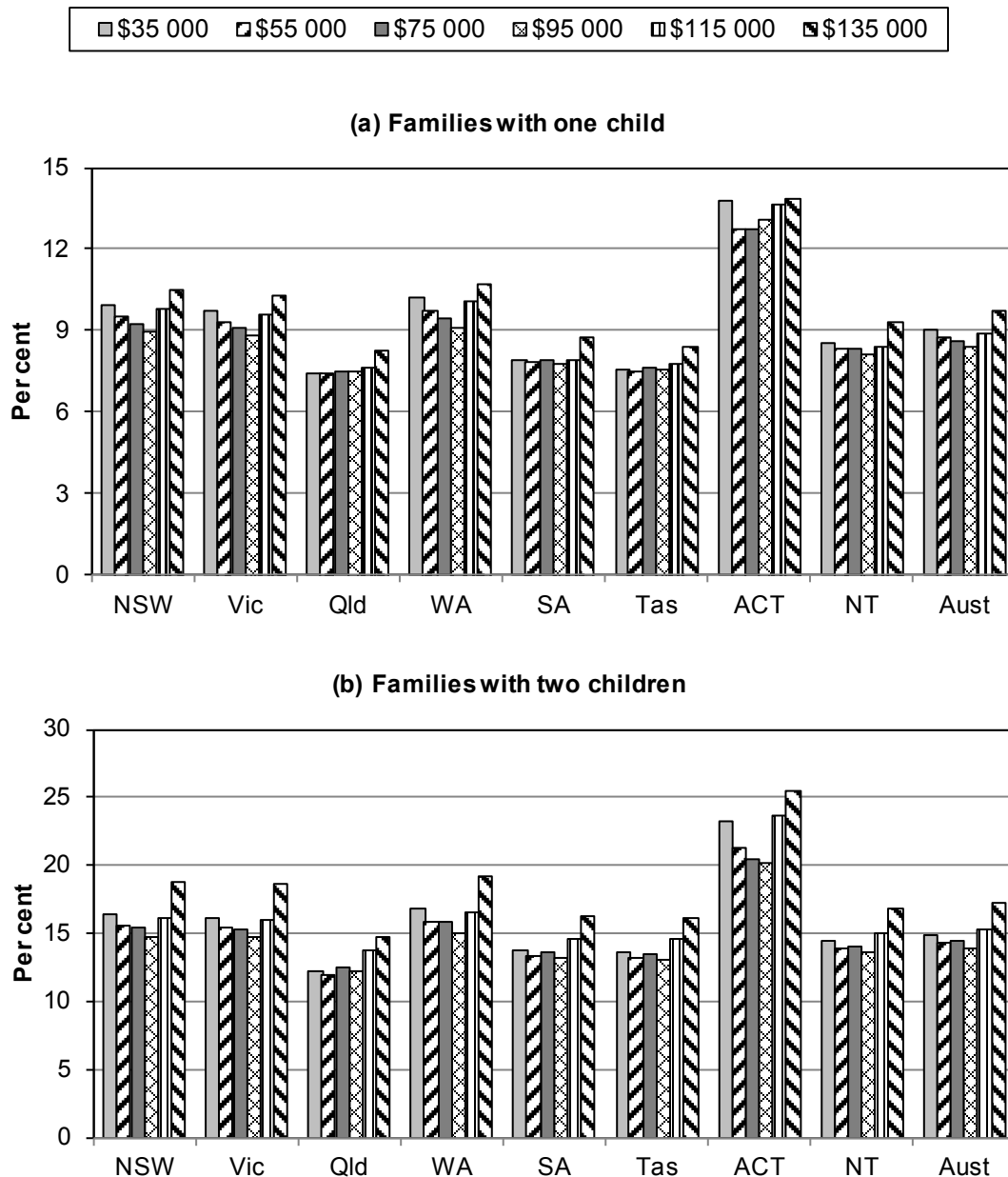
Figure 3.20 Out-of-pocket costs of child care for families with children in full time centre-based long day care, as a proportion of weekly disposable income, by gross annual family income, 2013



Source: Department of Education (unpublished); table 3A.57.

Nationally, for centre-based long day care, the out-of-pocket costs (after subsidies) for families with one child were between 8.4 per cent and 9.7 per cent of weekly disposable income, and between 13.9 per cent and 17.3 per cent of weekly disposable income for families with two children (figure 3.21).

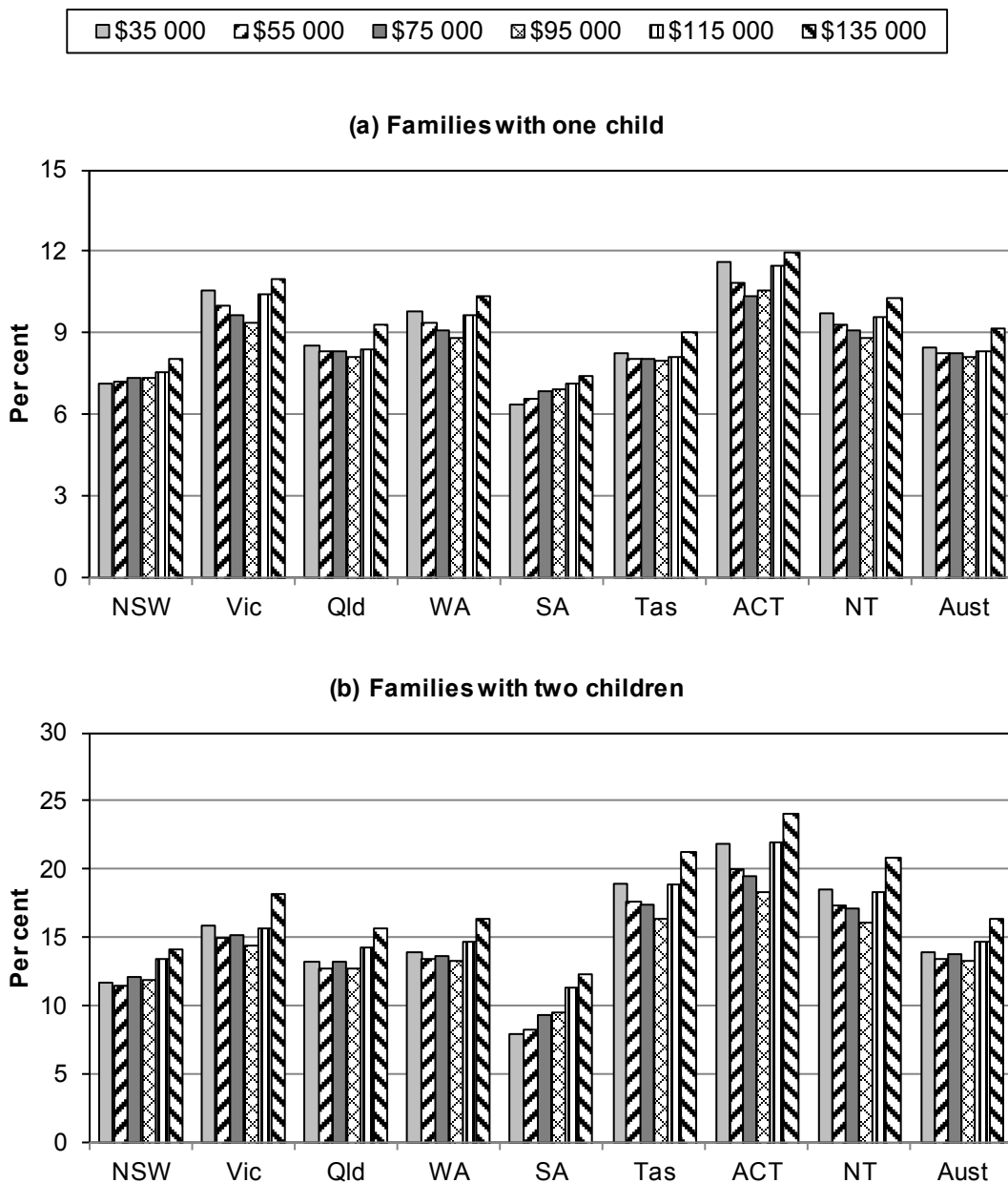
Figure 3.21 **Out-of-pocket costs for centre-based long day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, 2013**



Source: Department of Education (unpublished); table 3A.57.

Nationally, for family day care, the out-of-pocket costs (after subsidies) for families with one child were between 8.1 per cent and 9.2 per cent of weekly disposable income, and between 13.3 per cent and 16.4 per cent of weekly disposable income for families with two children (figure 3.22).

Figure 3.22 Out-of-pocket costs for family day care (after subsidies), as a proportion of weekly disposable income, by gross annual family income, by gross annual family income, 2013



Source: Department of Education (unpublished); table 3A.58.

Children's needs

'Children's needs' is an indicator of governments' objective to provide early childhood education and care that meets the care, educational and developmental needs of children, in a safe and nurturing environment (box 3.26).

Box 3.26 Children's needs

'Children's needs' has been identified for development and reporting in future. Data are not available for the 2014 Report.

Development work is focused on outcomes measures for children's needs in the areas of:

- learning and development
- health and safety
- social and emotional wellbeing.

Development is underway into a broad set of measures for children's needs using data from the Longitudinal Study of Australian Children (LSAC) (box 3.27) and/or the Australian Early Development Index (AEDI) (box 3.28).

Box 3.27 Longitudinal Study of Australian Children

The Longitudinal Study of Australian Children (LSAC) is a longitudinal study on a discrete cohort of children that aims to examine the impact of Australia's unique social, economic and cultural environment on children growing up in Australia today (AIFS 2005a).

The LSAC was initiated and is funded by the Department of Social Services, with the Australian Institute of Family Studies (AIFS) having responsibility for the design and management of the study.

The sampling unit for the LSAC is the child. During 2004, the study recruited a sample of 5107 infants (children aged 0–1 year at the time) and 4983 children (children aged 4–5 years at the time) (see AIFS 2005a for more details).

LSAC and outcomes for children

The LSAC Outcome Index, attached to each infant and child in the study, is a composite measure that indicates how children are developing across physical, social/emotional and learning domains of competence. It provides a means of summarising the development of children across multiple domains and, wherever possible, incorporates both positive and negative outcomes (see AIFS 2005b for more details).

The LSAC Outcome Index is currently being investigated as a possible measure of the developmental outcomes of infants/children in child care/preschool, compared with those infants/children who are not in child care/preschool.

Box 3.28 Australian Early Development Index

The Australian Early Development Index (AEDI) is a population based measure of how children have developed by the time they start school across five areas of early childhood development: physical health and wellbeing; social competence; emotional maturity; language and cognitive skills; and communication skills and general knowledge.

The AEDI results provide a snapshot of how children in the local area have developed by the time they start school. They can help governments and communities understand what is working well and what needs to be improved or developed to better support children and their families. Together with other socio demographic and community information, the AEDI results are a powerful tool for influencing planning and policy around early childhood development.

The AEDI has been endorsed by COAG as a national progress measure of early childhood development and all Australian governments have agreed to use the AEDI results to inform early development policy and investments.

The Australian Government and State and Territory governments are working in partnership with The Royal Children's Hospital Centre for Community Child Health in Melbourne, the Murdoch Children's Research Institute and the Telethon Institute for Child Health Research in Perth, to deliver the AEDI. The Social Research Centre managed the 2012 data collection. In 2011, the Australian Government made a commitment to collect these data every three years, representing an investment of \$28 million per collection cycle.

The first national collection of the AEDI took place between May and July 2009, with data collected on 97.5 per cent of the estimated five year old population (261 203 children) in their first year of full time school. The 2012 data collection took place from 1 May 2012 to 31 July 2012. Data were collected on 289 973 children, covering almost 7500 schools and almost 16 500 teachers. AEDI 2012 results represent 96.5 per cent of Australian children enrolled to begin school in 2012.

The 2012 results showed that the majority of children were doing well against each of the five developmental domains. However, 22.0 per cent of children were developmentally vulnerable on one or more domains in 2012, compared with 23.6 per cent in 2009. Nationally, 10.8 per cent of children were developmentally vulnerable on two or more domains in 2012, compared with 11.8 per cent in 2009.

The Child care, education and training sector overview in this Report includes AEDI data on the proportion of children developmentally on track in at least four domains as they entered school in 2012.

Additional information on the AEDI, including access to the 2012 National Report, community maps and community profiles, are available on the AEDI website www.rch.org.au/aedi.

Source: Department of Education, Employment and Workplace Relations (DEEWR) (2013 and unpublished).

Cost-effectiveness

‘Cost-effectiveness’ is an indicator of early childhood education and care being provided in an effective and efficient manner (box 3.29).

Box 3.29 Cost effectiveness

‘Cost effectiveness’ is an indicator of governments’ objective to provide early childhood education and care in an effective and efficient manner.

This indicator has been identified for development and reporting in future. Data are not available for the 2014 Report.

3.4 Future directions in performance reporting

The Steering Committee is committed to improving the comparability, completeness and overall quality of reported data for all indicators included within the performance indicator framework.

Improving reporting of existing indicators

Changes in the early childhood education and care sector have required jurisdictions to revise collection methods, and these revisions have improved the reporting of existing indicators but have reduced the comparability of some time series data. Further work is planned to improve the consistency and comparability of performance information across jurisdictions. Possible improvements in data quality may occur from future developments in the National ECEC Collection and an increasing proportion of approved services assessed and rated against the NQS.

Future indicator development

The Steering Committee will continue to improve the appropriateness and completeness of the performance indicator framework. Future work on indicators will focus on:

- reporting on child care and preschool service availability
- developing indicators to measure the extent to which early childhood education and care services meet children’s needs
- developing a cost effectiveness indicator.

Potential sources of information

Data developments in future reports may be influenced by:

- developments under the *National Information Agreement on Early Childhood Education and Care* (NIA ECEC) on 6 November 2009. The Agreement provides a framework for cooperation between the Australian, State and Territory governments and information agencies to develop the information base required for the COAG early childhood reform agenda. The Agreement is an important step in national efforts to improve the quality and reliability of early childhood education and care data
- developments under the COAG agreed *National Quality Agenda for Early Childhood Education and Care*
- development of ongoing national data collections, including the LSAC (box 3.27) and the AEDI (box 3.28).

3.5 Jurisdictions' comments

This section provides comments from each jurisdiction on the services covered in this chapter.

Australian Government comments

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The Australian Government is committed to creating a flexible, accessible and affordable quality child care and early learning system for the 21st century which meets the needs of both modern Australian families and the economy. Major initiatives include:

- the Government has tasked the Productivity Commission with an inquiry into how the child care and early learning system can be made more flexible, affordable and accessible. The inquiry will be broad ranging, focusing on parents' work and study needs, the needs of rural, regional and remote families, shift workers, out of pocket costs and the needs of vulnerable children
- the Australian Government supports the *National Quality Framework* introduced on 1 January 2012 in its goal of improving outcomes for children, delivering longer term social and emotional benefits. The Government's focus is on removing unnecessary regulatory burden to ensure that services can spend less time doing paperwork and more time with the children
- the Australian Government has committed to reinstating the \$12.6 million funding for Occasional Care which is particularly needed in rural and regional areas. This restoration will be fully in place from 1 July 2014
- over the four years to 2016-17, the Government will provide more than \$28 billion for child care and early learning including \$12.3 billion in Child Care Benefit and \$12.8 billion in Child Care Rebate to help more than 900 000 Australian families annually with the cost of child care
- the 2013 National Early Childhood Education and Care Workforce Census (National ECEC Workforce Census) data collection was conducted between May and July 2013. Information was collected from services about their workforce, service usage, and quantum of children in care and accessing preschool programs. In addition, individual staff members were surveyed about their role, qualifications, nature of employment, earnings and career intentions. A report on the National ECEC Workforce Census will be released in 2014
- the release of the results from the second national data collection for the Australian Early Development Index (AEDI), which showed the majority of Australian children are doing well on each of the five AEDI developmental domains. It also showed that between the first collection in 2009 and the 2012 collection the proportion of children developmentally vulnerable on one or more of the AEDI domains showed a significant improvement
- continuing the Home Interaction Program for Parents and Youngsters in 50 existing communities across Australia and expanding into 25 new Indigenous focussed locations from early 2014. Funding has been allocated for an additional 25 Indigenous focused sites from 2015.

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New South Wales Government comments

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The NSW Government recognises that early learning begins at birth and that the early years of a child's life are crucial to a child's development and learning. The NSW Government is committed to supporting a sector that provides quality early childhood education and care which is responsive to the needs of children and their families, whatever their circumstances may be. The Government's State Plan goal is for all children to have access to a quality early childhood education program in the 12 months prior to formal schooling.

In 2012-13, funding available through the *National Partnership Agreement on Early Childhood Education* enabled the NSW Government to maintain increased levels of renewable funding to community preschools and to assist them to further reduce fees for children in their year before school through additional one-off funding, further improving access to preschool programs.

A number of initiatives funded through the *National Partnership* to increase the participation of children in quality early childhood education were also developed. These projects include:

- scholarships for qualified early childhood educators to upgrade their qualification
- the development of a transition to school statement to support children moving from early childhood education settings to school
- trials of cluster management for community preschools focusing on consolidating administrative functions to improve service sustainability
- targeted capital funding in rural and regional areas where children are missing out on preschool because of a lack of facilities.

Significant progress continued to be made in 2013 to increase preschool participation for all children, and especially for those from Indigenous and disadvantaged backgrounds. This progress will be further enhanced through initiatives to be implemented as part of the new *National Partnership Agreement on Universal Access to Early Childhood Education*.

Assessment and rating visits under the *National Quality Framework* commenced in June 2012. A total of 1189 assessments were conducted in 2012-13. The processes for conducting and reviewing assessments was evaluated and modified over the course of the year to streamline procedures and fine-tune reports.

Due to the integrated nature of early childhood education and care in NSW, the structure of the Report continues to pose difficulties in accurately reporting NSW data, and when comparing the performance of NSW with that of other jurisdictions. The chapter continues to distinguish preschool services from child care services, whereas in NSW many children participate in preschool programs delivered in long day care settings.

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Victorian Government comments

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In 2012-13, the Department continued to increase access to quality early childhood education and care services to support the early learning and development needs of a growing population.

Victoria continued to have the lowest percentage of developmentally vulnerable children in Australia, with the 2012 Australian Early Development Index (AEDI) report showing the percentage of developmentally vulnerable 5 year olds in Victoria fell from 20.3 per cent in 2009 to 19.5 per cent in 2012.

In 2012, 99.1 per cent of children attended a preschool program in the year before school and substantial progress was made in achieving universal access to 15 hours of kindergarten. Victoria has taken a staged approach to implementing 15 hours to allow time for the planning, infrastructure, workforce and service models to be in place, with the great majority of services offering 15 hour programs in 2013.

In 2013 the Early Start Kindergarten grant, which provides three year old Aboriginal and Torres Strait Islander children and children known to Child Protection with access to a free kindergarten program, was increased to enable vulnerable children to attend kindergarten for up to 15 hours per week.

In recognition of the complex barriers faced by vulnerable families, the Government also funded the Access to Early Learning service model, which provides additional support to families facing complex issues that create barriers to their child's engagement with early childhood education.

Victoria has been successfully implementing the National Quality Framework, and by 30 June 2013, 762 services had been granted their final rating (20 per cent of all services – just above the national average of 19 per cent). Approximately 23 per cent of rated services were rated as 'Exceeding' the National Quality Standard, 51 per cent as 'Meeting' and 26 per cent as 'Working Towards' the Standard. This compared to 44 per cent of services assessed as 'Working Towards' the Standard nationally.

Victoria continued to implement the Victorian Early Years Learning and Development Framework (VEYLDF) to support early childhood practitioners to implement high-quality pedagogy and practice that will improve outcomes for all Victorian children. To support the VEYLDF's introduction, professional development opportunities were offered at low cost to early childhood professionals, with over 5000 attending training (also available online). Targeted early childhood education and care services also received intensive coaching, and networks were established to test assessment approaches and tools.

Victoria allocated \$42 million in grants through the Children's Facilities Capital Program including \$14.5 million to establish 11 integrated children's centres, \$10.5 million to establish 20 new early learning facilities and \$17 million in renovation and refurbishment grants to extend or upgrade 64 centres across Victoria.

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Queensland Government comments

“ The Department of Education, Training and Employment is committed to providing all Queensland children with the opportunity to access safe and quality early childhood education and care regardless of where they live or the economic or other circumstances of their families. Initiatives progressed towards achieving these objectives include:

- establishing extra kindergarten services in areas of need with a total of 126 services established on state and non-state schools since 2009
- the commencement of e-kindy in Term 1, 2013 after the pilot program received positive feedback from families. As of Semester 2, 2013, 169 children were enrolled in e-kindy
- continuing to provide access to integrated early childhood education, parenting and family support and child and maternal health services through funding of 25 child and family hubs, 4 early years centres operating across 15 communities and 10 children and family centres
- developing and implementing an integrated early childhood development framework that presents a flexible model and aligns with the *National Quality Standard* to strengthen the approach to integrated service delivery
- implementing a suite of strategies to increase kindergarten access and participation of all children. Strategies include disability support funding, specialised equipment and transport grants, an Aboriginal and Torres Strait Islander cultural competence professional development program and pre-kindergarten grants to support Aboriginal and Torres Strait Islander children and children from a culturally and linguistically diverse background to transition into kindergarten
- continuing state-wide assessment and rating visits under the *National Quality Framework*. Approximately 128 officers have successfully completed nationally consistent training in the *National Quality Standard* assessment and rating process
- state-wide professional development offered to all early childhood officers in regulating the sector in accordance with the *National Quality Framework*
- continuing state-wide sector awareness campaigns to support the implementation of the *National Quality Framework*
- enactment of the *Education and Care Services Act 2013* to regulate early childhood education and care services that are not captured under the *National Quality Framework*
- increasing awareness and use of the Australian Early Development Index (AEDI) through delivery of state-wide training sessions and the Queensland AEDI Community Action Grant program.

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Western Australian Government comments

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Since the mid-90s, four year old children in all urban, rural and remote communities in Western Australia (WA) have had universal access to 11 hours per week of Kindergarten (preschool) at a school. Kindergarten hours have now increased to a minimum of 15 hours per week. Kindergarten is not compulsory, however participation is normalised and in 2013, 99 per cent of age-eligible children enrolled. Kindergarten is free of compulsory charges in public schools and an average of 75 per cent of the cost is borne by the State in non-government schools.

Implementation of the *National Quality Standard* (NQS) will improve program quality across the early years of schooling. Scholarships were provided in 2013 to 600 Kindergarten education assistants to acquire a Certificate III and training on the NQS has been developed for teachers and all primary school principals.

In 2013 Pre-primary became compulsory for children who reached the age of 5 years on or before 30 June. This is the first full time year of schooling and is the Foundation year of the *Australian Curriculum*.

There are three Early Learning and Care Centres and three Children and Family Centres operating on or close to public school sites. Two more Children and Family Centres will open in 2014. Ten State-funded Child and Parent Centres have been established on public school sites, with a further six sites commencing over the next four years. These centres improve access to a range of programs and services for families with young children from birth.

To assist communities in responding to the 2012 Australian Early Development Index (AEDI) results which were released in March 2013, WA implemented a Local Champions Program. This program promotes collaborative community-driven initiatives in which the AEDI is used to inform local policy, planning and resource allocation to improve outcomes for children.

Following the commencement of the *Education and Care Services National Law (WA) Act 2012* and its *Regulations*, issues requiring legislative amendments have been identified across jurisdictions. Where applicable, corresponding WA Regulations will be amended to reflect the National Regulations.

The 2013 Early Childhood Education and Care Workforce Review is reviewing progress towards meeting workforce and qualification requirements of the National Law, due to commence on 1 January 2014. Consultations were undertaken in WA with key stakeholders and Phase one has been completed.

The 2014 Review of the *National Partnership Agreement on the National Quality Agenda* will review progress toward achieving its objectives and outcomes and the extent to which the *National Quality Framework* has been embedded. WA will form part of the Review Working Group.

Assessment and rating of education and care services commenced in November 2012 and 10 per cent of services have been rated, as at September 2013. WA continues to visit child care services that are out of scope of the *National Law* and regulates them under the *Child Care Services Act 2007*.

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South Australian Government comments

“ The South Australian (SA) Government, through the Department of Education and Child Development (DECD) and the ‘Every Chance for Every Child’ strategic priority, recognises that early learning begins at birth and that early childhood development is crucial for the improvement of children and young people’s education, safety, health and development outcomes.

Since 2012, the SA Government has been consulting on legislation to articulate and entrench the importance of children and families in SA, including a proposal to establish a Commissioner for Children.

The DECD ‘Brighter Futures’ initiative, also begun in 2012, is a collective of organisational transformation programs designed to deliver improved benefits for children, young people and families through an integrated DECD.

The ‘Literacy and Numeracy Strategy from Birth to 18’ has been introduced to support young people to leave school able to understand and use mathematics, to read, and to communicate orally, in writing and through digital media.

Children’s Centres provide a new service model, with a range of early childhood services and programs. This includes care and education from birth through to the early years of school, parenting networks, family support and links to health services. In 2012 SA had established 25 children’s centres and a further 9 were under construction.

Child and family health services across 120 centres implemented the new ‘Strong Start’ program, designed to provide support to young children and families. Family Home Visiting services conducted 18 000 visits, and supported 1500 families.

Through the implementation of the three national partnerships on early childhood education and care DECD has:

- established an independent regulatory authority, the Education and Early Childhood Registration and Standards Board, to conduct the rating and assessment process under the *National Quality Standard*.
- become an approved provider for 429 preschool services, 45 integrated services and 12 Family Day Care Schemes.
- provided 15 hours of early childhood education in the year before school to 96.6 per cent of four year old children
- established four Family and Children’s Centres for Aboriginal people in rural and remote areas.

SA led the ‘Engaging Families in the Early Childhood Development Story’ national project, which included the development of a practice guide to support parents’ understanding of early childhood development key messages and improve developmental outcomes for children.”

Tasmanian Government comments

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The Department of Education has continued its support of the early years, recognising it as one of three main priorities in the Strategic Plan. It is committed to schools developing strong relationships with parents and community services, including strategies and programs that promote and support the importance of the early years for children’s successful learning and development. This commitment extends to supporting education and care services to implement appropriate strategies that reflect the same priorities. These priorities are strengthened with the ongoing implementation of the Council of Australian Governments’ (COAG) National Early Childhood Development Strategy and the *National Partnership Agreements on Early Childhood Education* and the *National Quality Agenda for Early Childhood Education and Care*.

The department acknowledges the wealth of research supporting the benefits of investment in the early years of a child’s life and has therefore made a significant investment into the *Launching into Learning* (LiL) Program and child and family centres, based on the belief that parents are their child’s first and most influential teacher.

The state government’s *Launching into Learning* initiative began in 2006 as a four year, \$12.6 million commitment to families and young children aged from birth to four years. In 2012 an additional \$1.6 million was committed, making this an annual commitment of \$5.85 million.

The most recent analysis from the *Launching into Learning Longitudinal Study 2007–2014 Progress Report 2012* demonstrates that regular participation in LiL consistently and significantly improved educational outcomes across all main performance measures, particularly literacy and numeracy. Strong connections are being developed between LiL and the 12 child and family centre communities to strengthen and support the engagement of families.

As Tasmania’s regulatory authority, the department is responsible for implementing the *National Quality Framework for Early Childhood Education and Care*, supporting the provision of quality early childhood education and care in Tasmania. The Education and Care Unit administers the *Education and Care Services National Law (Tasmania) 2011* and the *State Child Care Act 2001*. The unit has completed the first year of assessment and rating of services using the nationally consistent process and continues with its support and compliance roles.

Throughout the state the *Early Years Learning Framework* provides a curriculum framework for Kindergarten and *education and care* services and programs, while the *Framework for School Aged Care* in Australia guides the provision of quality before school, after school and vacation care programs.

The department has also prioritised improving literacy and numeracy and student safety, health and wellbeing.

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Australian Capital Territory Government comments

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The ACT Government have engaged with the Australian Government and other jurisdictions to progress the development of the *National Quality Agenda for Early Childhood Education and Care*. The focus has been on embedding the *Early Years Learning Framework*, the My Time, Our Place Framework and the *National Quality Standard* within education and care services to improve quality, access and affordability.

Education and care services in the ACT are progressively being assessed against the *National Quality Standard* and the Education and Care Services National Regulations.

To support the education and care sector workforce the ACT Government continues to fund a Certificate III in Children's Services scholarship program, which covers course fees and reimbursement of start-up costs. Employers are also subsidised to provide study release to students during their work hours. This initiative meets the requirements of the *National Quality Framework*.

The ACT Government is committed to the *National Partnership Agreement on Universal Access to Early Childhood Education*, through the provision of high quality and accessible early childhood programs. In 2013, the ACT Education and Training Directorate offered 15 hours of preschool education in all public preschool units, with a focus on increasing the participation of Aboriginal and Torres Strait Islander children.

In 2012-13, the Directorate continued its support of early childhood services with a further allocation of \$2.5 million to both upgrade community facilities and improve childcare centres. The improvement works at childcare centres are scheduled in the 2013-14 financial year. A total of \$900 000 has been allocated for child care centre improvements.

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Northern Territory Government comments

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The Northern Territory (NT) Department of Education (DoE) oversees a range of early childhood education and care programs across the NT. DoE regulates services, delivers and oversees programs, provides policy advice and financial assistance to promote children’s early learning and development, as well as parenting information and education.

Key highlights during the 2012 -13 financial period include:

- continuation of the regulatory oversight and quality assessment and rating of the education and care sector under the requirements of the National Quality Framework (NQF) by Quality Education and Care NT
- the inclusion of family day care, outside school hours care and preschool services into the NQF regulatory and quality assessment systems
- assessment and rating of all long day care services against the National Quality Standard
- continuation of the NT Early Childhood Services Subsidy and Long Day Care Upgrade Grants, as well as commencing the new Toy and Equipment Grants for early childhood education and care services
- a second round of NT More Early Childhood Teacher Scholarships designed to upgrade qualifications to meet requirements under the National Partnership Agreement (NPA) for Early Childhood Education
- the continuation of the Building the Remote Early Childhood Workforce pilot, designed to deliver onsite training in four very remote Indigenous communities to support child and family centres, being established under the NPA on Indigenous Early Childhood Development, Element One
- following the innovative NT 2012 AEDI implementation framework, the increase in publishable data being returned from remote communities
- the release of NT 2012 AEDI results indicating statistically significant improvements for children, particularly in remote Indigenous communities
- the Families as First Teachers program (FaFT) operating for approximately 1700 Indigenous children and families located in 45 remote communities, providing culturally responsive early learning and parent education program for families with children aged 0 – 3 years to help improve development outcomes, increase school readiness, develop a culture of attendance and give children the best start in life
- the participation of FaFT in the Australian Research Council linkage grant to the University of Melbourne to evaluate the effectiveness of the Abecedarian approach on child outcomes
- 85 per cent of NT Government preschools are providing 15 hours or more per week to meet the requirements under Universal Access to Early Childhood Education.

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3.6 Definitions of key terms

Administration expenditure	Administration expenditure includes all expenditure by the responsible departments associated with the provision of licensing, advice, policy development, grants administration and training services. Responsible departments include those departments that administer policy for, fund, and license/accredit child care and preschool services in each jurisdiction.
Australian Government approved child care service	A service approved by the Australian Government to receive Child Care Benefit (CCB) on behalf of families.
Centre-based long day care	<p>Centre based child care services providing all-day or part-time care for children (services may cater to specific groups within the general community).</p> <p>Long day care primarily provides services for children aged 0–5 years. Some long day care may also provide preschool and kindergarten programs and care for school children before and after school and during school holidays, where State and Territory government regulations allow this. The service may operate from stand-alone or shared premises, including those on school grounds.</p>
Child care services	The meeting of a child's care, education and developmental needs by a person other than the child's parent or guardian. The main models of service are centre-based long day care, family day care, outside school hours care (before/after school hours and 'pupil free days' care), vacation care, occasional care and other care.
Children	All resident male and female Australians aged 12 years or younger at 30 June of each year (unless otherwise stated).
Children from low income families	Families who are receiving the maximum rate of CCB.
Children from non-English speaking backgrounds	Children living in situations where the main language spoken at home is not English.
Counting rules	Prescribed standards, definitions and mathematical methods for determining descriptors and performance indicators for monitoring government services.
Disability related care	Care of children who have a developmental delay or disability (including an intellectual, sensory or physical impairment), or who have parent(s) with disability.
External cause (of injury)	The environmental event, circumstance or condition that causes an injury.
Family day care	Comprises services providing small group care for children in the home environment of a registered carer. Care is primarily aimed at 0–5 year olds, but primary school children may also receive care before and after school, and during school holidays. Educators work in partnership with scheme management and coordination unit staff.
Financial support to families	Financial support to families includes any form of fee relief paid by governments to the users of early childhood education and care services (for example, CCB).
Formal child care	Organised care provided by a person other than the child's parent or guardian, usually outside of the child's home — for example, centre based long day care, family day care, outside school hours care, vacation care and occasional care (excluding babysitting).

Formal qualifications	Early childhood-related teaching degree (three or four years), a child care certificate or associate diploma (two years) and/or other relevant qualifications (for example, a diploma or degree in child care [three years], primary teaching, other teaching, nursing [including mothercraft nursing], psychology and social work).
Full time equivalent staff numbers	A measure of the total level of staff resources used. A full time staff member is employed full time and engaged solely in activities that fall within the scope of early childhood education and care services covered in the chapter. The full time equivalent of part time staff is calculated on the basis of the proportion of time spent on activities within the scope of the data collection compared with that spent by a full time staff member solely occupied by the same activities.
Government funded and/or provided	All government financed services — that is, services that receive government contributions towards providing a specified service (including private services eligible for CCB) and/or services for which the government has primary responsibility for delivery.
Hospital separation	An episode of care for a person admitted to a hospital. It can be a total hospital stay (from admission to discharge, transfer or death) or portions of hospital stays beginning or ending in a change of type of care (for example from acute to rehabilitation) that cease during a reference period.
Indigenous children	Children of Aboriginal or Torres Strait Islander origin who self identify or are identified by a parent or guardian to be of Aboriginal or Torres Strait islander origin.
Informal child care	Child care arrangements provided privately (for example, by friends, relatives, nannies) for which no government assistance (other than the minimum rate of CCB for Registered Care) is provided. Such care is unregulated in most states and territories.
In-home care	Care provided by an approved carer in the child's home. Families eligible for in-home care include those where the parent(s) or child has an illness/disability, those in regional or remote areas, those where the parents are working shift work or non-standard hours, those with multiple births (more than two) and/or more than two children under school age, and those with a breastfeeding mother working from home.
In-service training	Formal training only (that is, structured training sessions that can be conducted in-house or externally), including training in work or own time but not training towards qualifications included in obtaining formal qualifications. It includes: <ul style="list-style-type: none"> • management or financial training • training for additional needs children (such as children with disability, Aboriginal or Torres Strait Islander children and children from a culturally diverse background • other child care-related training • other relevant courses (such as a first aid certificate).
Licensed services	Those services that comply with the relevant State or Territory licensing regulations. These regulations cover matters such as the number of children whom the service can care for, safety requirements and the required qualifications of carers.
Net capital expenditure	Expenditure on the acquisition or enhancement of fixed assets, less trade-in values and/or receipts from the sale of replaced or otherwise disposed of items. Capital expenditure does not include expenditure on fixed assets which fall below threshold capitalisation levels, depreciation or costs associated with maintaining, renting or leasing equipment.

Non-standard hours of care	<p>Defined by service model as:</p> <ul style="list-style-type: none"> • centre-based long day care — providers of service for more than 10 hours per day on Monday to Friday and/or service on weekends • preschool — providers of service for more than six hours per day, for stand-alone preschools only • family day care — providers of service for more than 50 hours per week and/or service overnight and/or on weekends • outside school hours care: <ul style="list-style-type: none"> – before/after school care (providers of service for more than two hours before school and three hours after school) • vacation care (providers of service for more than 10 hours per day) • occasional care — providers of service for more than eight hours per day • other — providers of service for more than 10 hours per day.
Occasional care	<p>Comprises services usually provided at a centre on an hourly or sessional basis for short periods or at irregular intervals for parents who need time to attend appointments, take care of personal matters, undertake casual and part time employment, study or have temporary respite from full time parenting. These services provide developmental activities for children, and are aimed primarily at 0–5 year olds. Centres providing these services usually employ a mix of qualified and other staff.</p>
Other expenditure on service provision	<p>Expenditure on service provision includes all recurrent expenditure on government funded and/or provided child care and preschool services except administration and financial support to families. It includes one-off, non-capital payments to peak agencies that support child care and preschool service providers.</p>
Other services	<p>Comprise government funded services to support children with additional needs or in particular situations (including children from an Indigenous or NESB, children with disability or of parents with disability, and children living in regional and remote areas). ‘Other services’ include in-home care which comprises services where an approved carer provides care in the child’s home.</p>
Other territories	<p>A separate category for data collections, which includes Jervis Bay Territory, the Territory of Christmas Island and the Territory of Cocos (Keeling) Islands.</p>
Outside school hours care	<p>Comprises services that provide care for school aged children before school, after school, during school holidays, and on pupil free days. Outside school hours care may use stand-alone facilities, share school buildings and grounds and/or share facilities such as community halls.</p>
Preschool services	<p>Comprises services that deliver early childhood education programs provided by a qualified teacher that are aimed at children in the year or two before they commence full time schooling, although different starting ages occur across jurisdictions.</p>
Primary contact staff	<p>Staff whose primary function is to provide child care and/or preschool services to children.</p>

Priority of access	<p>The Australian Government funds child care with a major purpose of meeting the child care needs of Australian families. However, the demand for child care sometimes exceeds supply in some locations. When this happens, it is important for services to allocate available places to those families with the greatest need for child care support. The Government has determined Guidelines for allocating places in these circumstances. These Guidelines apply to centre based long day care, in-home care, family day care and outside school hours care services. They set out the following three levels of priority, which child care services must follow when filling vacant places:</p> <ul style="list-style-type: none"> • priority 1: a child at risk of serious abuse or neglect • priority 2: a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the Family Assistance Act • priority 3: any other child. <p>Within these main categories priority should also be given to the following children:</p> <ul style="list-style-type: none"> • children in Aboriginal and Torres Strait Islander families • children in families which include a disabled person • children in families on lower incomes • children in families with NESB • children in socially isolated families • children of single parents.
Real expenditure	Actual expenditure adjusted for changes in prices. Adjustments were made using the GGFCE price deflator and expressed in terms of final year prices.
Recurrent expenditure	Expenditure that does not result in the creation or acquisition of fixed assets (new or second hand). It consists mainly of expenditure on wages, salaries and supplements, purchases of goods and services, and the consumption of fixed capital (depreciation).
Regional and remote areas	<p>Geographic location is based on the ABS' Australian Statistical Geography Standard of remoteness areas, which categorises areas as 'major cities', 'inner regional', 'outer regional', 'remote', 'very remote' and 'migratory'. The criteria for remoteness areas are based on the Accessibility/Remoteness Index (ARIA+) of Australia, which measures the remoteness of a point based on the physical road distance to the nearest urban centre in each of five size classes.</p> <p>The 'regional' classification used in the chapter is derived by adding data for inner regional and outer regional areas. The 'remote' classification is derived by adding data for remote, very remote and migratory areas.</p>
Service model	<p>The categories for which data were collected, namely:</p> <ul style="list-style-type: none"> • centre-based long day care • family day care • outside school hours care <ul style="list-style-type: none"> – before/after school care • vacation care • occasional care • other care • preschool services.

Special needs group	An identifiable group within the general population who can have special difficulty accessing services. Special needs groups for which data are reported in this chapter include: children from NESB; Indigenous children; children from low income families (Australian Government child care only); children with disability; and children from regional or remote areas.
Standard hours of care	<p>Defined by service model as:</p> <ul style="list-style-type: none"> • centre-based long day care — less than or equal to 10 hours per day on Monday to Friday • preschool — less than or equal to six hours per day on Monday to Friday, for stand-alone preschools only. • family day care — less than or equal to 10 hours per day on Monday to Friday, where no hours are overnight hours • outside school hours care: <ul style="list-style-type: none"> – before/after school care — less than or equal to two hours before school and three hours after school • vacation care — less than or equal to 10 hours per day on Monday to Friday • occasional care — less than or equal to eight hours per day Monday to Friday • other care — less than or equal to 10 hours per day Monday to Friday.
Substantiated breach arising from a complaint	An expression of concern about a child care or preschool service, made orally, in writing or in person to the regulatory authority, which constitutes a failure by the service to abide by the State or Territory legislation, regulations or conditions. This concern is investigated and subsequently deemed to have substance by the regulatory body.

3.7 List of attachment tables

Attachment tables are identified in references throughout this chapter by an ‘3A’ prefix (for example, table 3A.1). Attachment tables are available on the Review website (www.pc.gov.au/gsp).

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3A Early childhood education and care — attachment

Definitions for the indicators and descriptors in this attachment are in section 3.6 of the chapter. Unsourced information was obtained from the Australian, State and Territory governments.

Data in this Report are examined by the Early Childhood Education and Care Working Group, but have not been formally audited by the Secretariat.

Data reported in the attachment tables are the most accurate available at the time of data collection. Historical data may have been updated since the last edition of RoGS.

This file is available in Adobe PDF format on the Review web page (www.pc.gov.au/gsp).

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Table 3A.106 Approved and/or licensed service providers, by management type, Australian Capital Territory

Table 3A.107 Substantiated breaches arising from complaints about Territory Government registered or licensed service providers, Australian Capital Territory

Single jurisdiction data – NT

Table 3A.108 Territory Government real expenditure on child care and preschool services, Northern Territory (2012-13 dollars) (\$'000)

Table 3A.109 Characteristics of child care and preschool services, Northern Territory

Table 3A.110 Children aged 0–12 years using Territory Government funded and/or provided child care services, by age, Northern Territory

Table 3A.111 Staff employed by Territory Government funded and/or managed child care and preschool service providers, Northern Territory

Table 3A.112 Paid staff employed by Territory Government funded and/or managed child care and preschool service providers, by qualification and experience, Northern Territory

Table 3A.113 Approved and/or licensed service providers, by management type, Northern Territory

Table 3A.114 Substantiated breaches arising from complaints about Territory Government registered or licensed service providers, Northern Territory

All jurisdiction data

TABLE 3A.1

Table 3A.1 **Early Childhood Education and Care in Australia, as at 30 June 2013 (a)**

	<i>Child care</i>	<i>Preschool</i>			<i>Transition to primary school</i> <i>Year prior to Year One</i>	
	<i>Agency (b)</i>	<i>Program</i>	<i>Age of entry</i>	<i>Agency (b)</i>	<i>School year</i>	<i>Age of entry</i>
NSW (c)	Department of Education and Communities	Preschool	generally 4 and 5 year olds	Department of Education and Communities	Kindergarten	5 by 31 July
Vic (d)	Department of Education and Early Childhood Development	Kindergarten	4 by 30 April	Department of Education and Early Childhood Development	Preparatory (Prep)	5 by 30 April
Qld (e)	Department of Education, Training and Employment	Kindergarten	4 by 30 June	Department of Education, Training and Employment	Preparatory Year (Prep)	5 by 30 June
WA	Department of Local Government and Communities	Kindergarten	4 by 30 June	Department of Education	Pre Primary	5 by 30 June
SA (f)	Department for Education and Child Development	Preschool Kindergarten	entry after 4th birthday	Department for Education and Child Development	Reception	entry after 5th birthday
Tas	Department of Education	Kindergarten	4 by 1 January	Department of Education	Preparatory	5 by 1 January
ACT (g)	Community Services Directorate and Education and Training Directorate	Preschool	4 by 30 April	Education and Training Directorate	Kindergarten	5 by 30 April
NT (h)	Department of Education	Preschool	4 by 30 June, or 3 for Indigenous children in remote areas	Department of Education	Transition	5 by 30 June

- (a) The Early childhood education and care chapter reports data for child care and preschool services only. Data on primary school are reported in the School education chapter (chapter 4), but relate to 2012. Information on the first year of primary school are included here to show the point at which children can transition from preschool to the first year of primary school in each jurisdiction.
- (b) The departmental responsibility of agencies varies between child care and preschool. Agency responsibility refers to licensing services for child care, and licensing, funding and/or providing services for preschool programs. State and Territory education departments are responsible for primary school.
- (c) In NSW, all licensed children's services for under 6 year olds (who have not commenced Kindergarten) are required to offer programs that meet children's educational and developmental needs.

TABLE 3A.1

Table 3A.1 Early Childhood Education and Care in Australia, as at 30 June 2013 (a)

- (d) In Victoria, Aboriginal and Torres Strait Islander children and children known to child protection are eligible for free kindergarten through Early Start Kindergarten funding if they are aged 3 by 30 April of the year in which they are enrolled.
- (e) All licensed children's services in Queensland are required to provide an appropriate program that is designed to stimulate and develop each child's creative, emotional, intellectual, lingual, physical, recreational and social potential.
- (f) In SA, some children are entitled to enrol in preschool earlier. Indigenous children and children under the guardianship of the Minister can enter from 3 years, children with additional needs (which includes gifted children) and those living in small rural communities may commence at 3 ½ years. The compulsory school starting age in SA is 6 years at the oldest.
- (g) In the ACT, private preschools are monitored and assessed by the ACT Community Services Directorate.
- (h) In the NT children turning four after 30 June are eligible to enrol in a preschool program after their birthday, if places are available and with the understanding that the child will access more than 12 months of preschool. Indigenous children living in remote areas are eligible to enrol in preschool if they turn three on or prior to 30 June of the same year.

Source: State and Territory governments (unpublished).

TABLE 3A.2

Table 3A.2 Estimated resident population, children aged 12 years and younger ('000) (a)

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
New South Wales										
less than 1 year	86.0	85.4	89.4	91.7	95.2	97.2	97.5	95.4	93.6	95.4
1 to less than 2 years	85.0	85.3	85.9	88.0	92.1	94.5	95.7	96.2	95.4	94.2
2 to less than 3 years	85.5	84.9	85.4	86.1	88.6	92.3	94.2	95.1	95.7	95.8
3 to less than 4 years	86.8	85.5	85.1	85.6	86.7	89.5	92.6	94.0	94.9	96.1
4 to less than 5 years	87.0	86.9	85.7	85.4	86.2	87.6	90.5	93.0	94.1	95.4
5 to less than 6 years	86.7	87.1	87.1	86.0	85.9	87.0	88.5	91.4	93.4	94.6
6 to 12 years old	627.4	622.5	619.4	618.0	616.0	615.5	616.6	619.4	625.2	632.1
All children aged 0–12 years	1 144.4	1 137.7	1 137.9	1 140.8	1 150.7	1 163.6	1 175.7	1 184.5	1 192.3	1 203.6
Victoria										
less than 1 year	61.4	61.8	63.3	66.6	69.5	70.4	71.4	70.9	70.5	75.9
1 to less than 2 years	60.6	61.2	62.1	63.6	67.0	69.2	70.1	70.8	71.1	72.6
2 to less than 3 years	60.8	61.0	61.8	62.7	64.6	67.8	69.5	70.3	71.4	71.9
3 to less than 4 years	61.4	61.3	61.5	62.4	63.5	65.7	68.5	69.8	70.8	72.1
4 to less than 5 years	62.0	62.0	61.9	62.2	63.2	64.6	66.8	69.1	70.3	71.6
5 to less than 6 years	62.2	62.6	62.5	62.5	62.8	64.1	65.5	67.6	69.8	71.2
6 to 12 years old	455.7	453.8	452.9	452.7	452.0	452.6	454.6	457.6	463.8	471.7
All children aged 0–12 years	824.0	823.7	826.0	832.8	842.6	854.4	866.4	876.2	887.8	906.9
Queensland										
less than 1 year	49.2	50.0	52.9	55.3	59.2	61.4	61.2	59.8	60.9	62.3
1 to less than 2 years	49.3	50.1	51.9	54.2	57.3	60.1	61.5	61.4	61.0	61.7
2 to less than 3 years	50.5	50.5	51.2	53.1	55.8	58.6	60.5	61.3	61.9	62.1
3 to less than 4 years	51.0	51.7	51.6	52.4	54.6	57.4	59.5	60.6	62.0	63.0
4 to less than 5 years	51.0	52.2	52.9	52.7	53.7	56.1	58.6	60.2	61.3	63.1
5 to less than 6 years	51.3	52.1	53.4	54.0	54.0	55.1	57.3	59.7	61.2	62.4
6 to 12 years old	378.0	381.1	384.3	387.7	392.3	396.8	400.5	405.0	412.7	421.5

TABLE 3A.2

Table 3A.2 Estimated resident population, children aged 12 years and younger ('000) (a)

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
All children aged 0–12 years	680.4	687.7	698.1	709.4	726.7	745.5	759.1	767.9	781.1	795.9
Western Australia										
less than 1 year	23.9	24.6	26.0	27.8	29.5	30.3	30.7	30.7	31.8	33.6
1 to less than 2 years	24.5	24.7	25.5	26.6	28.6	30.3	30.7	31.1	31.8	33.1
2 to less than 3 years	25.1	24.9	25.3	26.1	27.4	29.5	30.6	31.0	31.7	32.9
3 to less than 4 years	25.6	25.5	25.4	26.0	26.9	28.5	30.0	31.0	31.7	32.8
4 to less than 5 years	26.1	25.9	25.9	26.1	26.7	27.8	29.2	30.6	31.7	32.7
5 to less than 6 years	26.2	26.4	26.3	26.5	26.7	27.6	28.5	29.9	31.4	32.7
6 to 12 years old	192.0	192.1	193.3	194.8	196.3	199.1	201.0	203.8	208.7	214.8
All children aged 0–12 years	343.4	344.2	347.7	354.0	362.1	373.1	380.8	388.1	398.9	412.5
South Australia										
less than 1 year	17.8	17.3	17.7	18.3	19.3	19.7	19.7	19.4	19.6	20.2
1 to less than 2 years	17.6	17.5	17.6	17.9	18.6	19.3	19.6	19.6	19.5	19.9
2 to less than 3 years	17.8	17.6	17.7	17.8	18.2	18.8	19.3	19.6	19.7	19.6
3 to less than 4 years	18.1	17.9	17.8	17.9	18.1	18.4	19.1	19.4	19.7	19.9
4 to less than 5 years	18.6	18.2	18.0	18.0	18.1	18.3	18.8	19.3	19.6	19.9
5 to less than 6 years	18.7	18.7	18.4	18.3	18.2	18.3	18.6	19.1	19.5	19.8
6 to 12 years old	138.0	137.0	136.4	136.2	135.4	134.4	134.0	134.0	134.3	135.0
All children aged 0–12 years	246.6	244.2	243.6	244.4	246.0	247.3	249.1	250.4	251.9	254.3
Tasmania										
less than 1 year	5.9	5.9	6.3	6.7	6.7	6.7	6.6	6.2	6.3	6.2
1 to less than 2 years	5.9	5.8	5.9	6.2	6.5	6.6	6.6	6.4	6.2	6.3
2 to less than 3 years	6.1	5.9	5.8	5.9	6.2	6.5	6.5	6.5	6.4	6.2
3 to less than 4 years	6.2	6.1	6.0	5.9	6.0	6.3	6.5	6.5	6.5	6.4
4 to less than 5 years	6.4	6.2	6.1	6.0	5.9	6.1	6.3	6.4	6.4	6.5
5 to less than 6 years	6.3	6.4	6.3	6.1	6.0	6.0	6.1	6.3	6.4	6.4

TABLE 3A.2

Table 3A.2 Estimated resident population, children aged 12 years and younger ('000) (a)

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
6 to 12 years old	47.0	46.7	46.5	46.0	45.5	45.1	44.6	44.4	44.1	43.9
All children aged 0–12 years	83.8	83.1	82.9	82.8	82.8	83.3	83.3	82.9	82.4	81.8
Australian Capital Territory										
less than 1 year	4.2	4.2	4.2	4.5	4.6	4.7	5.0	4.9	4.9	5.3
1 to less than 2 years	4.0	4.1	4.2	4.4	4.5	4.6	4.7	5.0	5.1	5.1
2 to less than 3 years	4.0	4.0	4.1	4.2	4.4	4.6	4.6	4.7	5.0	5.1
3 to less than 4 years	4.1	4.0	4.0	4.1	4.3	4.5	4.6	4.6	4.8	5.1
4 to less than 5 years	4.2	4.1	4.0	4.0	4.2	4.3	4.5	4.6	4.6	4.9
5 to less than 6 years	4.2	4.1	4.1	4.0	4.0	4.2	4.4	4.6	4.7	4.7
6 to 12 years old	30.3	29.9	29.5	29.4	29.1	29.0	29.2	29.5	30.1	30.9
All children aged 0–12 years	55.0	54.3	54.2	54.6	55.2	55.9	57.0	57.9	59.2	61.2
Northern Territory										
less than 1 year	3.5	3.4	3.5	3.6	3.8	3.7	3.8	3.7	3.7	3.9
1 to less than 2 years	3.6	3.6	3.5	3.5	3.7	3.8	3.8	3.8	3.7	3.8
2 to less than 3 years	3.6	3.6	3.5	3.4	3.6	3.7	3.7	3.7	3.7	3.7
3 to less than 4 years	3.5	3.5	3.5	3.5	3.5	3.6	3.7	3.7	3.7	3.7
4 to less than 5 years	3.4	3.4	3.6	3.5	3.5	3.5	3.6	3.6	3.6	3.7
5 to less than 6 years	3.4	3.3	3.5	3.5	3.5	3.5	3.5	3.6	3.6	3.6
6 to 12 years old	23.8	23.6	23.5	23.5	23.7	23.9	24.0	23.9	24.1	24.4
All children aged 0–12 years	44.8	44.5	44.6	44.6	45.2	45.7	46.1	46.0	46.2	46.8
Australia (b)										
less than 1 year	251.9	252.6	263.3	274.6	287.9	294.2	295.8	291.0	291.5	302.8
1 to less than 2 years	250.5	252.2	256.5	264.5	278.3	288.3	292.7	294.3	293.8	296.6
2 to less than 3 years	253.4	252.4	254.7	259.4	268.8	281.8	289.1	292.4	295.5	297.4
3 to less than 4 years	256.9	255.5	255.0	257.7	263.5	274.0	284.6	289.5	294.2	299.0
4 to less than 5 years	258.6	259.1	258.1	257.9	261.5	268.4	278.4	287.0	291.8	297.7

TABLE 3A.2

Table 3A.2 **Estimated resident population, children aged 12 years and younger ('000) (a)**

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
5 to less than 6 years	259.1	260.7	261.7	261.0	261.3	265.8	272.4	282.1	290.0	295.4
6 to 12 years old	1 892.5	1 887.1	1 886.1	1 888.6	1 890.5	1 896.7	1 904.9	1 917.9	1 943.4	1 974.4
All children aged 0–12 years	3 422.9	3 419.8	3 435.4	3 463.9	3 511.8	3 569.2	3 617.9	3 654.3	3 700.2	3 763.3

(a) Australian Bureau of Statistics (ABS) Estimated Resident Population (ERP) at 31 December, based on the *2011 Census of Population and Housing*.

(b) Includes other territories.

Source: ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.3

Table 3A.3 Total government real expenditure on early childhood education and care (2012-13 dollars) (\$'000) (a)

	Aus Gov	State and Territory governments								All govt		
		NSW (b)	Vic	Qld (c)	WA (d)	SA (e)	Tas (f)	ACT (g)	NT		Total	
2003-04												
Recurrent expenditure (h)	2 415 092	184 844	149 025	196 492	77 809	108 762	30 437	26 042	32 048	805 458	3 220 550	
Net capital expenditure	12 597	5 287	1 366	317	2 589	1 378	189	3 846	219	15 190	27 787	
Total expenditure	2 427 689	190 131	150 391	196 809	80 398	110 140	30 626	29 888	32 266	820 649	3 248 337	
2004-05												
Recurrent expenditure (h)	2 380 974	184 918	143 462	208 683	69 535	114 586	28 746	25 400	31 838	807 168	3 188 142	
Net capital expenditure	20 037	17 249	8 300	412	2 889	1 275	664	1 323	209	32 321	52 357	
Total expenditure	2 401 011	202 167	151 761	209 095	72 424	115 861	29 409	26 724	32 047	839 489	3 240 499	
2005-06												
Recurrent expenditure (h)	2 405 643	192 022	141 905	233 508	74 591	104 196	27 237	24 818	31 640	829 917	3 235 560	
Net capital expenditure	8 291	2 150	15 748	255	2 467	2 704	479	5 528	14	29 345	37 635	
Total expenditure	2 413 934	194 172	157 653	233 763	77 057	106 900	27 717	30 346	31 654	859 262	3 273 196	
2006-07												
Recurrent expenditure (h)	2 724 648	191 603	156 604	157 463	75 353	112 755	28 120	25 824	33 114	780 835	3 505 483	
Net capital expenditure	2 023	–	6 475	7 463	1 687	5 502	245	3 726	543	25 641	27 664	
Total expenditure	2 726 671	191 603	163 079	164 926	77 040	118 257	28 365	29 550	33 657	806 476	3 533 147	
2007-08												
Recurrent expenditure (h)	2 976 067	188 761	172 085	77 808	79 318	114 856	28 879	27 161	32 903	721 771	3 697 838	
Net capital expenditure	9 507	2 140	15 310	6 406	3 031	2 482	299	2 072	230	31 971	41 479	
Total expenditure	2 985 575	190 901	187 395	84 214	82 349	117 338	29 178	29 234	33 133	753 742	3 739 317	
2008-09												
Recurrent expenditure (h)	4 172 812	201 845	169 868	81 177	130 604	113 574	30 835	27 702	33 144	788 749	4 961 562	
Net capital expenditure	1 157	1 635	15 174	4 762	2 619	5 177	225	11 460	153	41 205	42 362	
Total expenditure	4 173 969	203 480	185 042	85 939	133 223	118 751	31 060	39 162	33 297	829 954	5 003 924	
2009-10												

TABLE 3A.3

Table 3A.3 **Total government real expenditure on early childhood education and care (2012-13 dollars) (\$'000) (a)**

	Aus Gov	State and Territory governments									All govt
		NSW (b)	Vic	Qld (c)	WA (d)	SA (e)	Tas (f)	ACT (g)	NT	Total	
Recurrent expenditure (h)	4 064 335	231 421	186 179	84 949	160 555	120 715	31 086	28 171	37 342	880 419	4 944 754
Net capital expenditure	35 794	3 048	21 553	23 079	41 440	13 553	184	1 799	5 012	109 666	145 461
Total expenditure	4 100 129	234 469	207 732	108 028	201 995	134 268	31 270	29 970	42 354	990 085	5 090 214
2010-11											
Recurrent expenditure (h)	4 431 271	229 984	199 172	107 256	207 899	125 962	34 225	28 480	46 052	979 029	5 410 300
Net capital expenditure	5 068	339	45 547	58 624	42 454	4 736	237	962	1 811	154 709	159 777
Total expenditure	4 436 339	230 323	244 718	165 880	250 352	130 698	34 462	29 442	47 862	1 133 737	5 570 077
2011-12 (i)											
Recurrent expenditure (h)	4 817 180	243 982	207 894	140 949	254 172	136 126	39 628	31 506	50 525	1 104 783	5 921 963
Net capital expenditure	30 766	–	41 181	96 319	32 790	4 513	773	10 524	468	186 569	217 335
Total expenditure	4 847 946	243 982	249 075	237 268	286 962	140 639	40 351	42 030	50 994	1 291 301	6 139 248
2012-13											
Recurrent expenditure (h)	5 366 183	252 835	253 298	174 942	273 801	143 122	42 810	33 034	54 459	1 228 301	6 594 484
Net capital expenditure	22 147	–	43 958	43 806	31 005	20 214	146	23 784	1 988	164 901	187 048
Total expenditure	5 388 330	252 835	297 256	218 748	304 806	163 336	42 956	56 818	56 447	1 393 202	6 781 532

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) In 2009-10 a revised financial method was applied to NSW government expenditure on child care and preschools, taking into account the Children's services reform agenda, as a result data from 2009-10 are not directly comparable to previous years. For NSW financial support to families was incorporated into other recurrent expenditure from 2009-10.

(c) Queensland expenditure on State preschools in 2006-07 only includes six months data. The reduction in expenditure in 2007-08 is due to the cessation of preschool and the introduction of the Preparatory Year in Queensland from 2007. Preparatory Year data are included in data on school children. From 2009-10 Queensland net capital expenditure for preschools includes capital grant and construction costs for universal access programs and the child care component includes capital grants to non-government agencies.

(d) Data for WA exclude expenditure on non-government preschools up to and including 2008-09. The reduction in net capital expenditure in 2010-11 was due to a reduction in Building Education Revolution funding. Net capital expenditure and total expenditure for 2011-12 have been revised for this report.

TABLE 3A.3

Table 3A.3 **Total government real expenditure on early childhood education and care (2012-13 dollars) (\$'000) (a)**

	<i>Aus Gov</i>	<i>State and Territory governments</i>								<i>All govt</i>
		<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA (e)</i>	<i>Tas (f)</i>	<i>ACT (g)</i>	<i>NT</i>		Total

(e) For South Australia the increase in net capital expenditure in 2009-10 is due to the construction of ten new child care centres.

(f) Tasmanian preschool administrative expenditure includes teacher salaries as all government preschools have teachers employed by the State Government, and also includes funding for non-government preschools. Tasmania excluded payroll tax from 2009-10.

(g) ACT net capital expenditure decreased in 2009-10 due to a decreased level of capital works on preschool services.

(h) 'Recurrent expenditure' also includes one-off, non-capital payments to peak agencies who support child care and preschool service providers.
– Nil or rounded to zero.

Source: Australian, State and Territory governments (unpublished); tables 3A.4, 3A.59, 3A.66, 3A.73, 3A.80, 3A.87, 3A.94, 3A.101 and 3A.108.

TABLE 3A.4

Table 3A.4 **Australian Government real expenditure on early childhood education and care (child care) services (2012-13 dollars) (\$'000) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003-04									
Recurrent expenditure	692 520	481 753	706 345	191 633	180 157	49 201	35 845	42 101	2 415 092
Net capital expenditure	4 232	1 327	2 578	1 568	1 348	433	286	825	12 597
Total expenditure	696 752	483 080	708 922	193 202	181 505	49 635	36 131	42 926	2 427 689
2004-05									
Recurrent expenditure	691 942	479 687	700 144	190 698	174 699	53 664	32 434	42 913	2 380 974
Net capital expenditure	4 837	1 991	6 274	2 280	2 098	480	94	1 983	20 037
Total expenditure	696 779	481 678	706 418	192 978	176 797	54 144	32 527	44 897	2 401 011
2005-06									
Recurrent expenditure	704 577	482 397	707 530	194 704	179 100	53 817	31 244	41 919	2 405 643
Net capital expenditure	1 694	589	925	692	1 310	165	689	2 225	8 291
Total expenditure	706 271	482 986	708 455	195 396	180 410	53 981	31 933	44 144	2 413 934
2006-07									
Recurrent expenditure (e), (f)	801 141	547 023	797 207	214 801	209 331	64 757	32 447	46 327	2 724 648
Net capital expenditure	78	–	–	–	–	–	–	1 945	2 023
Total expenditure	801 220	547 023	797 207	214 801	209 331	64 757	32 447	48 271	2 726 671
2007-08									
Recurrent expenditure (e), (g), (h), (i)	884 545	609 063	864 811	222 126	224 999	69 251	35 827	52 302	2 976 067
Net capital expenditure	3 197	1 052	1 972	671	779	207	–	1 629	9 507
Total expenditure	887 742	610 114	866 784	222 797	225 778	69 458	35 827	53 931	2 985 575
2008-09									
Recurrent expenditure (e)	1 383 044	907 782	1 084 001	311 553	288 452	90 436	48 938	58 244	4 172 812
Net capital expenditure	284	40	358	37	211	147	–	80	1 157
Total expenditure	1 383 328	907 821	1 084 359	311 590	288 663	90 583	48 938	58 325	4 173 969
2009-10									

TABLE 3A.4

Table 3A.4 **Australian Government real expenditure on early childhood education and care (child care) services (2012-13 dollars) (\$'000) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Recurrent expenditure (e)	1 245 132	928 574	1 014 776	297 372	325 657	113 148	72 980	66 697	4 064 335
Net capital expenditure	11 287	8 037	9 137	2 617	2 839	904	681	293	35 794
Total expenditure	1 256 419	936 610	1 023 913	299 988	328 497	114 052	73 660	66 990	4 100 129
2010-11									
Recurrent expenditure	1 380 950	1 012 789	1 086 052	325 541	339 298	116 013	86 036	84 593	4 431 271
Net capital expenditure	1 625	1 147	1 263	375	387	124	104	43	5 068
Total expenditure	1 382 575	1 013 936	1 087 315	325 916	339 685	116 138	86 139	84 635	4 436 339
2011-12									
Recurrent expenditure	1 549 849	1 095 681	1 172 618	362 556	358 589	114 008	94 956	68 922	4 817 180
Net capital expenditure	9 898	7 037	7 609	2 325	2 296	716	629	257	30 766
Total expenditure	1 559 748	1 102 718	1 180 227	364 881	360 884	114 724	95 585	69 179	4 847 946
2012-13									
Recurrent expenditure	1 747 158	1 240 233	1 278 189	413 376	396 210	117 274	107 571	66 172	5 366 183
Net capital expenditure	7 134	5 148	5 377	1 719	1 648	478	466	177	22 147
Total expenditure	1 754 291	1 245 381	1 283 565	415 095	397 858	117 753	108 038	66 349	5 388 330

- (a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.
- (b) The Australian total does not equal the sum of the individual State and Territory amounts because there is a component of expenditure that belongs to the Australian Government which cannot be disaggregated by State and Territory.
- (c) Recurrent expenditure data include administration expenditure, other expenditure on service provision and financial support to families. These data include families receiving child care benefit for formal services.
- (d) Recurrent expenditure excludes miscellaneous payments because they represent ad hoc amounts paid to child care providers independent of the regular Child Care Benefit (CCB) advance/acquit cycle that cannot be reported by service type or by jurisdiction. In 2004-05, represents the net amount paid to child care providers following variations due to over-advances of CCB. Net amount does not include any adjustments due to recovery of debts.

TABLE 3A.4

Table 3A.4 **Australian Government real expenditure on early childhood education and care (child care) services (2012-13 dollars) (\$'000) (a), (b), (c), (d)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(e)	In 2006-07, data for recurrent expenditure include an estimate of FaCSIA departmental expenditure. In 2007-08, data for recurrent expenditure include an estimate of Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA) and Department of Education, Employment and Workplace Relations (DEEWR) departmental expenditure. In 2008-09, data for recurrent expenditure is based on departmental expenditure figures from the DEEWR Annual Report 2008-09, and includes a proportion of Centrelink expenditure 'infrastructure costs'.								
(f)	Includes Child Care Tax Rebate (CCTR) expenditure paid for 2006-07 to 28 October 2007. Previously, CCTR was paid as a rebate through the tax system.								
(g)	CCTR reported expenditure may include some double counting where customers were assessed for their CCTR entitlement and then later reassessed.								
(h)	Includes an estimate of CCTR expenditure for 2007-08.								
(i)	Due to machinery of Government changes, responsibility shifted from FaHCSIA to DEEWR in 2007-08. – Nil or rounded to zero.								

Source: Department of Education (unpublished); Department of Human Services administrative data (unpublished).

TABLE 3A.5

Table 3A.5 **State and Territory government real expenditure on child care and preschool services (2012-13 dollars) (\$'000)**
(a), (b), (c)

	<i>NSW</i> (d)	<i>Vic</i> (e), (f)	<i>Qld</i> (g)	<i>WA</i> (h)	<i>SA</i> (f), (i)	<i>Tas</i> (j)	<i>ACT</i> (k)	<i>NT</i>	<i>Aust</i>
2008-09									
Child care services	43 984	2 040	43 208	10 540	10 316	2 726	5 035	4 934	122 785
Preschool services	159 496	170 762	42 731	122 683	108 436	28 334	34 126	28 363	694 929
Total expenditure	203 480	185 042	85 939	133 223	118 751	31 060	39 162	33 297	829 954
2009-10									
Child care services	51 940	2 727	52 875	8 954	18 978	2 377	5 348	10 168	153 366
Preschool services	182 529	191 518	55 153	193 041	115 289	28 893	24 622	32 186	823 232
Total expenditure	234 469	207 732	108 028	201 995	134 268	31 270	29 970	42 354	990 085
2010-11									
Child care services	56 374	3 829	59 008	13 562	10 349	2 411	5 193	14 770	165 495
Preschool services	173 949	228 820	106 872	236 791	120 349	32 051	24 249	33 093	956 174
Total expenditure	230 323	244 718	165 880	250 352	130 698	34 462	29 442	47 862	1 133 737
2011-12									
Child care services	49 797	641	87 555	21 439	10 152	3 067	5 563	16 527	194 742
Preschool services	194 185	248 434	149 713	265 523	130 487	37 284	36 467	34 466	1 096 559
Total expenditure	243 982	249 075	237 268	286 962	140 639	40 351	42 030	50 994	1 291 301
2012-13									
Child care services	52 946	605	112 123	23 094	23 119	3 207	8 234	18 276	241 604
Preschool services	199 889	285 133	106 625	281 712	140 217	39 749	48 584	38 172	1 140 081
Total expenditure	252 835	297 256	218 748	304 806	163 336	42 956	56 818	56 447	1 393 202

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Expenditure estimates may not be strictly comparable over time or between jurisdictions. See source tables for footnotes.

(c) Data include recurrent and net capital expenditure.

TABLE 3A.5

Table 3A.5 **State and Territory government real expenditure on child care and preschool services (2012-13 dollars) (\$'000)**
(a), (b), (c)

	<i>NSW</i> (d)	<i>Vic</i> (e), (f)	<i>Qld</i> (g)	<i>WA</i> (h)	<i>SA</i> (f), (i)	<i>Tas</i> (j)	<i>ACT</i> (k)	<i>NT</i>	<i>Aust</i>
(d)	In 2009-10 a revised financial methodology was applied to NSW government expenditure on child care and preschools, taking into account the Children's services reform agenda, therefore data from 2009-10 are not directly comparable to previous years.								
(e)	Victorian data for 2011-12 includes actual expenditure in 2011-12 and committed unspent funds for 2011-12. Data for 2012-13 exclude funds committed in 2011-12 and expended in 2012-13.								
(f)	Total expenditure for Victoria and SA for some years includes administrative expenditure that is not able to be split by service type. The sum of child care and preschool may not add to 'total expenditure'.								
(g)	Preparatory year data are included in data on school children. For Queensland the increase in preschool services in 2009-10 was due to an increase in capital grant and constructions costs for universal access program.								
(h)	Data for WA exclude expenditure on non-government preschools in 2008-09.								
(i)	The increase in child care services expenditure in 2009-10 for South Australia is due to the construction of ten new child care centres.								
(j)	Tasmanian preschool administrative expenditure includes teacher salaries as all government preschools have teachers employed by the State Government and also includes funding for non-government preschools. Tasmania has excluded payroll tax from 2009-10.								
(k)	The decrease in preschool services for 2009-10 is due to a decreased level of capital works compared to 2008-09.								
<i>Source:</i>	State and Territory governments (unpublished); tables 3A.59, 3A.66, 3A.73, 3A.80, 3A.87, 3A.94, 3A.101 and 3A.108.								

TABLE 3A.6

Table 3A.6 **Australian Government funding to State and Territory governments under the National Partnership Agreement on Early Childhood Education (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Expenditure on National Partnership on Early Childhood Education funding										
		Nominal \$								
2009-10	\$'000	21 579	15 323	34 656	7 700	5 236	1 540	924	1 540	88 498
2010-11	\$'000	26 869	19 303	29 488	9 700	6 596	1 940	1 164	1 940	97 000
2011-12	\$'000	82 269	59 103	90 288	29 700	20 196	5 940	3 564	5 940	297 000
2012-13	\$'000	137 898	109 534	97 597	47 602	30 927	10 415	7 080	5 947	447 000
		Real expenditure (2012-13 \$)								
2009-10	\$'000	23 303	16 548	37 425	8 315	5 654	1 663	998	1 663	95 570
2010-11	\$'000	27 815	19 982	30 526	10 041	6 828	2 008	1 205	2 008	100 414
2011-12	\$'000	83 607	60 064	91 756	30 183	20 524	6 037	3 622	6 037	301 829
2012-13	\$'000	137 898	109 534	97 597	47 602	30 927	10 415	7 080	5 947	447 000

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) This funding is supplied to states and territories by the Australian Government under the terms of the National Partnership Agreement on Early Childhood Education and is not additional to expenditure recorded in tables 3A.4 and 3A.5.

Source: Department of Education (unpublished).

TABLE 3A.7

Table 3A.7 Comparability of expenditure — items included, 2012-13

	<i>Aus Gov</i>	<i>NSW (a)</i>	<i>Vic (b)</i>	<i>Qld</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas (d)</i>	<i>ACT</i>	<i>NT (e)</i>
Superannuation	Yes	Yes	na	Yes	Yes	Yes	Yes	Yes	Yes
Basis of estimate	Accrual	Accrual	na	Accrual	Accrual	Accrual	Funding	Accrual	Accrual
Workers compensation	Yes	Yes	na	Yes	Yes	Yes	Yes	Yes	Yes
Payroll tax	No	Yes	na	No	No	No	No	No	No
Termination and long service leave	na	No	na	Yes	Yes	No	Yes	Yes	Yes
Basis of estimate	Accrual	..	na	Actual	Accrual	..	Accrual	Actual	Actual
Sick leave	No	Yes	na	No	Yes	Yes	Yes	Yes	Yes
Basis of estimate	..	Actual	na	..	Actual	Actual	Accrual	Actual	Actual
Depreciation	Yes	Yes	na	Yes	Yes	Yes	Yes	Yes	Yes
Rent	Yes	Yes	na	Yes	Yes	No	Yes	Yes	Yes
Utilities	Yes	Yes	na	Yes	Yes	Yes	Yes	Yes	Yes
Umbrella department costs	No	Yes	na	Yes	Yes	No	Yes	Yes	Yes
Basis of estimate	..	Dept formula	na	Activity based costing	Dept formula	..	Formula	Dept allocation	Dept formula

- (a) A 6.5 per cent cost recovery rate is applied to calculate umbrella department costs.
- (b) The Victorian government does not directly fund ECEC salary or operational expenses but instead funds services through contributory grants. For this reason expenditure data is not disaggregated into the funding components included in this table.
- (c) Data for WA are provided by the Department of Local Government and Communities and the Department of Education. Preschool expenditure includes sick leave, however sick leave for child care expenditure is not included.
- (d) Basis of estimate for umbrella department costs is derived by preschool student full time equivalents being apportioned over total school expenditure as per the National Schools Statistics Collection accrual statements.
- (e) Termination costs are included. However, long service leave costs are not included.

na Not available. .. Not applicable

Source: Australian, State and Territory governments (unpublished).

TABLE 3A.8

Table 3A.8 **Children aged 0–12 years attending Australian Government approved child care services (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2006										
Number of children										
0–5 years	no.	182 439	107 639	133 448	41 067	35 227	13 045	10 437	5 145	528 446
6–12 years	no.	65 902	64 215	71 195	17 398	32 373	6 585	6 735	3 288	267 691
All children	no.	248 341	171 854	204 643	58 465	67 600	19 630	17 172	8 433	796 137
Proportion of resident population										
0–5 years	%	35.2	28.9	42.5	26.6	32.9	35.9	42.3	24.4	34.1
6–12 years	%	10.6	14.2	18.5	9.0	23.7	14.2	22.8	14.0	14.2
All children	%	21.8	20.8	29.3	16.8	27.8	23.7	31.7	18.9	23.2
2008										
Number of children										
0–5 years	no.	164 379	100 925	124 259	36 888	34 059	12 206	8 108	3 896	484 721
6–12 years	no.	69 850	59 368	79 256	18 736	32 815	7 947	5 249	2 883	276 104
All children	no.	234 229	160 293	203 515	55 624	66 874	20 153	13 357	6 779	760 825
Proportion of resident population										
0–5 years	%	30.7	25.8	37.2	22.2	30.8	32.7	31.2	18.1	29.9
6–12 years	%	11.3	13.1	20.2	9.5	24.2	17.5	18.0	12.2	14.6
All children	%	20.4	19.0	28.0	15.4	27.2	24.3	24.2	15.0	21.7
2009										
Number of children										
0–5 years	no.	191 017	119 345	146 370	44 859	38 067	14 156	10 008	4 789	567 388
6–12 years	no.	67 313	62 110	70 787	16 729	28 787	7 708	5 430	2 354	260 993
All children	no.	258 330	181 455	217 157	61 588	66 854	21 864	15 438	7 143	828 381
Proportion of resident population										
0–5 years	%	34.8	29.7	42.0	25.8	33.7	37.1	37.3	21.9	33.9
6–12 years	%	10.9	13.7	17.8	8.4	21.4	17.1	18.7	9.9	13.8
All children	%	22.2	21.2	29.1	16.5	27.0	26.3	27.6	15.6	23.2
2010										
Number of children										
0–5 years	no.	208 474	133 639	155 653	48 063	41 220	14 937	11 245	4 894	616 611
6–12 years	no.	68 403	63 103	67 804	16 095	27 674	7 175	5 469	2 302	257 724
All children	no.	276 877	196 742	223 457	64 158	68 894	22 112	16 714	7 196	874 335
Proportion of resident population										
0–5 years	%	37.3	32.5	43.4	26.7	35.8	38.7	40.5	22.1	36.0
6–12 years	%	11.1	13.9	16.9	8.0	20.7	16.1	18.7	9.6	13.5
All children	%	23.6	22.7	29.4	16.8	27.7	26.6	29.3	15.6	24.2
2011										
Number of children										
0–5 years	no.	227 598	148 637	165 538	52 493	44 155	16 010	13 151	5 422	671 455
6–12 years	no.	76 184	65 778	70 547	17 552	28 237	7 238	6 264	2 545	274 079
All children	no.	303 782	214 415	236 085	70 045	72 392	23 248	19 415	7 967	945 534

TABLE 3A.8

Table 3A.8 **Children aged 0–12 years attending Australian Government approved child care services (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of resident population										
0–5 years	%	40.3	35.5	45.6	28.5	37.9	41.6	46.2	24.5	38.7
6–12 years	%	12.3	14.4	17.4	8.6	21.1	16.3	21.3	10.6	14.3
All children	%	25.6	24.5	30.7	18.0	28.9	28.0	33.5	17.3	25.9
2012										
Number of children										
0–5 years	no.	229 337	151 589	164 967	53 814	44 130	15 456	13 045	5 409	676 280
6–12 years	no.	83 199	70 594	75 290	19 587	28 349	7 150	6 816	2 696	293 511
All children	no.	312 536	222 183	240 257	73 401	72 479	22 606	19 861	8 105	969 791
Proportion of resident population										
0–5 years	%	40.4	35.8	44.8	28.3	37.5	40.4	44.8	24.5	38.5
6–12 years	%	13.3	15.2	18.2	9.4	21.1	16.2	22.7	11.2	15.1
All children	%	26.2	25.0	30.8	18.4	28.8	27.4	33.5	17.5	26.2
2013										
Number of children										
0–5 years	no.	241 230	162 270	171 151	57 739	46 703	15 383	14 389	5 681	712 545
6–12 years	no.	92 436	78 518	80 326	22 655	30 375	6 997	7 414	2 601	320 669
All children	no.	333 666	240 788	251 477	80 394	77 078	22 380	21 803	8 282	1 033 214
Proportion of resident population										
0–5 years	%	42.2	37.3	45.7	29.2	39.2	40.6	47.4	25.4	39.8
6–12 years	%	14.6	16.6	19.1	10.5	22.5	16.0	24.0	10.7	16.2
All children	%	27.7	26.6	31.6	19.5	30.3	27.4	35.6	17.7	27.5

- (a) Data for 2006 are drawn from the respective AGCCCS, while data from 2008 onwards are drawn from DEEWR administrative data. Therefore data from 2008 onwards are not directly comparable to previous years due to the change in the source for data collection.
- (b) Children can use more than one type of care. Children attending approved services in 2006 may be counted more than once if attending more than one service during the reference week. In 2008 and 2009, each child attending child care is counted once, even if they attend more than one type of care. From 2010 onwards children are counted once for each care type they use.
- (c) Attendance counted as the number of children attending approved care in all services except Vacation Care during the weeks 23–29 March 2009, 17–24 February 2008 and 8–14 May 2006. The week in which vacation care attendance were measured varied due to different vacation care periods across Australia. Attendance for 2010 and onwards data relate to the March quarter.
- (d) Children from Aboriginal play groups and enrichment programs were not included because ages are not collected for these children.
- (e) Proportion of resident population estimated using the ABS ERP as at 31 December of the previous calendar year. ERP is based on the *2011 Census of Population and Housing*. Population and Australian Government data may be out of sequence due to different data collection periods.

Source: Department of Education (unpublished) administrative data collection and *Australian Government Census of Child Care Services 2006*; table 3A.2.

TABLE 3A.9

Table 3A.9 **Children attending Australian Government approved child care services, by age, 2013 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of children attending Australian Government approved child care services										
0 years	no.	7 446	6 849	6 871	2 372	1 920	700	686	246	27 022
1 year	no.	32 496	27 024	26 459	9 713	7 606	2 583	2 558	1 019	109 108
2 years	no.	52 925	35 993	36 634	13 896	10 136	3 250	3 138	1 229	156 704
3 years	no.	62 431	39 686	41 959	14 858	11 474	3 741	3 360	1 364	178 355
4 years	no.	56 825	32 384	36 768	10 355	9 223	3 084	2 780	1 094	152 152
5 years	no.	29 107	20 334	22 460	6 545	6 344	2 025	1 867	729	89 204
0–5 years	no.	241 230	162 270	171 151	57 739	46 703	15 383	14 389	5 681	712 545
6–12 years	no.	92 436	78 518	80 326	22 655	30 375	6 997	7 414	2 601	320 669
All children	no.	333 666	240 788	251 477	80 394	77 078	22 380	21 803	8 282	1 033 214
Proportion of resident population attending Australian Government approved child care services										
0 years	%	7.8	9.0	11.0	7.1	9.5	11.3	12.8	6.3	8.9
1 year	%	34.5	37.2	42.9	29.4	38.2	41.3	49.8	26.9	36.8
2 years	%	55.2	50.1	59.0	42.2	51.6	52.3	61.0	33.4	52.7
3 years	%	65.0	55.0	66.7	45.3	57.8	58.9	65.9	36.9	59.7
4 years	%	59.6	45.2	58.3	31.7	46.4	47.7	56.8	29.9	51.1
5 years	%	30.8	28.6	36.0	20.0	32.1	31.5	39.6	20.1	30.2
0–5 years	%	42.2	37.3	45.7	29.2	39.2	40.6	47.4	25.4	39.8
6–12 years	%	14.6	16.6	19.1	10.5	22.5	16.0	24.0	10.7	16.2
All children	%	27.7	26.6	31.6	19.5	30.3	27.4	35.6	17.7	27.5

(a) Children can use more than one type of care and may be counted more than once for each type of care they use.

(b) Attendance data for 2013 relate to the March quarter.

(c) Proportion of resident population estimated using the ABS ERP as at 31 December 2012, based on the *2011 Census of Population and Housing*. Population and Australian Government data may be out of sequence due to difference in data collection periods.

Source: Department of Education (unpublished) administrative data collection; table 3A.2.

TABLE 3A.10

Table 3A.10 **Children attending Australian Government approved and State and Territory government funded and/or provided child care, 2012-13 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
Children attending Australian Government approved child care services										
Number of children										
0–5 years	no.	241 230	162 270	171 151	57 739	46 703	15 383	14 389	5 681	712 545
6–12 years	no.	92 436	78 518	80 326	22 655	30 375	6 997	7 414	2 601	320 669
0–12 years	no.	333 666	240 788	251 477	80 394	77 078	22 380	21 803	8 282	1 033 214
Proportion of resident population										
0–5 years	%	42.2	37.3	45.7	29.2	39.2	40.6	47.4	25.4	39.8
6–12 years	%	14.6	16.6	19.1	10.5	22.5	16.0	24.0	10.7	16.2
0–12 years	%	27.7	26.6	31.6	19.5	30.3	27.4	35.6	17.7	27.5
Children attending State and Territory Government funded and/or provided child care services										
Number of children										
0–5 years	no.	100 349	na	1 160	na	2 820	363	na	na	104 692
6–12 years	no.	17 377	na	194	na	40	22	na	na	17 633
0–12 years	no.	117 726	na	1 354	na	2 860	389	na	na	122 329
Proportion of resident population										
0–5 years	%	17.6	na	0.3	na	2.4	1.0	na	na	5.9
6–12 years	%	2.7	na	–	na	–	0.1	na	na	0.9
0–12 years	%	9.8	na	0.2	na	1.1	0.5	na	na	3.3
Children attending Australian Government approved and State and Territory Government funded and/or provided child care services (e)										
Number of children										
0–5 years	no.	341 579	162 270	172 311	57 739	49 523	15 746	14 389	5 681	817 237
6–12 years	no.	109 813	78 518	80 520	22 655	30 415	7 019	7 414	2 601	338 302
0–12 years	no.	451 392	240 788	252 831	80 394	79 938	22 769	21 803	8 282	1 155 543
Proportion of resident population										
0–5 years	%	59.8	37.3	46.0	29.2	41.5	41.5	47.4	25.4	45.7

TABLE 3A.10

Table 3A.10 **Children attending Australian Government approved and State and Territory government funded and/or provided child care, 2012-13 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust (d)</i>
6–12 years	%	17.4	16.6	19.1	10.5	22.5	16.0	24.0	10.7	17.1
0–12 years	%	37.5	26.6	31.8	19.5	31.4	27.8	35.6	17.7	30.7

(a) See source tables for footnotes.

(b) Proportion of resident population estimated using the ABS ERP as at 31 December 2012, based on the *2011 Census of Population and Housing*. Population and children attending child care data may be out of sequence due to difference in data collection periods.

(c) NSW data for children attending State and Territory Government funded and/or provided child care services were not collected for 2012-13. Data have been estimated by using Commonwealth data to proportion the number of children using child care services (excludes children in vacation care). NSW does not discriminate between child care and preschool services, and children attending preschool services are also included in the count for child care. The methodology used to estimate results for 2012-13 represent a departure from the compound growth rate method used for 2011-12 so 2012-13 NSW data should not be compared to 2011-12.

(d) Data for Australia are the total of the sum of the states and territories for which data are available.

(e) There may be some double counting of children across State and Territory, and Australian, government collection.

na Not available. – Nil or rounded to zero.

Source: Australian, State and Territory governments (unpublished); tables 3A.2, 3A.8, 3A.61, 3A.68, 3A.75, 3A.82, 3A.89, 3A.96, 3A.103, 3A.110.

TABLE 3A.11

Table 3A.11 **Children aged 0–12, average attendance at Australian Government approved child care services (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2009										
Centre-based LDC	hrs/wk	24.5	26.4	27.9	23.6	24.0	21.5	28.0	35.5	25.8
Family day care	hrs/wk	19.1	18.8	20.5	18.0	20.2	15.4	24.1	26.9	19.3
Vacation care	hrs/wk	30.5	29.7	31.2	29.7	27.2	24.4	31.9	42.1	29.9
OSH care (d)	hrs/wk	8.0	6.6	8.0	8.0	6.3	6.2	8.1	12.0	7.5
Occasional care	hrs/wk	12.4	8.8	14.1	12.7	10.6	11.1	12.5	15.7	11.5
Other care (e)	hrs/wk	na	na	na	na	na	na	na	na	na
2010										
Centre-based LDC	hrs/wk	24.8	26.2	27.8	22.9	23.8	21.4	27.9	35.4	25.7
Family day care	hrs/wk	18.7	20.3	19.7	18.3	20.3	14.8	23.5	27.2	19.3
Vacation care	hrs/wk	29.4	28.9	30.7	29.4	26.5	24.6	31.7	40.2	29.3
OSH care (d)	hrs/wk	8.0	6.4	7.9	7.4	6.1	6.4	8.0	11.8	7.4
Occasional care	hrs/wk	12.1	9.2	13.0	10.3	11.4	10.3	14.4	–	11.2
Other care (e)	hrs/wk	27.1	23.4	31.6	21.9	23.8	21.4	20.9	–	26.6
2011										
Centre-based LDC	hrs/wk	25.0	25.9	27.8	23.1	22.7	19.3	26.7	34.3	25.6
Family day care	hrs/wk	18.7	20.9	19.9	18.3	19.9	14.7	23.3	24.7	20.0
Vacation care	hrs/wk	28.3	27.2	28.3	28.6	25.9	23.9	29.2	39.6	28.9
OSH care (d)	hrs/wk	7.8	5.4	7.7	7.8	5.4	5.6	6.6	11.5	7.2
Occasional care	hrs/wk	12.1	8.2	13.1	11.1	10.9	10.8	13.3	–	9.9
Other care (e)	hrs/wk	26.3	22.9	32.7	22.7	22.1	17.6	16.9	–	20.1
2012										
Centre-based LDC	hrs/wk	26.5	27.7	29.4	24.7	24.9	22.4	29.1	36.1	27.3
Family day care	hrs/wk	20.1	27.2	21.2	20.2	20.9	15.2	25.5	26.8	22.2
Vacation care	hrs/wk	28.7	28.4	30.3	29.3	26.5	24.4	29.3	40.1	28.9
OSH care (d)	hrs/wk	10.1	7.9	10.0	9.2	7.8	7.2	9.1	12.3	9.2
Occasional care	hrs/wk	13.0	9.6	14.3	11.8	11.5	12.2	17.6	–	12.2
Other care (e)	hrs/wk	28.2	24.1	35.0	23.0	21.0	18.1	22.5	–	28.1
2013										
Centre-based LDC	hrs/wk	26.9	27.9	29.7	25.0	24.8	22.5	29.7	35.9	27.6
Family day care	hrs/wk	22.5	30.2	24.2	25.2	23.4	16.0	25.0	27.4	25.3
Vacation care	hrs/wk	28.7	28.5	30.6	29.0	25.9	24.4	30.3	40.6	28.9
OSH care (d)	hrs/wk	8.0	6.4	7.9	7.3	6.2	6.6	8.1	12.0	7.4
Occasional care	hrs/wk	13.3	8.6	13.5	11.2	8.8	12.4	16.5	–	11.4
Other care (e)	hrs/wk	26.5	24.8	33.8	26.4	20.7	16.4	21.3	–	27.4

LDC = long day care; OSH = outside school hours

- (a) Average attendance hours are defined as the total hours attended within each sector and dividing by the number of children who attended in the reference week (excludes allowable absences).
- (b) Children can use more than one type of care. Children attending approved services in 2010, 2011, 2012 and 2013 may be counted more than once if attending more than one service during the reference period. In 2009, children are counted once for each care type they use.

TABLE 3A.11

Table 3A.11 **Children aged 0–12, average attendance at Australian Government approved child care services (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(c) Attendance counted as the number of children attending approved care in all services except Vacation Care during the week 23–29 March 2009. The week in which vacation care attendance were measured varied due to different vacation care periods across Australia. Data for 2010 onwards are taken from the March quarter.

(d) OSH care includes before school hours care and after school hours care.

(e) Other includes in-home care (i.e. care delivered in the child's home). Data for other care were not available from administrative sources for 2009.

na Not available. – Nil or rounded to zero.

Source: Department of Education (unpublished) administrative data collection.

TABLE 3A.12

Table 3A.12 **Representation of special needs groups attending Australian Government approved child care services (per cent), by age group, 2013 (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Children from non-English speaking backgrounds									
Children aged 0–5 in child care services	23.0	25.6	9.7	14.3	12.4	3.9	17.0	12.5	18.5
Children aged 0–5 in the community, 2011	25.0	24.8	14.1	18.9	16.7	8.1	20.8	38.7	21.2
Children aged 6–12 in child care services	17.6	23.2	7.8	11.2	7.3	2.5	14.4	7.1	14.8
Children aged 6–12 in the community, 2011	22.5	22.1	12.4	17.2	14.8	6.7	17.7	41.1	19.0
Indigenous children									
Children aged 0–5 in child care services	3.1	0.9	4.3	2.8	1.9	5.9	1.4	11.2	2.9
Children aged 0–5 in the community, 2012	4.8	1.3	6.9	5.9	3.7	7.6	2.6	40.8	5.0
Children aged 6–12 in child care services	2.1	0.6	3.3	2.1	1.7	5.2	1.3	13.0	2.1
Children aged 6–12 in the community, 2012	4.2	1.2	6.4	5.8	3.6	6.9	2.4	44.6	4.7
Children from low-income families									
Children aged 0–5 in child care services	25.7	25.7	28.8	22.1	24.1	30.0	8.2	14.9	25.6
Children aged 0–5 in the community, 2011-12	22.2	17.6	23.5	14.1	24.0	28.3	8.9	15.9	20.4
Children aged 6–12 in child care services	21.1	27.4	24.9	23.5	23.0	26.5	6.3	13.3	23.6
Children aged 6–12 in the community, 2011-12	22.9	23.1	19.6	13.5	19.9	25.6	6.6	28.5	20.9
Children with disability									
Children aged 0–5 in child care services	4.0	2.4	2.1	2.0	3.4	2.0	2.6	2.8	2.9
Children aged 0–5 in the community, 2009	4.6	2.8	4.0	5.2	3.4	4.7	3.7	np	4.0
Children aged 6–12 in child care services	3.4	2.8	2.8	2.5	5.5	3.4	3.3	8.2	3.3
Children aged 6–12 in the community, 2009	9.8	8.3	7.4	10.9	8.2	11.8	12.9	8.5	9.0
Children from regional areas									
Children aged 0–5 in child care services	23.4	20.7	30.9	15.7	17.2	99.1	0.1	78.4	25.2
Children aged 0–5 in the community, 2011	24.7	23.9	35.5	17.5	23.6	97.8	0.2	51.7	27.5
Children aged 6–12 in child care services	19.0	16.1	26.9	10.9	13.7	99.3	–	86.4	21.1
Children aged 6–12 in the community, 2011	27.2	26.0	37.1	19.0	25.6	98.0	0.2	50.7	29.5
Children from remote areas									
Children aged 0–5 in child care services	0.2	–	1.1	4.1	1.9	0.9	..	21.6	1.0
Children aged 0–5 in the community, 2011	0.6	0.1	3.8	7.9	4.0	2.1	..	48.0	2.7
Children aged 6–12 in child care services	0.1	–	0.8	2.0	0.8	0.7	..	13.6	0.6
Children aged 6–12 in the community, 2011	0.6	0.1	3.5	7.6	4.2	1.9	..	49.0	2.7

(a) Refer to table 3A.13 for complete footnotes.

(b) Excludes children aged 6–12 years attending occasional care services. The number of children aged 6–12 years using occasional care services were too small to be included here.

(c) Data in italics have relative standard errors greater than 25 per cent and need to be used with caution.

.. Not applicable. – Nil or rounded to zero.

Source: Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census, 2013 (preliminary data)*; administrative data collection, ABS (unpublished) *Household Income and Income Distribution, Australia, 2011-12*, Cat. no. 6523.0, *2011 Census of Population and Housing, Disability, Ageing and Carers, Australia: Summary of Findings, 2009*, Cat. no. 4430.0 and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (Series B)*, Cat. no. 3238.0, Canberra.

TABLE 3A.13

Table 3A.13 **Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Children from non-English speaking backgrounds (d), (e)									
Representation in child care services									
2004	17.4	13.5	6.3	7.9	6.9	3.4	12.1	8.1	11.6
2006	17.0	12.8	5.1	6.4	8.0	2.5	9.7	8.5	10.9
2008-09	18.0	17.2	7.3	9.7	9.3	4.2	10.3	11.5	13.2
2010	19.7	17.2	6.5	9.8	7.8	3.2	13.1	11.0	13.7
2013	21.3	24.8	9.0	13.4	10.4	3.5	16.0	10.6	17.3
Representation in the community, 2011 (e)	23.7	23.4	13.2	18.0	15.7	7.3	19.2	40.0	20.0
Indigenous children (f)									
Representation in child care services									
2012	na	na	na	na	na	na	na	na	na
2013	2.8	0.8	4.0	2.6	1.8	5.7	1.4	11.8	2.6
Representation in the community, 2012 (f)	4.5	1.3	6.7	5.8	3.7	7.2	2.5	42.8	4.8
Children from low-income families (g)									
Representation in child care services									
2004	28.0	28.3	33.8	32.6	33.0	31.5	12.4	18.8	29.9
2006	25.2	26.5	28.6	27.6	29.3	29.1	10.4	17.5	26.6
2008-09	24.4	23.7	24.7	22.7	24.6	24.8	9.6	16.2	23.9
2010	24.1	24.0	24.9	22.7	24.1	24.8	8.8	14.4	23.9
2013	24.4	26.2	27.5	22.5	23.6	28.9	7.6	14.4	25.0
Representation in the community, 2011-12 (g)	22.5	20.4	21.4	13.8	21.9	26.9	7.8	22.5	20.7
Children with disability (h)									
Representation in child care services									
2004	2.1	2.0	2.0	1.7	3.5	2.2	2.1	2.4	2.1
2006	3.1	2.4	2.2	2.5	3.8	2.3	1.8	3.7	2.7
2008-09	3.8	2.5	2.6	2.5	5.5	2.7	1.9	3.7	3.2
2010	3.3	2.2	1.9	2.2	3.6	2.0	1.9	2.7	2.6
2013	3.8	2.5	2.4	2.1	4.2	2.4	2.8	4.7	3.0
Representation in the community, 2009 (h)	7.4	5.7	5.8	8.2	5.9	8.4	8.3	5.4	6.6
Children from regional and remote areas (i)									
Regional									
Representation in child care services (j)									
2004	25.9	22.5	38.9	18.2	16.2	99.6	–	74.0	28.8
2006	25.6	25.0	36.6	18.9	17.9	99.4	0.1	77.3	29.0
2008-09	26.3	24.6	32.5	20.5	19.4	99.2	0.1	79.1	28.5
2010	26.0	23.6	32.4	20.6	18.7	100.4	1.1	79.9	28.0
2013	22.3	19.3	29.8	14.5	15.9	100.3	0.1	81.1	24.1
Representation in the community, 2011 (i)	26.0	25.0	36.4	18.3	24.7	97.9	0.2	51.2	28.6

TABLE 3A.13

Table 3A.13 **Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (per cent) (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Remote									
Representation in child care services									
2004	0.4	0.1	1.6	5.0	2.0	0.4	..	26.0	1.4
2006	0.3	–	1.3	3.7	2.0	0.6	..	22.7	1.1
2008-09	0.2	–	1.1	3.4	1.7	0.8	..	21.0	1.0
2010	0.2	–	1.2	3.3	1.8	0.6	..	20.2	0.9
2013	0.2	–	1.0	3.5	1.5	0.9	..	19.1	0.9
Representation in the community, 2011 (i)	0.6	0.1	3.6	7.7	4.1	2.0	..	48.5	2.7

- (a) Data in italics have relative standard errors above 25 per cent, and need to be used with caution.
- (b) Data for 2004 and 2006 are drawn from the respective AGCCCS, while data for 2008-09 are drawn from the AGCCPS and DEEWR administrative data. Data from 2008-09 are not comparable to previous years due to the change in the source for data collection.
- (c) Children attending approved services in 2004, 2006, 2010 and 2013 may be counted more than once if attending more than one service during the reference week. In 2008-09, children are counted once for each care type they used.
- (d) Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, as data from these service types were not available.
- (e) Children from non-English speaking backgrounds in child care services are children who speak, or whose parent/guardian speak a language other than English at home. Data on representation in child care services are from the *2013 National Early Childhood Education and Care Workforce Census*. Data on representation in the community refer to the proportion of children who do not speak English as their main language at home as estimated from the *ABS 2011 Census of Population and Housing*.
- (f) Indigenous children in child care services are children who child care services identified as being of Aboriginal or Torres Strait Islander origin. Data on representation in child care services are from Australian Government administrative data for the March quarter. Due to a change in data source data cannot be compared to data in previous editions. The representation in the community data are from the *ABS Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians*, for 30 June 2012.
- (g) Children from low income families include those families in receipt of the maximum rate of Child Care Benefit (CCB). The maximum CCB rate was \$31 755 in 2003-04, \$33 361 in 2005-06, \$35 478 in 2007-08, \$36 573 in 2008-09, \$37 960 in 2009-10 and \$39 785 in 2011-12. Data on representation in child care services are from Australian Government administrative data for the March quarter. The data showing representation children from low income families in the community are drawn from *ABS Household Income and Income Distribution, Australia, 2011-12*.
- (h) Children with disability in child care services are children who child care services identify as having continuing disability including intellectual, sensory or physical impairment. Data on representation in child care services are from the *2013 National Early Childhood Education and Care Workforce Census*. Data on representation in the community refer to children with any limitation, restriction or impairment, which has lasted, or is likely to last, for at least six months and restricts everyday activities. These data were obtained from *ABS Disability, Ageing and Carers, Australia, 2009*.
- (i) Regional and remote areas are based upon the Australian Bureau of Statistics' Australian Statistical Geography Standard (ASGS) 2011. Regional areas include inner regional and outer regional areas. Remote areas include remote and very remote areas. Children can use care in multiple regions and states and territories, and may be counted in more than one region. Data on representation in child care services are from Australian Government administrative data for the March quarter. Data on representation in the community are estimated from the *ABS 2011 Census of Population and Housing*.

TABLE 3A.13

Table 3A.13 Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (per cent) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(j) The proportion of children from regional areas in child care services can exceed 100 per cent. This may occur because although the number of children in child care services is a unique count for each state and territory, children can be counted in more than one remoteness area.

.. Not applicable. – Nil or rounded to zero.

Source: Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census, 2013 (preliminary data)*; administrative data collection, *Australian Government Census of Child Care Services 2006* and *Australian Government Child Care Provider Survey 2007-08*; FaCSIA (unpublished) *Australian Government Census of Child Care Services 2004*; ABS (unpublished) *Household Income and Income Distribution, Australia, 2011-12*, Cat. no. 6523.0, *2011 Census of Population and Housing, Disability, Ageing and Carers, Australia: Summary of Findings, 2009*, Cat. no. 4430.0 and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (Series B)*, Cat. no. 3238.0, Canberra.

TABLE 3A.14

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2012 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT (j)</i>	<i>Aust (k)</i>
Children from non-English speaking backgrounds										
Child care services										
Number of children aged 0–12 years	no.	15 045	na	68	na	240	6	na	na	15 359
Representation in child care services	%	12.8	na	5.0	na	8.4	1.5	na	na	12.6
Representation of children aged 0–12 years in the community, 2011	%	23.7	23.4	13.2	18.0	15.7	7.3	19.2	40.0	20.0
Preschool programs										
Number of children aged 3–5 years (l)	no.	8 564	10 229	3 211	na	2 260	183	1 010	na	25 457
Representation in preschool programs	%	12.2	14.1	8.2	na	12.4	2.8	22.6	na	10.2
Number of children in the YBFS	no.	6 226	10 229	2 843	na	na	na	955	na	20 253
Representation in preschool programs in the YBFS	%	11.7	14.2	8.0	na	na	na	22.8	na	9.0
Representation of children aged 3–5 years in the community, 2011	%	23.7	23.4	13.2	17.7	15.4	7.4	19.6	39.3	20.0
Children with disability										
Child care services										
Number of children aged 0–12 years	no.	5 621	na	139	na	20	9	na	na	5 789
Representation in child care services	%	4.8	na	10.3	na	0.7	2.3	na	na	4.7
Representation of children aged 0–12 years in the community, 2009	%	7.4	5.7	5.8	8.2	5.9	8.4	8.3	5.4	6.6
Preschool programs										
Number of children aged 3–5 years (l), (m)	no.	5 222	2 806	1 107	1 110	2 190	67	137	148	12 787
Representation in preschool programs	%	7.4	3.9	2.8	3.1	12.0	1.0	3.1	4.2	5.1
Number of children in the YBFS	no.	3 732	2 806	1 030	1 016	na	na	89	81	8 754
Representation in preschool programs in the YBFS	%	7.0	3.9	2.9	3.1	na	na	2.1	2.5	3.9

TABLE 3A.14

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2012 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT (j)</i>	<i>Aust (k)</i>
Representation of children aged 3–5 years in the community, 2009	%	7.3	3.9	7.3	6.8	5.5	7.2	7.3	np	6.3
Indigenous children										
Child care services										
Number of children aged 0–12 years	no.	5 913	na	63	na	130	4	na	na	6 110
Representation in child care services	%	5.0	na	4.7	na	4.5	1.0	na	na	5.0
Representation of children aged 0–12 years in the community, 2012	%	4.5	1.3	6.7	5.8	3.7	7.2	2.5	42.8	4.8
Preschool programs										
Number of children aged 3–5 years	no.	4 807	969	2 567	2 274	1 465	521	185	1 428	14 216
Representation in preschool programs	%	4.5	1.2	4.4	6.8	6.1	7.5	3.1	38.4	4.4
Number of children in the YBFS	no.	2 898	883	2 236	2 066	857	512	136	1 165	10 753
Representation in preschool programs in the YBFS	%	4.6	1.2	4.2	6.4	4.5	7.7	2.7	36.2	4.2
Representation of children aged 3–5 years in the community, 2012	%	4.6	1.2	6.7	5.7	3.6	7.0	2.5	40.9	4.8
Children from regional areas										
Child care services										
Number of children aged 0–12 years	no.	28 556	na	733	na	920	389	na	na	30 598
Representation in child care services	%	24.3	na	54.1	na	32.2	100.0	na	na	25.0
Representation of children aged 0–12 years in the community, 2011	%	26.0	25.0	36.4	18.3	24.7	97.9	0.2	51.2	28.6
Preschool programs										
Number of children aged 3–5 years	no.	33 485	18 815	19 450	5 921	5 828	6 800	189	1 925	92 413
Representation in preschool programs	%	31.3	23.3	33.4	17.7	24.3	98.0	3.2	51.7	28.9
Number of children in the YBFS	no.	19 743	np	17 646	7 473	4 698	6 527	148	1 760	57 995

TABLE 3A.14

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2012 (a), (b), (c), (d), (e)**

	Unit	NSW (f)	Vic (g)	Qld (h)	WA	SA	Tas	ACT (i)	NT (j)	Aust (k)
Representation in preschool programs in the YBFS	%	31.5	np	33.4	23.3	24.9	98.2	3.0	54.6	22.7
Representation of children aged 3–5 years in the community, 2011	%	25.5	24.6	36.0	18.0	24.4	97.8	0.2	51.4	28.1
Children from remote areas										
Child care services										
Number of children aged 0–12 years	no.	1 055	na	206	na	320	na	na	na	1 581
Representation in child care services	%	0.9	na	15.2	na	11.2	na	..	na	1.3
Representation of children aged 0–12 years in the community, 2011	%	0.6	0.1	3.6	7.7	4.1	2.0	..	48.5	2.7
Preschool programs										
Number of children aged 3–5 years	no.	795	48	2 006	2 548	956	138	..	1 795	8 286
Representation in preschool programs	%	0.7	0.1	3.4	7.6	4.0	2.0	..	48.3	2.6
Number of children in the YBFS	no.	455	np	1 744	2 439	740	119	..	1 462	6 959
Representation in preschool programs in the YBFS	%	0.7	np	3.3	7.6	3.9	1.8	..	45.4	2.7
Representation of children aged 3–5 years in the community, 2011	%	0.6	0.1	3.8	7.9	3.9	2.0	..	48.2	2.8

YBFS = year before full time schooling.

- (a) Preschool data for children from non-English speaking backgrounds and children with disability are from State and Territory governments. Preschool data for Indigenous children and children from regional and remote areas are from the National ECEC Collection published by ABS in *Preschool Education, Australia, 2012*. Due to the different data sources for preschool data for special needs groups, caution should be used when making comparisons across special needs groups. All child care data are from State and Territory governments and represent children from special needs groups in State and Territory government funded and/or provided child care.

TABLE 3A.14

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2012 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT (j)</i>	<i>Aust (k)</i>
(b)	Data for children from non-English speaking backgrounds and children with disability in a preschool program include only State and Territory government funded or provided preschool services. Data on preschool programs for Indigenous children and children from regional and remote areas include preschool programs as defined by the scope of the National ECEC Collection. This means preschool programs are included irrespective of the type of institution that provides it or whether it is government funded or privately provided. Regional and remote areas are based upon the Australian Bureau of Statistics' Australian Statistical Geography Standard (ASGS) 2011.									
(c)	Data on children enrolled in preschool programs represent 2012. All child care data represent 2012-13.									
(d)	Children in preschool programs includes children aged 3–5 years on 1 July 2012. However, some 3 year old children may not be included in the National ECEC Collection and therefore data may represent an under count. Children in preschool in the YBFS include children aged 4 and 5 years on 1 July 2012, but exclude children aged 5 years old who were enrolled in preschool in the previous year as a 4 year old. Children in child care include children aged 0–12 years.									
(e)	Data for representation in the community are estimated from the ABS <i>2011 Census of Population and Housing</i> , except for children with disability and Indigenous children. Data for the representation of children with disability in the community were obtained from ABS <i>Disability, Ageing and Carers, Australia, 2009</i> , while Indigenous data are from the ABS <i>Experimental Estimates and Projections of the Aboriginal and Torres Strait Islander Population, 1991-2021</i> . Due to the various data sources used in different years caution should be used when making comparisons.									
(f)	Data for children in child care from a non-English speaking background and children with disability were not collected for 2012-13. The data have been estimated based on the drop in funded child care services between 2011-12 and 2012-13. The number of State/Territory funded child care services has fallen slightly due to the closed nature of the funding program since 2010-11. Not all children undertaking a preschool program in a long day care setting in NSW are captured in the relevant data collections, resulting in an undercount for NSW.									
(g)	Victorian data for children from NESB and with disability in preschool programs only include the 3 year old children who have been approved to attend funded 4 year old kindergarten programs, and so do not include children in programs for 3 year olds. Victorian data for children from NESB and with disability are reported as at 30 June 2012.									
(h)	Episode, rather than child level data were used for Queensland Indigenous children and children from regional and remote areas. These data are included in the national total.									
(i)	Indigenous children and children from regional and remote area preschool totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.									
(j)	Preschool data for children from non-English speaking backgrounds and children with disability in the NT include some children aged greater than 5 years.									
(k)	Data for Australia for children from non-English speaking backgrounds and children with disability, in preschool, are the total of the sum of the states and territories for which data are available, and should not be interpreted as national data.									
(l)	Data exclude innovative or flexible services that receive direct funding from the Australian Government and are targeted towards children from these groups. Data for Tasmania only include children enrolled in preschool in non-government school settings.									

TABLE 3A.14

Table 3A.14 **Representation of children from special needs groups in child care and preschool programs, 2012 (a), (b), (c), (d), (e)**

	<i>Unit</i>	<i>NSW (f)</i>	<i>Vic (g)</i>	<i>Qld (h)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT (j)</i>	<i>Aust (k)</i>
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(m) Data on children with a disability are not directly comparable because the definition of disability varies across jurisdictions.

na Not available. .. Not applicable. **np** Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; *2011 Census of Population and Housing; Disability, Ageing and Carers, Australia: Summary of Findings, 2009*, Cat. no. 4430.0, and *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (Series B)*, Cat. no. 3238.0, Canberra; State and Territory governments (unpublished).

TABLE 3A.15

Table 3A.15 **Children aged 4 and 5 years enrolled in and attending a preschool program in the year before full time schooling who are disadvantaged, 2012 (a) (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA (e)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
Children aged 4 and 5 years who are disadvantaged										
Enrolled in the YBFS	no.	12 659	11 023	np	3 697	4 787	2 098	113	986	35 363
Attending in the YBFS	no.	12 228	10 356	np	np	4 700	2 058	np	830	30 172
Children aged 4 and 5 years										
Enrolled in the YBFS	no.	62 744	73 842	52 803	32 043	18 837	6 646	5 006	3 222	255 143
Attending in the YBFS	no.	61 378	70 551	51 394	32 033	18 579	6 543	4 902	2 908	248 288
Proportion of children aged 4 and 5 years who are disadvantaged										
Enrolled in the YBFS	%	20.2	14.9	np	11.5	25.4	31.6	2.3	30.6	13.9
Attending in the YBFS	%	19.9	14.7	np	np	25.3	31.5	np	28.5	12.2

YBFS = year before full time schooling.

- (a) Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who were enrolled in or attended preschool in the previous year as a 4 year old.
- (b) Disadvantage is defined for this measure to be children residing in an area with a SEIFA IRSD quintile of 1. Areas with a SEIFA IRSD quintile of 1 are not evenly distributed across Australia.
- (c) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.
- (d) Child level enrolment and attendance data for Queensland are not available. Episode of enrolment and attendance data were used instead for Queensland. An episode is a record of enrolment or attendance at a preschool program. Children may be enrolled in or attend more than one preschool program so will be counted more than once in episode counts where they are enrolled in or attend more than one preschool program. These data are included in the national total.
- (e) In WA attendance rates have been applied to enrolment counts to estimate the number of children attending. These figures are indicative only.
- (f) Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.
- (g) Data for Australia for children aged 4 and 5 years attending in the year before full time schooling who are disadvantaged are the total of the sum of the states and territories for which data are available.

np Not published.

Source: Derived from ABS 2013, *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.16

Table 3A.16 **Children enrolled in a preschool program, by sector and age, 2012 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
Children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling (g)										
Government preschool	no.	5 186	10 441	2 072	22 958	13 313	4 852	3 488	2 898	65 208
Non-government preschool	no.	24 879	37 837	17 944	8 259	1 191	1 512	–	193	91 815
Total preschool (h)	no.	30 565	48 319	20 016	31 231	14 551	6 370	3 554	3 107	157 713
Long day care with a preschool program (i)	no.	32 179	25 523	32 787	812	4 286	276	1 452	115	97 430
Total	no.	62 744	73 842	52 803	32 043	18 837	6 646	5 006	3 222	255 143
Proportion of children enrolled in a preschool program in the year before full time schooling (g), (j)										
Government preschool	%	5.5	14.7	3.3	70.7	67.2	74.9	73.7	78.8	22.1
Non-government preschool	%	26.2	53.2	28.8	25.4	6.0	23.4	0.0	5.2	31.1
Total preschool (h)	%	32.2	67.9	32.1	96.2	73.4	98.4	75.1	84.4	53.4
Long day care with a preschool program (i)	%	33.9	35.9	52.6	2.5	21.6	4.3	30.7	3.1	33.0
Total	%	66.2	103.7	84.7	98.7	95.1	102.6	105.7	87.6	86.3
Younger children enrolled in a preschool program (k)										
Government preschool	no.	740	3	34	206	2 856	–	183	262	4 284
Non-government preschool	no.	13 580	12	1 667	25	344	np	–	85	15 713
Total preschool (h)	no.	14 445	15	1 701	231	3 200	np	190	348	20 130
Long day care with a preschool program (i)	no.	22 526	3 726	3 816	1 120	1 900	np	530	3	33 621
Total	no.	36 971	3 741	5 517	1 351	5 100	221	720	351	53 972
Proportion of younger children enrolled in a preschool program (k), (l)										
Government preschool	%	0.8	–	0.1	0.6	14.4	–	3.7	7.1	1.4
Non-government preschool	%	14.2	–	2.7	0.1	1.7	np	–	2.3	5.3
Total preschool (h)	%	15.1	–	2.7	0.7	16.1	np	3.8	9.5	6.8
Long day care with a preschool program (i)	%	23.6	5.2	6.1	3.5	9.6	np	10.7	0.1	11.3
Total	%	38.7	5.3	8.8	4.2	25.6	3.4	14.5	9.5	18.2
Children enrolled in a preschool program, by age										
3 year olds	no.	36 971	3 741	5 517	1 351	5 100	221	720	351	53 972

TABLE 3A.16

Table 3A.16 **Children enrolled in a preschool program, by sector and age, 2012 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
4 year olds	no.	55 946	53 639	49 516	31 818	18 439	3 510	4 060	3 112	220 040
5 year olds	no.	13 967	23 368	3 287	368	436	3 207	1 106	257	45 996
Proportion of children enrolled in a preschool program, by age (m)										
3 year olds	%	38.7	5.3	8.8	4.2	25.6	3.4	14.5	9.5	18.2
4 year olds	%	59.0	75.4	79.4	98.0	93.1	54.2	85.7	84.6	74.5
5 year olds	%	14.9	33.2	5.4	1.1	2.2	50.1	23.9	7.2	15.8
Estimated Resident Population at 30 June, by age (n)										
3 year olds	no.	95 435	71 237	62 660	32 048	19 891	6 488	4 967	3 678	296 433
4 year olds	no.	94 819	71 179	62 346	32 452	19 815	6 475	4 735	3 680	295 533
5 year olds	no.	93 764	70 330	61 397	32 051	19 582	6 398	4 627	3 586	291 762

- (a) Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who attended preschool in the previous year as a 4 year old.
- (b) The preschool starting age varies across jurisdictions (table 3.1). Differences in school starting age and years of schooling across jurisdictions can affect the proportion of children enrolled in a preschool program.
- (c) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.
- (d) Victorian year before full time schooling data do not include 3165 children who attended preschool in the previous year as a 4 year old. Victorian data for preschool programs not provided in long day care centres only include 3 year old children who have been approved to attend funded 4 year old kindergarten programs, and so do not include children in programs for 3 year olds.
- (e) Child level enrolment data for Queensland are not available. Episode of enrolment data were used instead for Queensland. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. These data are included in the national total.
- (f) Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.
- (g) Data for Australia for younger children are the total of the sum of the states and territories for which data are available. Totals by sector will not sum to the total as a result.
- (h) Total preschool includes multiple preschools. Not applicable for episode data used for Queensland.
- (i) Includes long day care with a preschool and long day care with a preschool program and preschool.

TABLE 3A.16

Table 3A.16 **Children enrolled in a preschool program, by sector and age, 2012 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic (d)</i>	<i>Qld (e)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (f)</i>	<i>NT</i>	<i>Aust (g)</i>
(j)	To calculate this proportion, enrolment data (from the August 2012 National ECEC Collection) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 30 June 2012). As a result the total proportion may exceed 100 per cent.									
(k)	Data include children aged 3 years on 1 July 2012. Some 3 year old children enrolled in a preschool program may not be included in the National ECEC Collection and therefore data may represent an under count.									
(l)	To calculate this proportion, enrolment data (from the August 2012 National ECEC Collection) are divided by the number of children aged 3 years in each jurisdiction (using ABS estimated resident population at 30 June 2012).									
(m)	The proportion is calculated using the estimated resident population at 30 June 2012.									
(n)	Estimated resident population is 30 June 2012 which is based on the <i>2011 Census of Population and Housing</i> . – Nil or rounded to zero. np Not published.									

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; ABS (2013) *Australian Demographic Statistics, Dec 2012*, Cat. No. 3101.0, Canberra.

TABLE 3A.17

Table 3A.17 **Children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling, by weekly hours and sector, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
Number of children enrolled less than 10 hours										
Government preschool	no.	np	np	np	–	np	np	np	np	np
Non-government preschool	no.	3 488	np	np	9	100	np	–	np	3 597
Total preschool (g)	no.	4 018	89	425	9	np	np	np	np	4 541
Long day care with a preschool program (h)	no.	3 845	1 854	2 505	69	np	np	np	12	8 285
Total children enrolled in a preschool program	no.	7 863	1 943	2 930	78	np	np	123	42	12 979
Proportion of children enrolled less than 10 hours										
Government preschool	%	np	np	np	–	np	np	np	np	np
Non-government preschool	%	5.6	np	np		0.5	np	–	np	1.4
Total preschool (g)	%	6.4	0.1	0.8	0.0	np	np	np	np	1.8
Long day care with a preschool program (h)	%	6.1	2.5	4.7	0.2	np	np	np	0.4	3.2
Total children enrolled in a preschool program	%	12.5	2.6	5.5	0.2	np	np	2.5	1.3	5.1
Number of children enrolled 10-14 hours										
Government preschool	no.	np	np	np	5 220	np	np	np	np	5 220
Non-government preschool	no.	9 526	np	np	1 629	145	np	–	np	11 300
Total preschool (g)	no.	11 234	39 633	328	6 849	np	np	np	np	58 044
Long day care with a preschool program (h)	no.	6 062	7 643	3 820	86	np	np	np	np	17 611
Total children enrolled in a preschool program	no.	17 296	47 276	4 148	6 935	np	np	1 575	381	77 611
Proportion of children enrolled 10-14 hours										
Government preschool	%	np	np	np	16.3	np	np	np	np	2.0
Non-government preschool	%	15.2	np	np	5.1	0.8	np	–	np	4.4
Total preschool (g)	%	17.9	53.7	0.6	21.4	np	np	np	np	22.7
Long day care with a preschool program (h)	%	9.7	10.4	7.2	0.3	np	np	np	np	6.9
Total children enrolled in a preschool program	%	27.6	64.0	7.9	21.6	np	np	31.5	11.8	30.4
Number of children enrolled 15 hours or more										
Government preschool	no.	3 042	1 106	2 037	17 738	11 678	4 404	1 938	2 526	44 469
Non-government preschool	no.	11 865	7 450	17 226	6 621	946	1 435	–	178	45 721

TABLE 3A.17

Table 3A.17 **Children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling, by weekly hours and sector, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
Total preschool (g)	no.	15 313	8 597	19 263	24 373	12 671	5 845	2 004	2 720	90 786
Long day care with a preschool program (h)	no.	22 272	16 026	26 462	657	3 154	214	1 304	79	70 168
Total children enrolled in a preschool program	no.	37 585	24 623	45 725	25 030	15 825	6 059	3 308	2 799	160 954
Proportion of children enrolled 15 hours or more										
Government preschool	%	4.8	1.5	3.9	55.4	62.0	66.3	38.7	78.4	17.4
Non-government preschool	%	18.9	10.1	32.6	20.7	5.0	21.6	–	5.5	17.9
Total preschool (g)	%	24.4	11.6	36.5	76.1	67.3	87.9	40.0	84.4	35.6
Long day care with a preschool program (h)	%	35.5	21.7	50.1	2.1	16.7	3.2	26.0	2.5	27.5
Total children enrolled in a preschool program	%	59.9	33.3	86.6	78.1	84.0	91.2	66.1	86.9	63.1
Total number of children enrolled										
Government preschool	no.	5 186	10 441	2 072	22 958	13 313	4 852	3 488	2 898	65 208
Non-government preschool	no.	24 879	37 837	17 944	8 259	1 191	1 512	–	193	91 815
Total preschool (g)	no.	30 565	48 319	20 016	31 231	14 551	6 370	3 554	3 107	157 713
Long day care with a preschool program (h)	no.	32 179	25 523	32 787	812	4 286	276	1 452	115	97 430
Total children enrolled in a preschool program	no.	62 744	73 842	52 803	32 043	18 837	6 646	5 006	3 222	255 143
Proportion of total children enrolled										
Government preschool	%	8.3	14.1	3.9	71.6	70.7	73.0	69.7	89.9	25.6
Non-government preschool	%	39.7	51.2	34.0	25.8	6.3	22.8	–	6.0	36.0
Total preschool (g)	%	48.7	65.4	37.9	97.5	77.2	95.8	71.0	96.4	61.8
Long day care with a preschool program (h)	%	51.3	34.6	62.1	2.5	22.8	4.2	29.0	3.6	38.2
Total children enrolled in a preschool program	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who were enrolled in or attended preschool in the previous year as a 4 year old.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

(c) Child level enrolment data for Queensland are not available. Episode of enrolment data were used instead for Queensland. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. These data are included in the national total.

Table 3A.17 **Children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling, by weekly hours and sector, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
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(d) About 8 per cent of data for hours in WA were calculated using averages at the provider level.

(e) Totals for the ACT exclude data for preschools within independent schools, which were unavailable in 2012.

(f) Data for Australia are the total of the sum of the states and territories for which data are available.

(g) Total preschool includes multiple preschools. Not applicable for episode data used for Queensland.

(h) Includes long day care with a preschool and long day care with a preschool program and preschool.

– Nil or rounded to zero. **np** Not published.

Source: Derived from ABS 2013, *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.18

Table 3A.18 **Indigenous children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling, by remoteness area, national only, 2012 (a), (b), (c)**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner/outer regional areas</i>	<i>Remote/very remote areas</i>
Number of Indigenous children aged 4 and 5 years as at 1 July 2012, who are enrolled in a preschool program in the YBFS	no.	3 146	4 953	2 666
Projected number of Indigenous children aged 4 years (d)	no.	4 501	6 246	3 016
Proportion of Indigenous children who are enrolled in a preschool program in the YBFS	%	69.9	79.3	88.4

YBFS = year before full time schooling.

- (a) Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who were enrolled in preschool in the previous year as a 4 year old.
- (b) Currently, not all records in the National ECEC Collection are produced at the unique child level. This means that there is a risk of duplicate counts across services and sectors for these records. It is also possible for a child to be enrolled in preschool for more than 1 year, meaning that duplication may also occur across time.
- (c) Remoteness area is based on the Australian Bureau of Statistics' Australian Statistical Geography Classification (ASGC) 2006. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area.
- (d) ABS Indigenous ERP by age and remoteness area is based on (unpublished) *2006 Census of Population and Housing* projections.

Source: ABS (unpublished) *Preschool Education, Australia, 2012* (Cat. no. 4240.0); *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021* (Cat. no. 3238.0).

TABLE 3A.19

Table 3A.19 Indigenous children enrolled in a preschool program, 2012 (a)

	Unit	NSW (b)	Vic	Qld (c)	WA	SA	Tas	ACT (d)	NT	Aust (e)
Number of Indigenous children aged 4 and 5 years enrolled in a preschool program, by sector										
Government preschool	no.	590	145	501	1 779	669	421	88	1 134	5 327
Non-government preschool	no.	1 724	532	821	271	12	77	–	82	3 519
Total preschool (f)	no.	2 379	676	1 322	2 050	693	502	119	1 227	8 968
Long day care with a preschool program (g)	no.	835	268	914	28	175	13	24	12	2 269
Total	no.	3 214	944	2 236	2 078	868	515	143	1 239	11 237
Number of Indigenous children aged 4 and 5 years enrolled in a preschool program, by remoteness area (h)										
Major cities of Australia	no.	1 068	354	548	728	419	..	129	..	3 246
Inner/outer regional Australia	no.	1 908	567	1 009	575	310	499	14	318	5 200
Remote/very remote Australia	no.	238	–	679	775	139	16	..	921	2 768
Total (i)	no.	3 214	944	2 236	2 078	868	515	143	1 239	11 237
Number of Indigenous children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling, by remoteness area (h), (j)										
Major cities of Australia	no.	975	354	548	728	416	..	125	..	3 146
Inner/outer regional Australia	no.	1 703	539	1 009	574	310	496	11	311	4 953
Remote/very remote Australia	no.	220	–	679	765	132	16	..	854	2 666
Total (k)	no.	2 898	883	2 236	2 066	857	512	136	1 165	10 753

(a) Data include Indigenous children aged 4 and 5 years on 1 July 2012.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

(c) Child level enrolment data for Queensland are not available. Episode of enrolment data were used instead for Queensland. Only one episode of enrolment count is available so data are the same for both all 4 and 5 year old children and children in the year before full time schooling, by remoteness area. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. These data are included in the national total.

(d) Totals for the ACT exclude data for preschools within independent schools, which were unavailable in 2012.

(e) Data for Australia are the total of the sum of the states and territories for which data are available.

(f) Total preschool may not equal the sum of the components due to the inclusion of multiple preschools (except for Queensland) and use of next best available (episode level) data where cells are not published by ABS (affects government preschool for Victoria and non-government preschool for WA and Tasmania).

(g) Includes long day care with a preschool and long day care with a preschool program and preschool.

Table 3A.19 **Indigenous children enrolled in a preschool program, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust (e)</i>
(h)	Remoteness area is based on the Australian Bureau of Statistics' Australian Statistical Geography Classification (ASGC) 2006. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area.									
(i)	Total data will not equal the sum of components for Victoria and Australia because some cells have used the next best available (year before full time schooling level) data where they were not published by ABS.									
(j)	Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who were enrolled in preschool in the previous year as a 4 year old.									
(k)	Total data will not equal the sum of components for Victoria, WA, SA and Australia because some cells have used unpublished or next best available (child or episode level) where data were not published by ABS.									
	.. Not applicable. – Nil or rounded to zero.									

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.20

Table 3A.20 **Children aged 0–12 years using child care and preschool services, by employment status of parents (per cent), 2008, 2011 (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008									
Couple families									
Child care services (d)									
Both parents in employment	71.5 ± 5.2	71.0 ± 6.4	74.6 ± 4.8	77.9 ± 8.1	73.6 ± 7.4	71.0 ± 14.1	86.1 ± 8.9	79.0 ± 12.9	73.1 ± 3.0
At least one parent not in employment	27.5 ± 5.1	29.0 ± 6.4	25.1 ± 4.9	22.1 ± 8.1	26.4 ± 7.4	27.1 ± 14.5	13.9 ± 8.9	18.2 ± 11.9	26.4 ± 2.9
Preschool services (e)									
Both parents in employment	58.8 ± 8.6	46.4 ± 7.6	54.6 ± 14.0	47.9 ± 13.3	61.0 ± 15.4	50.4 ± 24.5	54.0 ± 26.7	65.3 ± 20.9	52.9 ± 4.9
At least one parent not in employment	38.8 ± 8.2	52.6 ± 7.9	45.4 ± 14.0	52.1 ± 13.3	39.0 ± 15.4	49.6 ± 24.5	46.0 ± 26.7	29.5 ± 18.5	45.9 ± 5.0
One parent families									
Child care services (d)									
Parent in employment	64.0 ± 13.4	66.0 ± 12.4	69.3 ± 13.8	55.2 ± 27.4	74.3 ± 15.9	68.3 ± 24.8	np	np	66.5 ± 5.7
Parent not in employment	36.0 ± 13.4	34.0 ± 12.4	30.7 ± 13.8	44.8 ± 27.4	25.7 ± 15.9	31.7 ± 24.8	np	np	33.5 ± 5.7
Preschool services (e)									
Parent in employment	39.3 ± 25.9	38.3 ± 18.4	54.1 ± 41.8	39.7 ± 28.5	np	52.5 ± 34.2	np	np	44.8 ± 12.4
Parent not in employment	60.7 ± 25.9	61.7 ± 18.4	45.9 ± 41.8	60.3 ± 28.5	np	47.5 ± 34.2	np	np	55.2 ± 12.4
2011									
Couple families									
Child care services (d)									
Both parents in employment	78.2 ± 4.6	73.5 ± 5.5	77.3 ± 5.7	75.6 ± 9.5	79.2 ± 7.7	68.2 ± 13.2	90.6 ± 7.2	81.8 ± 12.0	76.7 ± 2.4
At least one parent not in employment	20.8 ± 4.5	25.8 ± 5.3	22.4 ± 5.7	22.0 ± 9.1	19.8 ± 7.7	31.8 ± 13.2	9.4 ± 7.2	16.6 ± 11.6	22.5 ± 2.3
Preschool services (e)									
Both parents in employment	52.6 ± 11.2	54.0 ± 9.1	56.1 ± 11.7	47.4 ± 11.9	62.6 ± 11.8	42.0 ± 17.4	50.2 ± 22.4	52.6 ± 28.9	53.3 ± 5.0

TABLE 3A.20

Table 3A.20 **Children aged 0–12 years using child care and preschool services, by employment status of parents (per cent), 2008, 2011 (a), (b), (c)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
At least one parent not in employment	45.8 ± 10.9	45.0 ± 9.0	43.9 ± 11.7	52.6 ± 11.9	36.0 ± 11.8	58.0 ± 17.4	49.8 ± 22.4	42.3 ± 28.1	45.8 ± 4.8
One parent families									
Child care services (d)									
Parent in employment	60.7 ± 13.7	74.7 ± 11.5	65.2 ± 9.8	63.2 ± 20.8	79.8 ± 13.7	77.1 ± 18.1	np	69.1 ± 28.2	67.5 ± 6.3
Parent not in employment	39.3 ± 13.7	25.3 ± 11.5	34.8 ± 9.8	36.8 ± 20.8	20.2 ± 13.7	22.9 ± 18.1	np	30.9 ± 28.2	32.5 ± 6.3
Preschool services (e)									
Parent in employment	33.4 ± 31.1	39.9 ± 30.5	np	45.2 ± 24.9	44.3 ± 25.5	60.8 ± 31.5	np	np	40.0 ± 12.4
Parent not in employment	66.6 ± 31.1	60.1 ± 30.5	64.6 ± 50.7	54.8 ± 24.9	55.7 ± 25.5	39.2 ± 31.5	np	68.9 ± 32.5	60.0 ± 12.4

(a) Data in italics have relative standard errors between 25 per cent and 50 per cent and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section A.5 of the Statistical appendix for more information on confidence intervals and relative standard errors.

(b) Data that were not available separately from the ABS were not published due to small numbers, but are included in the total for Australia.

(c) The *Childhood Education and Care Survey* collects data based on usual formal care arrangements.

(d) All children in formal care, including those in both formal and informal care.

(e) All children using preschool services, including those who also used formal care, informal care or both.

np Not published.

Source: ABS (unpublished) *Child Care Survey 2008* and *Childhood Education and Care Survey 2011*, Cat. no. 4402.0, Canberra.

TABLE 3A.21

Table 3A.21 **Children aged 4 and 5 years attending a preschool program in the year before full time schooling, by sector, 2012 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
Children aged 4 and 5 years attending a preschool program in the year before full time schooling										
Government preschool	no.	4 886	9 881	2 003	22 958	13 135	4 771	3 404	2 601	63 639
Non-government preschool	no.	24 393	35 986	17 649	8 259	1 175	1 497	–	np	88 959
Total preschool (g)	no.	29 771	45 907	19 652	31 231	14 357	6 274	3 469	np	150 661
Long day care with a preschool program (h)	no.	31 607	24 644	31 742	802	4 222	269	1 433	np	94 719
Total	no.	61 378	70 551	51 394	32 033	18 579	6 543	4 902	2 908	248 288
Proportion of children attending a preschool program in the year before full time schooling (i)										
Government preschool	%	5.2	13.9	3.2	70.7	66.3	73.7	71.9	70.7	21.5
Non-government preschool	%	25.7	50.6	28.3	25.4	5.9	23.1	–	np	30.1
Total preschool (g)	%	31.4	64.5	31.5	96.2	72.5	96.9	73.3	np	51.0
Long day care with a preschool program (h)	%	33.3	34.6	50.9	2.5	21.3	4.2	30.3	np	32.1
Total	%	64.7	99.1	82.4	98.7	93.8	101.1	103.5	79.0	84.0
Estimated Resident Population at 30 June (j)										
4 year olds	no.	94 819	71 179	62 346	32 452	19 815	6 475	4 735	3 680	295 533

- (a) Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who attended preschool in the previous year as a 4 year old.
- (b) The preschool starting age varies across jurisdictions (table 3.1). Differences in school starting age and years of schooling across jurisdictions can affect the proportion of children attending a preschool program.
- (c) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.
- (d) Child level attendance data for Queensland are not available. Episode of attendance data were used instead for Queensland. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so will be counted more than once in episode counts where they attend more than one preschool program. These data are included in the national total.
- (e) Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.
- (f) Data for Australia are the total of the sum of the states and territories for which data are available. Totals by sector will not sum to the total as a result.
- (g) Total preschool includes multiple preschools. Not applicable for episode data used for Queensland.
- (h) Includes long day care with a preschool and long day care with a preschool program and preschool.
- (i) To calculate this proportion, attendance data (from the August 2012 National ECEC Collection) are divided by the number of children aged 4 years in each jurisdiction (using ABS estimated resident population at 30 June 2012). As a result the total proportion may exceed 100 per cent.

TABLE 3A.21

Table 3A.21 **Children aged 4 and 5 years attending a preschool program in the year before full time schooling, by sector, 2012 (a), (b)**

	<i>Unit</i>	<i>NSW (c)</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
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(j) Estimated resident population is 30 June 2012 which is based on the 2011 *Census of Population and Housing*.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0; ABS (2013) *Australian Demographic Statistics, Dec 2012*, Cat. No. 3101.0, Canberra.

TABLE 3A.22

Table 3A.22 **Average (mean) number of hours of attendance at a preschool program per week, by sector, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c), (d)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT</i>	<i>Aust (f)</i>
Children aged 4 and 5 years attending a preschool program in the year before full time schooling										
Government preschool	hrs	13.3	10.1	14.0	12.9	13.0	14.3	12.2	–	12.6
Non-government preschool	hrs	14.0	11.3	14.2	14.2	13.8	16.5	–	–	13.0
Total preschool (g)	hrs	13.9	11.1	14.2	13.3	13.1	14.8	12.4	–	12.8
Long day care with a preschool program (h)	hrs	16.7	17.8	20.0	20.4	14.7	21.1	20.7	10.4	17.9
Total	hrs	15.4	13.4	17.2	13.5	13.5	15.1	14.8	10.4	14.6

(a) Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who attended preschool in the previous year as a 4 year old.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

(c) Child level attendance data for Queensland are not available. Episode of attendance data were used instead for Queensland. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so will be counted more than once in episode counts where they are attend more than one preschool program. These data are not included in the calculation of the national total.

(d) About 40 per cent and 8 per cent of data for hours in Queensland and WA respectively were calculated using averages at the provider level. For WA, hours attended were imputed using average attendance rates over a six month period rather than one week, and are therefore not comparable to other jurisdictions.

(e) Totals for the ACT exclude data for preschools within independent schools, which were unavailable in 2012.

(f) The data for Australia do not include data for Queensland.

(g) Total preschool includes multiple preschools.

(h) Includes long day care with a preschool and long day care with a preschool program and preschool.

– Nil or rounded to zero.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.23

Table 3A.23 All children aged 4 and 5 years enrolled in and attending a preschool program, by sector, 2012 (a)

	Unit	NSW (b)	Vic	Qld (c)	WA	SA	Tas	ACT (d)	NT	Aust (e)
Number of children enrolled										
Preschool										
Government	no.	5 450	10 945	2 072	22 981	13 335	4 873	3 594	3 038	66 288
Non-government	no.	29 343	39 447	17 944	8 374	1 191	1 526	–	196	98 021
Total preschool (f)	no.	35 436	50 433	20 016	31 369	14 573	6 405	3 665	3 250	165 147
Long day care with a preschool program (g)	no.	34 477	26 574	32 787	817	4 302	312	1 501	119	100 889
Total enrolled	no.	69 913	77 007	52 803	32 186	18 875	6 717	5 166	3 369	266 036
Number of children attending										
Preschool										
Government	no.	5 143	10 358	2 003	22 981	13 155	4 792	np	2 727	61 159
Non-government	no.	28 785	np	17 649	8 374	1 175	1 510	–	183	57 676
Total preschool (f)	no.	34 562	47 915	19 652	31 369	14 377	6 308	3 578	np	157 761
Long day care with a preschool program (g)	no.	33 857	25 650	31 742	807	4 238	305	1 482	np	98 081
Total attending	no.	68 419	73 565	51 394	32 176	18 615	6 613	5 060	3 039	258 881

(a) Data includes all children aged 4 and 5 years as at 1 July 2012.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

(c) Child level enrolment and attendance data for Queensland are not available. Episode of enrolment and episode of attendance data were used instead for Queensland. An episode is a record of enrolment or attendance at a preschool program. Children may be enrolled in or attend more than one preschool program so will be counted more than once in episode counts where they are enrolled in or attend more than one preschool program. These data are included in the national total.

(d) Totals for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

(e) Data for Australia are the total of the sum of the states and territories for which data are available.

(f) Total preschool includes multiple preschools. Not applicable for episode data used for Queensland.

(g) Includes long day care with a preschool and long day care with a preschool program and preschool.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.24

Table 3A.24 **Children aged 4 and 5 years attending a preschool program, by weekly hours and sector, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT (f)</i>	<i>Aust (g)</i>
Number of children attending less than 10 hours										
Government preschool	no.	1 026	2 660	109	130	1 646	592	506	na	np
Non-government preschool	no.	6 003	np	2 499	26	181	116	–	na	8 825
Total preschool (h)	no.	7 083	10 048	2 608	156	1 834	708	509	na	22 946
Long day care with a preschool program (i)	no.	4 140	2 603	3 312	67	789	39	82	na	11 032
Total	no.	11 223	12 651	5 920	223	2 623	747	591	na	33 978
Number of children attending 10–14 hours										
Government preschool	no.	1 794	6 938	110	22 844	4 275	1 205	np	na	37 166
Non-government preschool	no.	10 282	23 928	2 462	7 199	411	181	–	na	44 463
Total preschool (h)	no.	12 206	30 877	2 572	30 043	4 697	1 386	1 541	na	83 322
Long day care with a preschool program (i)	no.	6 624	7 289	4 812	141	1 023	30	135	na	20 054
Total	no.	18 830	38 166	7 384	30 184	5 720	1 416	1 676	na	103 376
Number of children attending 15 hours or more										
Government preschool	no.	2 323	760	1 784	7	7 234	2 995	1 469	na	16 572
Non-government preschool	no.	12 500	6 202	12 688	1 149	583	1 213	–	na	34 335
Total preschool (h)	no.	15 273	6 990	14 472	1 170	7 846	4 214	1 528	na	51 493
Long day care with a preschool program (i)	no.	23 093	15 758	23 618	599	2 426	236	1 265	na	66 995
Total	no.	38 366	22 748	38 090	1 769	10 272	4 450	2 793	na	118 488
Total number of children attending										
Government preschool	no.	5 143	10 358	2 003	22 981	13 155	4 792	np	2 727	61 159
Non-government preschool	no.	28 785	np	17 649	8 374	1 175	1 510	–	183	57 676
Total preschool (h)	no.	34 562	47 915	19 652	31 369	14 377	6 308	3 578	np	157 761
Long day care with a preschool program (i)	no.	33 857	25 650	31 742	807	4 238	305	1 482	np	98 081
Total	no.	68 419	73 565	51 394	32 176	18 615	6 613	5 060	3 039	258 881

(a) Data include children aged 4 and 5 years as at 1 July 2012.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

Table 3A.24 **Children aged 4 and 5 years attending a preschool program, by weekly hours and sector, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (e)</i>	<i>NT (f)</i>	<i>Aust (g)</i>
(c)	Child level attendance data for Queensland are not available. Episode of attendance data were used instead for Queensland. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so will be counted more than once in episode counts where they attend more than one preschool program. These data are included in the national total.									
(d)	In WA attendance rates have been applied to enrolment counts to estimate the number of children attending and the hours of attendance. These figures are indicative only. About 8 per cent of data for hours in WA were calculated using averages at the provider level. Hours attended data were imputed using average attendance rates over a six month period rather than one week, and are therefore not comparable to other jurisdictions.									
(e)	Totals for the ACT exclude data for preschools within independent schools, which were unavailable in 2012.									
(f)	NT preschool program hours attended data were not available in 2012.									
(g)	Data for Australia are the total of the sum of the states and territories for which data are available.									
(h)	Total preschool includes multiple preschools. Not applicable for episode data used for Queensland.									
(i)	Includes long day care with a preschool and long day care with a preschool program and preschool.									
	na Not available. – Nil or rounded to zero. np Not published.									

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.25

Table 3A.25 **Children absent from non-government preschools, 2012 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of children enrolled										
Indigenous children	no.	3 349	1 174	946	256	271	82	20	123	6 221
Non-Indigenous children (d)	no.	52 426	83 573	18 495	8 765	3 808	1 544	690	155	169 456
All children	no.	55 775	84 747	19 441	9 021	4 079	1 626	710	278	175 677
Number of children absent										
Indigenous children	no.	878	367	299	110	102	14	10	74	1 854
Non-Indigenous children (d)	no.	7 569	15 377	3 008	1 627	732	287	87	57	28 744
All children	no.	8 447	15 744	3 307	1 737	834	301	97	131	30 598
Proportion of children absent										
Indigenous children	%	26.2	31.3	31.6	43.0	37.6	17.1	50.0	60.2	29.8
Non-Indigenous children (d)	%	14.4	18.4	16.3	18.6	19.2	18.6	12.6	36.8	17.0
All children	%	15.1	18.6	17.0	19.3	20.4	18.5	13.7	47.1	17.4
Non-government preschools										
Number of non-government preschools	no.	864	1 706	417	242	72	54	14	10	3 379
Proportion of all preschools (e)	%	89.7	100.0	94.1	27.5	16.4	25.2	14.7	7.4	69.3

(a) Data on attendance are limited to non-government preschools, and exclude government preschools.

(b) Attendance measured during the census week of 30 July to 3 August 2012. Children are counted as absent if they miss one or more of the sessions that they were enrolled in during this week. Absences due to illness may be higher during winter than at other times of the year.

(c) Preschool attendance is not compulsory.

(d) Data for non-Indigenous children are derived from data on Indigenous children and all children.

(e) Non-government preschools as a proportion of all preschools (which includes government and non-government preschools) approached in the National Preschool Census. Preschool attendance data for jurisdictions with a small proportion of non-government preschools should be interpreted with care.

Source: Department of Education (unpublished) *National Preschool Census 2012*.

TABLE 3A.26

Table 3A.26 **Indigenous children aged 4 and 5 years attending a preschool program in the year before full time schooling, by remoteness area, national only, 2012 (a), (b), (c)**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner/outer regional areas</i>	<i>Remote/very remote areas</i>
Number of Indigenous children aged 4 and 5 years as at 1 July 2012, who are attending a preschool program in the YBFS	no.	3 031	4 643	2 337
Projected number of Indigenous children aged 4 years (d)	no.	4 501	6 246	3 016
Proportion of Indigenous children who are attending a preschool program in the YBFS	%	67.3	74.3	77.5

YBFS = year before full time schooling.

- (a) Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who attended preschool in the previous year as a 4 year old.
- (b) Currently, not all records in the National ECEC Collection are produced at the unique child level. This means that there is a risk of duplicate counts across services and sectors for these records. It is also possible for a child to be attending preschool for more than 1 year, meaning that duplication may also occur across time.
- (c) Remoteness area is based on the Australian Bureau of Statistics' Australian Statistical Geography Classification (ASGC) 2006. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area.
- (d) ABS Indigenous ERP by age and remoteness area is based on (unpublished) *2006 Census of Population and Housing* projections.

Source: ABS (unpublished) *Preschool Education, Australia, 2012* (Cat. no. 4240.0); *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021* (Cat. no. 3238.0).

TABLE 3A.27

Table 3A.27 Indigenous children attending a preschool program, 2012 (a)

	Unit	NSW (b)	Vic	Qld (c)	WA	SA	Tas	ACT (d)	NT	Aust (e)
Number of Indigenous children aged 4 and 5 years attending a preschool program, by sector										
Government preschool	no.	np	np	434	1 779	642	412	84	890	4 241
Non-government preschool	no.	1 621	467	772	np	12	np	–	76	2 948
Total preschool (f)	no.	2 217	599	1 206	2 050	666	np	115	972	7 825
Long day care with a preschool program	no.	816	253	828	28	169	np	24	12	2 130
Total (g)	no.	3 033	852	2 034	2 078	835	505	139	984	10 460
Number of Indigenous children aged 4 and 5 years attending a preschool program, by remoteness area (h)										
Major cities of Australia	no.	1 020	353	512	728	409	..	125	..	3 147
Inner/outer regional Australia	no.	1 799	499	934	575	294	486	14	288	4 889
Remote/very remote Australia	no.	214	–	588	775	132	16	..	696	2 421
Total (g)	no.	3 033	852	2 034	2 078	835	505	139	984	10 460
Number of Indigenous children aged 4 and 5 years attending a preschool program in the year before full time schooling, by remoteness area (h), (i)										
Major cities of Australia	no.	930	335	512	727	406	..	121	..	3 031
Inner/outer regional Australia	no.	1 602	461	934	574	294	486	11	281	4 643
Remote/very remote Australia	no.	198	–	588	765	126	16	..	644	2 337
Total (j)	no.	2 730	796	2 034	2 066	825	502	132	925	10 010

(a) Data include Indigenous children aged 4 and 5 years on 1 July 2012.

(b) Not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

(c) Child level attendance data for Queensland are not available and episode of attendance data were used instead. Only one episode of attendance count is available by remoteness area so data for all 4 and 5 year old children and children in the year before full time schooling will be identical. An episode is a record of attendance at a preschool program. Children may attend more than one preschool program so will be counted more than once in episode counts where they attend more than one preschool program. These data are included in the national total.

(d) Totals for the ACT exclude data for preschools within independent schools, which was unavailable in 2012.

(e) Data for Australia are the total of the sum of the states and territories for which data are available.

(f) Total preschool includes multiple preschools. Not applicable for episode data used for Queensland.

(g) Total data will not equal the sum of the components where there are np's. Total data will not equal the sum of components by remoteness area for Tasmania and Australia because some inner/outer regional Australia and remote/very remote Australia cells have used the next best available (year before full time schooling level) data where they were not published by ABS.

Table 3A.27 **Indigenous children attending a preschool program, 2012 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic</i>	<i>Qld (c)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust (e)</i>
(h)	Remoteness area is based on the Australian Bureau of Statistics' Australian Statistical Geography Classification (ASGC) 2006. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area.									
(i)	Year before full time schooling data include children aged 4 or 5 years on 1 July, except children aged 5 years old who attended preschool in the previous year as a 4 year old.									
(j)	Total data may not equal the sum of components for SA, Tasmania and Australia due to unpublished data being used for inner/outer regional Australia and remote/very remote Australia.									
	.. Not applicable. – Nil or rounded to zero. np Not published.									

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.28

Table 3A.28 **Service availability during non-standard hours for Australian Government approved child care services (per cent) (a), (b)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2010 (d)									
Centre-based long day care	67.6	88.1	89.7	82.6	86.0	70.0	60.1	73.3	78.6
Family day care (c)	na	na	na	na	na	na	na	na	na
Vacation care	55.2	48.1	77.8	61.3	76.4	53.6	12.5	33.2	61.2
Outside of school hours care (c), (e)	21.3	14.7	39.5	15.7	12.8	4.5	3.8	8.7	20.2
Occasional care	41.3	62.3	50.0	88.9	100.0	100.0	66.7	na	57.1
Other care (f)	58.1	63.1	61.8	62.5	100.0	–	na	na	61.4
2013 (d)									
Centre-based long day care	70.7	92.2	90.4	83.5	86.5	73.7	66.1	98.4	80.9
Family day care	76.8	54.5	87.0	60.0	81.0	72.7	87.5	100.0	69.2
Vacation care	60.5	56.8	82.6	73.1	83.7	33.1	21.2	35.4	66.9
Outside of school hours care (e)	16.8	8.7	39.4	18.6	9.2	2.9	–	–	17.1
Occasional care	39.0	17.3	38.9	72.7	100.0	100.0	50.0	–	34.2
Other care (f)	83.4	79.7	80.6	60.5	100.0	58.3	100.0	–	80.4

(a) Proportion of services with availability of non-standard hours of care. Data are based on opening hours and represent availability, except for family day care and other care. Data for family day care and other care are included only if non-standard hours are available and used.

(b) Data are from the 2010 and 2013 *National Early Childhood Education and Care Workforce Census*, except data for family day care and other care, which are from the March quarter, from the CCMS administrative system. Due to a break in series data in this table should not be compared to previous reports.

(c) A small number of family day care and outside school hours care services provide non-standard hours of care in the ACT and NT. Due to the small number of services, the proportion of services offering non-standard hours of care can vary over time and these data should be interpreted with care.

(d) Data are based on the definition of non-standard hours of care as defined in the glossary. Non-standard hours of care in centre-based long day care are defined as more than 10 hours per day.

(e) Outside school hours care includes before school hours care and after school hours care.

(f) Other only includes in-home care.

na Not available. – Nil or rounded to zero.

Source: Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census 2010 and 2013 (preliminary data)* and administrative data collection.

TABLE 3A.29

Table 3A.29 **Service availability during non-standard hours for State and Territory government approved child care services, 2012-13 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>
Number of service providers									
Child care service providers									
Centre-based long day care	no.	331	na	39	na	na	na	na	na
Family day care	no.	–	na	..	na	na	na	na	na
Vacation care	no.	na	na	..	na	na	na	na	na
Outside school hours care	no.	–	na	..	na	na	na	na	na
Occasional care	no.	14	na	..	na	na	–	na	na
'Other' care	no.	–	na	..	na	na	na	na	na
All services providers	no.	346	na	39	na	na	–	na	na
Preschools									
All preschools	no.	451	na	34	na	442	na	na	na
Proportion of service providers									
Child care service providers									
Centre-based long day care	%	79.6	na	na	na	na	na	na	na
Family day care	%	na	na	na	na	na	na	na	na
Vacation care	%	na	na	na	na	na	na	na	na
Outside school hours care	%	na	na	na	na	na	na	na	na
Occasional care	%	17.6	na	na	na	na	–	na	na
'Other' care	%	na	na	na	na	na	na	na	na
All services providers	%	48.9	na	81.3	na	na	–	na	na
Preschools									
All preschools	%	51.6	na	3.5	na	100.0	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

TABLE 3A.29

Table 3A.29 **Service availability during non-standard hours for State and Territory government approved child care services, 2012-13 (a)**

	<i>Unit</i>	<i>NSW (b)</i>	<i>Vic (c)</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA (e)</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (c)</i>
(b)	Child care data were not collected for 2012-13. The results for 2012-13 are estimates based on the drop in funded child care services between 2011-12 and 2012-13. The number of State/Territory funded child care services has fallen slightly due to the closed nature of the funding program since 2010-11. NSW does not fund any outside school hours care. For preschools, the count is based on preschool services operating more than 6 hours per day. The 2012-13 count is based only on the core preschool contact hours (data are sourced from the Early Childhood Education and Care Preschool August 2012 Census for community funded preschools and DEC Preschool Mid-Year Census for government preschools). Given this, there is an undercount of preschool services providing extended hours of care for 2012-13.								
(c)	Victoria and the NT do not collect data on non-standard hours of care.								
(d)	In Queensland, child care data are based on an annual voluntary census, and response rates are variable by service type and over time.								
(e)	In SA, all preschools now offer universal access 15 hours, offering non-standard hours of care. Preschools are encouraged to offer back-to-back preschool services to assist parents in country locations who would otherwise be unable to access preschool. The take-up rate is most significant in country locations where to limit access to one session per day over four days per week would make it impractical for children who travel long distances. In these situations children generally access their preschool entitlement of four sessions over two days as opposed to the usual four half days.								
	na Not available. .. Not applicable. – Nil or rounded to zero.								

Source: State and Territory governments (unpublished).

TABLE 3A.30

Table 3A.30 **Median weekly service cost of Australian Government approved child care services (\$/week) (2012-13 dollars) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Centre-based long day care									
2009	333	324	299	312	316	288	360	286	316
2010	335	313	292	308	292	292	373	297	308
2011	347	321	295	316	295	311	388	305	311
2012	375	359	314	342	324	332	416	327	346
2013	392	378	329	364	340	351	442	348	364
Family day care (c), (d)									
2009	295	299	296	316	272	277	345	295	295
2010	292	292	308	308	275	302	340	297	292
2011	300	280	311	321	269	316	367	331	290
2012	320	321	344	356	299	359	375	337	328
2013	327	337	349	367	309	365	402	369	339

(a) Based on hours open or care provided during the March quarter.

(b) Median costs are based on 50 hours of care in the collection week. Data are based on cost to parents as reported in administrative data, and may not represent the fee quoted by individual services, but are before fee reduction due to CCB and CCR.

(c) Excludes in-home care. In-home care carers employed by family day care services have been excluded from the fees calculation.

(d) Family day care costs includes parent levy.

Source: Department of Human Services administrative data (unpublished); Department of Education (unpublished) administrative data collection.

TABLE 3A.31

Table 3A.31 **Median weekly service cost of Australian Government approved long day care services, by remoteness area, 2013 (a), (b), (c), (d)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic (e)</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas (f)</i>	<i>ACT (g)</i>	<i>NT (h)</i>	<i>Aust</i>
Median costs										
Major Cities and Inner Regional Australia	\$/week	393	379	331	359	341	357	442	..	367
Other regions (i)	\$/week	325	346	318	407	329	309	..	348	334
All areas	\$/week	392	378	329	364	340	351	442	348	364

(a) Based on hours open or care provided during the March quarter.

(b) Median costs are based on 50 hours of care in the collection week. Data are based on cost to parents as reported in administrative data, and may not represent the fee quoted by individual services, but are before fee reduction due to CCB and CCR.

(c) Based on fee information for children aged 0–12 years old.

(d) Remoteness area is based upon the Australian Bureau of Statistics' Australian Statistical Geography Standard (ASGS) 2011.

(e) There are no ASGS classified 'very remote' areas in Victoria.

(f) There are no ASGS classified 'major cities' in Tasmania.

(g) There are no ASGS classified 'outer regional', 'remote' or 'very remote' areas in the ACT.

(h) There are no ASGS classified 'major cities' or 'inner regional' areas in the NT.

(i) Includes ASGS classifications of Outer Regional Australia, Remote Australia and Very Remote Australia.

na Not available. .. Not applicable.

Source: Department of Education (unpublished) administrative data collection.

TABLE 3A.32

Table 3A.32 **Hourly cost of preschool (after subsidies), per child enrolled, by cost range, 2012 (a)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld (b)</i>	<i>WA (c)</i>	<i>SA</i>	<i>Tas</i>	<i>ACT (d)</i>	<i>NT</i>	<i>Aust (e)</i>
Number of children aged 4 and 5 years enrolled in a preschool program, by cost range										
No cost	no.	932	17 638	6 739	23 482	15 306	4 909	3 829	3 168	76 003
\$1–4	no.	43 979	43 336	22 652	7 326	1 973	1 537	831	np	121 634
\$5–9	no.	20 401	6 263	20 200	1 069	378	220	494	np	49 025
\$10–14	no.	289	6 302	2 226	255	588	46	np	–	9 706
\$15–19	no.	np	2 149	612	46	176	np	np	–	2 983
\$20 or more	no.	np	1 319	374	6	256	np	–	–	1 955
Total stated	no.	65 683	77 007	52 803	np	18 677	6 717	5 166	3 254	229 307
Not stated	no.	4 230	–	–	np	198	–	–	115	4 543
Total	no.	69 913	77 007	52 803	32 186	18 875	6 717	5 166	3 369	266 036
Proportion of children aged 4 and 5 years enrolled in a preschool program, by cost range										
No cost	%	1.3	22.9	12.8	73.0	81.1	73.1	74.1	94.0	28.6
\$1–4	%	62.9	56.3	42.9	22.8	10.5	22.9	16.1	np	45.7
\$5–9	%	29.2	8.1	38.3	3.3	2.0	3.3	9.6	np	18.4
\$10–14	%	0.4	8.2	4.2	0.8	3.1	0.7	np	–	3.6
\$15–19	%	np	2.8	1.2	0.1	0.9	np	np	–	1.1
\$20 or more	%	np	1.7	0.7	–	1.4	np	–	–	0.7
Total stated	%	93.9	100.0	100.0	np	99.0	100.0	100.0	96.6	86.2
Not stated	%	6.1	–	–	np	1.0	–	–	3.4	1.7
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) Data include children aged 4 and 5 years as at 1 July 2012.

(b) Child level enrolment data for Queensland are not available. Episode of enrolment data were used instead for Queensland. An episode is a record of enrolment at a preschool program. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. These data are included in the national total.

(c) About 8 per cent of data for fees in WA were calculated using averages at the provider level.

(d) Totals for the ACT exclude data for preschools within independent schools, which were unavailable in 2012.

(e) Data for Australia are the total of the sum of the states and territories for which data are available.

na Not available. – Nil or rounded to zero. **np** Not published.

Source: Derived from ABS 2013, *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.33

Table 3A.33 **Median hourly cost of a preschool program (after subsidies), per child enrolled aged 4 and 5 years, by sector (nominal \$/hour), 2012 (a), (b)**

	NSW (c)	Vic	Qld (d)	WA (e)	SA	Tas	ACT (f)	NT	Aust (d)
Preschool									
Government	np	1.62	np	–	–	–	–	–	–
Non-government	4.71	1.82	np	1.58	2.08	1.88	na	–	2.27
Total preschool (g)	4.71	1.77	np	–	–	–	–	–	1.25
Long day care with a preschool program (h)	2.75	3.83	np	1.76	0.67	1.76	4.07	0.65	2.95
Total with a preschool program	3.47	1.95	np	–	–	–	–	–	1.82

(a) Median costs were calculated for those children who were enrolled in a preschool program, including those for whom the hourly cost was no cost, but excluding those for whom the hourly cost was not stated.

(b) Data include children aged 4 and 5 years as at 1 July 2012.

(c) Government preschool data are not published for NSW as they exclude data for all 100 government operated preschools for which fee information is not collected. Caution should therefore be used when interpreting the NSW costs for 'total preschool' and 'total with a preschool program'.

(d) Data for Queensland are not published and are not included in the median calculated for Australia.

(e) Approximately 8 per cent of data for fees in WA were calculated using averages at the provider level.

(f) Data for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

(g) Total preschool includes multiple preschools.

(h) Includes long day care with preschool and long day care with a preschool program and preschool.

na Not available. – Nil or rounded to zero. np Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.34

Table 3A.34 **Median hourly cost of a preschool program (after subsidies), per child enrolled aged 4 and 5 years, by remoteness area (nominal \$/hour), 2012 (a), (b), (c)**

	NSW (d)	Vic	Qld (e)	WA (f)	SA	Tas	ACT (g)	NT	Aust (e)
Major cities of Australia	3.89	2.13	np	–	–	..	–	..	2.27
Inner/outer regional Australia	2.83	1.33	np	–	–	–	–	np	1.56
Remote/very remote Australia	1.67	2.00	np	–	–	–	..	–	–
Total	3.47	1.95	np	–	–	–	–	–	2.00

(a) Median costs were calculated for those children who were enrolled in a preschool program, including those for whom the hourly cost was no cost, but excluding those for whom the hourly cost was not stated.

(b) Data include children aged 4 and 5 years as at 1 July 2012.

(c) Remoteness area is based on the Australian Bureau of Statistics' Australian Statistical Geography Standard (ASGS) 2011. Where a child's geography was unavailable the geography of the service provider was used to determine remoteness area.

(d) Government preschool data are not published for NSW as they exclude data for all 100 government operated preschools for which fee information is not collected. Caution should therefore be used when interpreting the NSW costs.

(e) Data for Queensland are not published and are not included in the median calculated for Australia.

(f) Approximately 8 per cent of data for fees in WA and Queensland were calculated using averages at the provider level.

(g) Data for the ACT exclude data for preschools within independent schools, which were unavailable for 2012.

.. Not applicable. – Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.35

Table 3A.35 **Staff employed by Australian Government approved child care services (a), (b), (c), (d), (e), (f), (g)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004										
Full time equivalent staff										
Primary contact staff	FTE	14 242	9 752	11 808	3 535	3 098	783	1 226	654	45 098
Administrative staff	FTE	2 119	1 449	1 776	519	519	132	174	99	6 787
Other staff	FTE	1 129	690	529	281	154	47	64	56	2 950
All FTE staff	FTE	17 490	11 891	14 113	4 335	3 771	962	1 464	809	54 835
Family day carers (h)										
All family day carers	FTE	4 862	3 818	4 069	988	1 629	606	415	214	16 601
Total unpaid staff										
All unpaid staff	no.	974	553	587	398	239	55	38	12	2 858
2006 (j)										
Full time equivalent staff										
Primary contact staff	FTE	17 445	12 165	15 059	4 380	3 959	1 044	1 446	838	56 335
Administrative staff	FTE	973	483	593	231	233	94	56	30	2 692
Other staff	FTE	831	455	348	197	156	49	41	41	2 119
All FTE staff	FTE	19 249	13 103	16 000	4 808	4 348	1 187	1 543	909	61 146
Family day carers (h)										
All family day carers	FTE	4 653	3 315	3 619	885	1 446	528	366	206	15 019
Total unpaid staff										
All unpaid staff	no.	563	251	254	96	75	16	9	22	1 287
2008-09										
Full time equivalent staff										
Primary contact staff	FTE	21 150	14 440	17 210	5 070	4 730	1 440	1 550	910	66 510
Administrative staff	FTE	970	430	680	260	200	80	70	50	2 740
Other staff	FTE	1 010	860	510	260	190	40	50	40	2 950
All FTE staff	FTE	23 120	15 730	18 410	5 580	5 120	1 560	1 680	1 000	72 200
Family day carers (h)										
All family day carers	FTE	5 030	3 320	3 220	880	1 360	420	360	660	15 260
Total unpaid staff										
All unpaid staff (j)	no.	1 360	340	220	160	140	30	20	<20	2 280
2010										
Full time equivalent staff										
Primary contact staff	FTE	20 915	12 922	15 838	4 569	4 307	1 288	1 624	783	62 247
Administrative staff	FTE	1 936	1 277	1 540	502	443	192	178	88	6 155
Other staff	FTE	798	693	541	184	193	24	44	80	2 557
All FTE staff	FTE	23 649	14 892	17 919	5 255	4 944	1 504	1 847	950	70 959
Family day carers (h)										
All family day carers	FTE	4 818	3 759	3 877	782	1 176	529	696	310	15 947
Total unpaid staff										
All unpaid staff (k)	no.	451	165	154	98	32	<20	<20	<20	926

TABLE 3A.35

Table 3A.35 **Staff employed by Australian Government approved child care services (a), (b), (c), (d), (e), (f), (g)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2013										
Full time equivalent staff										
Primary contact staff	FTE	23 400	15 738	17 383	5 535	5 076	1 258	1 990	840	71 220
Administrative staff	FTE	2 149	1 561	1 735	567	454	187	157	100	6 910
Other staff	FTE	832	579	347	189	185	35	38	50	2 255
All FTE staff	FTE	26 381	17 878	19 465	6 291	5 715	1 480	2 185	990	80 385
Family day carers (h)										
Family day carers	FTE	4 660	4 701	3 175	1 490	1 504	487	124	237	16 377
Total unpaid staff										
All unpaid staff (k)	no.	325	114	102	31	51	<20	<20	<20	648

- (a) FTE = Full time equivalent (defined as 38 hours a week). For family day care, full time equivalent staff are defined as 35 hours per week. It is not possible to determine whether a carer is an employee or a contractor: the situation differs within each State and Territory and between states and territories.
- (b) There may be double counting of staff who work in more than one centre.
- (c) Due to rounding, the totals may not equal the sum of the components.
- (d) Data for 2010 are weighted data drawn from the *National Early Childhood Education and Care Workforce Census*.
- (e) Data for 2002, 2004 and 2006 are weighted from the AGCCCS. Data for 2008-09 are weighted data drawn from the Australian Government Child Care Provider Survey (AGCCPS). Data for 2008-09 are not directly comparable to previous years due to the change in the source for data collection.
- (f) Data on staff were collected for all services except Vacation Care during the weeks 8–12 July 2002, 22–28 March 2004, 8–14 May 2006 and 24–30 November 2008. The weeks in which vacation care attendance were measured varied for these years due to different vacation care periods across Australia. For 2010 data on staff were collected for all services except vacation care during the reference week 31 May - 6 June 2010 (excluding Tasmania, where the reference week was 21-27 June 2010). The reference week for vacation care was 5-11 July 2010 (excluding Tasmania, where the reference week was 7-13 June 2010).
- (g) Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, for which data were not available.
- (h) Family day care includes in-home care. State or territory is based on the location of the family day care scheme, and may not match the location in which the care is delivered
- (i) The breakdown of contact and administration staff for 2006 is not comparable to previous years due to changes in definition.
- (j) There were fewer than 20 unpaid staff in approved services in the NT.
- (k) There were fewer than 20 unpaid staff in approved services in Tasmania, the ACT and the NT.

Source: Department of Education (unpublished) administrative data collection; *National Early Childhood Education and Care Workforce Census, 2010 and 2013 (preliminary data)*; *Australian Government Child Care Provider Survey 2008-09* and *Australian Government Census of Child Care Services 2006*; FaCSIA (unpublished) *Australian Government Census of Child Care Services 2004*.

TABLE 3A.36

Table 3A.36 **Paid primary contact staff employed by Australian Government approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2004 (f)										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	11 808	8 504	10 084	2 549	2 346	767	909	425	37 392
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	3 915	2 439	1 473	929	1 060	245	368	138	10 567
Fewer than three years relevant experience (g)	no.	5 175	4 473	5 785	1 492	1 947	373	973	359	20 577
All staff without a relevant formal qualification at or above Certificate level III	no.	9 090	6 912	7 258	2 421	3 007	618	1 341	497	31 144
All primary contact staff	no.	20 899	15 417	17 342	4 970	5 353	1 385	2 249	922	68 537
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	56.5	55.2	58.1	51.3	43.8	55.4	40.4	46.1	54.6
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	18.7	15.8	8.5	18.7	19.8	17.7	16.4	15.0	15.4
Fewer than three years relevant experience (g)	%	24.8	29.0	33.4	30.0	36.4	26.9	43.3	38.9	30.0
All staff without a relevant formal qualification at or above Certificate level III	%	43.5	44.8	41.9	48.7	56.2	44.6	59.6	53.9	45.4
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2006 (h)										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	14 312	10 108	12 601	3 223	3 301	1 035	1 043	481	46 104
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	9 290	7 749	8 760	2 555	3 217	653	1 240	530	33 994
Fewer than three years relevant experience (g)	no.	1 491	1 003	540	343	314	119	117	91	4 019
All staff without a relevant formal qualification at or above Certificate level III	no.	10 781	8 752	9 300	2 898	3 531	772	1 357	621	38 013
All primary contact staff	no.	25 093	18 860	21 901	6 122	6 833	1 807	2 400	1 102	84 117

TABLE 3A.36

Table 3A.36 **Paid primary contact staff employed by Australian Government approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	57.0	53.6	57.5	52.6	48.3	57.3	43.5	43.6	54.8
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	37.0	41.1	40.0	41.7	47.1	36.1	51.7	48.1	40.4
Fewer than three years relevant experience (g)	%	5.9	5.3	2.5	5.6	4.6	6.6	4.9	8.3	4.8
All staff without a relevant formal qualification at or above Certificate level III	%	43.0	46.4	42.5	47.3	51.7	42.7	56.5	56.4	45.2
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008-09 (f)										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	18 810	13 520	16 880	4 170	4 300	1 580	1 120	640	61 000
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	5 210	3 630	1 940	930	1 700	290	400	160	14 250
Fewer than three years relevant experience (g)	no.	5 540	4 370	5 380	1 770	2 050	440	950	420	20 920
All staff without a relevant formal qualification at or above Certificate level III	no.	10 760	8 000	7 310	2 700	3 750	730	1 350	580	35 170
All primary contact staff	no.	29 560	21 520	24 190	6 870	8 050	2 310	2 470	1 220	96 170
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	63.6	62.8	69.8	60.7	53.4	68.4	45.3	52.5	63.4
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	17.6	16.9	8.0	13.5	21.1	12.6	16.2	13.1	14.8
Fewer than three years relevant experience (g)	%	18.7	20.3	22.2	25.8	25.5	19.0	38.5	34.4	21.8
All staff without a relevant formal qualification at or above Certificate level III	%	36.4	37.2	30.2	39.3	46.6	31.6	54.7	47.5	36.6

TABLE 3A.36

Table 3A.36 **Paid primary contact staff employed by Australian Government approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2010 (i)										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	18 020	12 942	15 977	3 855	4 001	1 380	1 177	493	57 840
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	5 036	2 948	1 631	836	1 640	337	414	135	12 977
Fewer than three years relevant experience	no.	5 142	2 793	4 103	1 314	1 560	335	931	368	16 546
All staff without a relevant formal qualification at or above Certificate level III	no.	10 178	5 741	5 734	2 150	3 200	672	1 345	504	29 522
All primary contact staff	no.	28 198	18 683	21 711	6 005	7 201	2 052	2 517	997	87 362
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	63.9	69.3	73.6	64.2	55.6	67.3	46.8	49.4	66.2
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	17.9	15.8	7.5	13.9	22.8	16.4	16.4	13.5	14.9
Fewer than three years relevant experience	%	18.2	14.9	18.9	21.9	21.7	16.3	37.0	36.9	18.9
All staff without a relevant formal qualification at or above Certificate level III	%	36.1	30.7	26.4	35.8	44.4	32.7	53.4	50.6	33.8
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2013										
Primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	no.	22 998	17 864	18 478	5 091	5 757	1 504	1 591	568	73 852
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	no.	3 065	1 594	1 465	604	987	224	382	160	8 482
Fewer than three years relevant experience	no.	5 223	2 934	4 223	1 698	1 464	267	1 173	338	17 322
All staff without a relevant formal qualification at or above Certificate level III	no.	8 287	4 529	5 689	2 303	2 451	491	1 555	499	25 804

TABLE 3A.36

Table 3A.36 **Paid primary contact staff employed by Australian Government approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All primary contact staff	no.	31 285	22 393	24 167	7 394	8 208	1 996	3 145	1 067	99 655
Proportion of primary contact staff, by qualification and experience										
With a relevant formal qualification at or above Certificate level III	%	73.5	79.8	76.5	68.9	70.1	75.4	50.6	53.2	74.1
Without a relevant formal qualification at or above Certificate level III										
Three years or more relevant experience	%	9.8	7.1	6.1	8.2	12.0	11.2	12.1	15.0	8.5
Fewer than three years relevant experience	%	16.7	13.1	17.5	23.0	17.8	13.4	37.3	31.7	17.4
All staff without a relevant formal qualification at or above Certificate level III	%	26.5	20.2	23.5	31.1	29.9	24.6	49.4	46.8	25.9
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) There may be double counting of staff where staff work in more than one centre.
- (b) Due to rounding, the totals may not equal the sum of the components.
- (c) Data for 2004 and 2006 are weighted from the AGCCCS. Data for 2008-09 are weighted data drawn from the AGCCPS. Data for 2008-09 are not directly comparable to previous years due to the change in the source for data collection. Data for 2010 and 2013 (preliminary data) are weighted data drawn from the *National Early Childhood Education and Care Workforce Census*.
- (d) Data on staff were collected for all services except vacation care during the weeks 8–12 July 2002, 22–28 March 2004, 8–14 May 2006 and 24–30 November 2008. The weeks in which vacation care attendance were measured varied due to different vacation care periods across Australia. For 2010, data on staff were collected for all services except vacation care during the reference week 31 May–6 June 2010 (excluding Tasmania, where the reference week was 21–27 June 2010). The reference week for vacation care was 5–11 July 2010 (excluding Tasmania, where the reference week was 7–13 June 2010). For 2013, data on staff were collected for all services except vacation care during the reference week 20–26 May 2013. The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).
- (e) Excludes Aboriginal play groups and enrichment programs and occasional care neighbourhood model, for which data were not available.
- (f) In-home carers are excluded.
- (g) Includes staff training for a qualification.
- (h) The breakdown of contact and administration staff for 2006 is not comparable to previous years due to changes in definition.
- (i) 2010 data exclude family day care and in-home care carers.

TABLE 3A.36

Table 3A.36 **Paid primary contact staff employed by Australian Government approved child care services, by qualification (a), (c), (b), (d), (e)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Source: Department of Education (unpublished) administrative data collection; *National Early Childhood Education and Care Workforce Census, 2010 and 2013 (preliminary data)*; *Australian Government Child Care Provider Survey 2008-09* and *Australian Government Census of Child Care Services 2006*; FaCSIA (unpublished) *Australian Government Census of Child Care Services 2004*.

TABLE 3A.37

Table 3A.37 **Qualified paid primary contact staff employed by Australian Government approved child care services, by level of qualification and field of study, 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Paid primary contact staff with a formal qualification										
Level of qualification										
Certificate III or IV	no.	9 820	7 863	9 107	2 167	2 046	690	723	342	32 759
Diploma or Advanced Diploma	no.	8 591	7 705	6 954	2 279	2 613	674	618	183	29 616
Bachelor degree and above (g)	no.	4 587	2 296	2 417	646	1 098	141	250	43	11 477
All primary contact staff with a formal qualification at Certificate III or above	no.	22 998	17 864	18 478	5 091	5 757	1 504	1 591	568	73 852
Proportion of paid primary contact staff with a formal qualification										
Level of qualification										
Certificate III or IV	%	42.7	44.0	49.3	42.6	35.5	45.9	45.4	60.2	44.4
Diploma or Advanced Diploma	%	37.4	43.1	37.6	44.8	45.4	44.8	38.8	32.2	40.1
Bachelor degree and above (g)	%	19.9	12.9	13.1	12.7	19.1	9.4	15.7	7.6	15.5
All primary contact staff with a formal qualification at Certificate III or above	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Field of study of paid primary contact staff with a bachelor degree and above										
Number of staff										
Early childhood education (h)	no.	4 118	1 881	1 836	475	867	115	192	22	9 507
Other early childhood education and care related field of study (i)	no.	468	415	580	171	230	26	58	21	1 970
All paid primary contact staff with a bachelor degree and above	no.	4 587	2 296	2 417	646	1 098	141	250	43	11 477
Proportion of paid primary contact staff with a bachelor degree and above, by field of study										
Early childhood education (h)	%	89.8	81.9	76.0	73.5	79.0	81.6	76.8	51.2	82.8
Other early childhood education and care related field of study (i)	%	10.2	18.1	24.0	26.5	20.9	18.4	23.2	48.8	17.2

TABLE 3A.37

Table 3A.37 **Qualified paid primary contact staff employed by Australian Government approved child care services, by level of qualification and field of study, 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
All paid primary contact staff with a bachelor degree and above	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) Data are weighted data drawn from the *2013 National Early Childhood Education and Care Workforce Census*.
- (b) There may be double counting of staff where staff work in more than one centre.
- (c) Due to rounding, the totals may not equal the sum of the components.
- (d) For 2013, data on staff were collected for all services except vacation care during the reference week 20–26 May 2013. The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).
- (e) Excludes Aboriginal play groups and enrichment programs and mobile toy library services, for which data were not available.
- (f) Excludes family day care and in-home care.
- (g) Bachelor degree and above includes Bachelor degree (either three or four year degrees), Graduate Certificate, Graduate Diploma, Masters degree, and Doctorate degree.
- (h) Includes Bachelor of Early Childhood Education and Bachelor of Education (Primary).
- (i) Includes Bachelor of Education (Secondary), Behavioural Sciences degrees, Nursing, Mothercraft, and other children's services related fields of tertiary education.

Source: Department of Education (unpublished) administrative data collection; *National Early Childhood Education and Care Workforce Census, 2013 (preliminary data)*.

TABLE 3A.38

Table 3A.38 **Paid primary contact staff in Australian Government approved child care services who undertook relevant in-service training in previous 12 months (a), (b), (c), (d), (e)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
2004 (f)										
Total paid primary contact staff										
Number of staff	no.	20 899	15 417	17 342	4 970	5 353	1 385	2 249	922	68 537
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	13 203	8 868	12 307	3 035	3 003	851	1 145	520	42 931
Proportion of staff	%	63.2	57.5	71.0	61.1	56.1	61.4	50.9	56.4	62.6
2006										
Total paid primary contact staff										
Number of staff	no.	25 093	18 860	21 901	6 122	6 833	1 807	2 400	1 102	84 117
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	16 436	11 964	14 981	3 852	4 132	1 212	1 457	765	54 799
Proportion of staff	%	65.5	63.4	68.4	62.9	60.5	67.1	60.7	69.4	65.1
2008-09										
Total paid primary contact staff										
Number of staff	no.	29 560	21 520	24 190	6 870	8 050	2 310	2 470	1 220	96 170
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	21 580	15 820	18 240	4 860	6 050	1 810	1 690	900	70 960
Proportion of staff	%	73.0	73.5	75.4	70.7	75.2	78.4	68.4	73.8	73.8
2010										
Total paid primary contact staff										
Number of staff	no.	28 198	18 683	21 711	6 005	7 201	2 052	2 517	997	87 362
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	22 035	15 276	18 056	4 698	5 727	1 773	2 018	825	70 408
Proportion of staff	%	78.1	81.8	83.2	78.2	79.5	86.4	80.2	82.7	80.6
2013										
Total paid primary contact staff										
Number of staff	no.	31 285	22 393	24 167	7 394	8 208	1 996	3 145	1 067	99 655
Staff in child care services who undertook relevant in-service training in previous 12 months										
Number of staff	no.	24 972	17 644	20 393	5 894	6 640	1 652	2 539	872	80 606
Proportion of staff	%	79.8	78.8	84.4	79.7	80.9	82.8	80.7	81.7	80.9

(a) There may be double counting of staff where staff work in more than one centre.

(b) Due to rounding, the totals may not equal the sum of the components.

(c) Data for 2002, 2004 and 2006 are weighted from the AGCCCS. Data for 2008-09 are weighted data drawn from the AGCCPS. Data for 2008-09 are not directly comparable to previous years due to the change in the source for data collection. Data for 2010 are weighted data drawn from the *National Early Childhood Education and Care Workforce Census*.

TABLE 3A.38

Table 3A.38 Paid primary contact staff in Australian Government approved child care services who undertook relevant in-service training in previous 12 months (a), (b), (c), (d), (e)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(d)	Data on staff were collected for all services except Vacation Care during the weeks 22 to 28 March 2004, 8 to 14 May 2006 and 24 to 30 November 2008. The weeks in which vacation care attendance were measured varied due to different vacation care periods across Australia. For 2010 data on staff were collected for all services except vacation care during the reference week 31 May to 6 June 2010 (excluding Tasmania, where the reference week was 21 to 27 June 2010). The reference week for vacation care was 5 to 11 July 2010 (excluding Tasmania, where the reference week was 7 to 13 June 2010). For 2013 data on staff were collected for all services except vacation care during the reference week 20–26 May 2013. The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).									
(e)	Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, for which data were not available.									
(f)	Excludes family day care and occasional care neighbourhood model, for which data were not available.									
<i>Source:</i>	Department of Education (unpublished) <i>National Early Childhood Education and Care Workforce Census, 2010 and 2013 (preliminary data)</i> ; <i>Australian Government Child Care Provider Survey 2008-09</i> and <i>Australian Government Census of Child Care Services 2006</i> ; FaCSIA (unpublished) <i>Australian Government Census of Child Care Services 2004</i> .									

TABLE 3A.39

Table 3A.39 **Primary contact staff/carers in Australian Government approved child care services, by tenure in the early childhood education and care sector, 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Long day care staff										
Staff tenure										
Less than 1 year	%	9.1	5.3	7.2	9.9	7.4	4.8	12.1	9.4	7.7
1 to 3 years	%	27.8	31.0	30.8	33.7	28.6	26.5	35.5	35.2	30.0
4 to 6 years	%	21.0	23.8	23.3	23.1	22.1	25.0	22.9	26.2	22.6
7 to 9 years	%	11.8	11.9	12.5	11.8	13.1	14.0	9.3	8.2	12.0
10 years experience or more	%	30.3	28.1	26.2	21.5	28.7	29.7	20.3	21.0	27.6
Total long day care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 1 year	no.	1 953	807	1 172	475	345	62	215	56	5 086
1 to 3 years	no.	5 940	4 748	4 996	1 611	1 336	344	633	211	19 819
4 to 6 years	no.	4 485	3 649	3 780	1 105	1 030	325	407	157	14 938
7 to 9 years	no.	2 525	1 822	2 028	566	612	181	165	49	7 950
10 years experience or more	no.	6 476	4 299	4 245	1 029	1 340	385	361	126	18 260
Total long day care staff	no.	21 380	15 324	16 221	4 787	4 663	1 297	1 782	599	66 052
Average staff tenure	yrs.	7.4	7.2	6.7	6.2	7.4	7.7	5.9	5.9	7.1
Family day care carers										
Carer tenure										
Less than 1 year	%	6.2	11.4	5.6	6.8	5.9	3.2	8.1	21.1	7.8
1 to 3 years	%	20.4	33.5	25.1	47.0	18.0	14.3	8.1	21.1	26.8
4 to 6 years	%	20.6	15.3	19.7	15.1	13.0	14.1	14.4	31.6	17.8
7 to 9 years	%	12.9	9.0	12.2	7.9	12.0	16.3	8.1	5.3	11.1
10 years experience or more	%	40.0	30.7	37.3	23.1	51.2	52.1	61.3	21.1	36.5
Total family day care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 1 year	no	231	400	122	66	52	12	8	40	931
1 to 3 years	no	766	1 173	546	453	158	52	8	40	3 196

TABLE 3A.39

Table 3A.39 **Primary contact staff/carers in Australian Government approved child care services, by tenure in the early childhood education and care sector, 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
4 to 6 years	no	772	537	429	146	114	51	15	60	2 124
7 to 9 years	no	484	317	266	76	105	59	8	10	1 326
10 years experience or more	no	1 501	1 076	811	222	450	189	63	40	4 354
Total family day care staff	no.	3 754	3 504	2 175	963	878	363	103	190	11 931
Average staff tenure	yrs.	9.0	7.3	8.6	5.7	11.2	11.4	12.3	6.5	8.4
Outside school hours care services										
Staff tenure										
Less than 1 year	%	12.1	11.2	13.8	15.7	8.8	10.3	22.3	17.4	12.7
1 to 3 years	%	41.7	48.5	41.1	43.9	39.2	35.2	49.2	39.6	43.3
4 to 6 years	%	18.1	17.7	16.4	17.8	17.4	25.4	12.6	20.6	17.4
7 to 9 years	%	7.5	6.3	8.7	7.7	9.1	9.8	6.1	6.1	7.6
10 years experience or more	%	20.6	16.3	19.9	14.9	25.5	19.3	9.9	16.3	18.9
Total outside school hours care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 1 year	no.	586	420	508	186	144	34	177	34	2 090
1 to 3 years	no.	2 021	1 826	1 513	520	637	117	391	79	7 104
4 to 6 years	no.	874	667	603	210	283	84	100	41	2 862
7 to 9 years	no.	362	238	320	92	148	32	48	12	1 253
10 years experience or more	no.	998	613	732	176	414	64	79	32	3 108
Total outside of school hours care staff	no.	4 841	3 763	3 678	1 185	1 626	332	795	198	16 417
Average staff tenure	yrs.	5.6	4.9	5.3	4.5	6.5	5.9	3.6	4.7	5.3
Occasional care services										
Staff tenure										
Less than 1 year	%	8.6	3.4	3.8	4.3	–	–	17.6	–	5.6
1 to 3 years	%	21.1	18.1	23.7	24.9	–	11.8	11.6	–	20.3
4 to 6 years	%	20.9	14.1	16.2	17.2	–	17.6	35.5	–	17.6

TABLE 3A.39

Table 3A.39 **Primary contact staff/carers in Australian Government approved child care services, by tenure in the early childhood education and care sector, 2013 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
7 to 9 years	%	10.8	12.9	5.0	9.7	–	–	11.6	–	10.6
10 years experience or more	%	38.6	51.4	51.2	43.9	100.0	70.6	23.7	–	46.0
Total occasional care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	–	100.0
Less than 1 year	no.	22	10	3	4	–	–	3	–	42
1 to 3 years	no.	54	51	19	23	–	2	2	–	151
4 to 6 years	no.	53	40	13	16	–	3	6	–	131
7 to 9 years	no.	28	36	4	9	–	–	2	–	79
10 years experience or more	no.	98	145	41	41	2	12	4	–	344
Total occasional care staff	no.	255	282	80	93	2	17	17	–	746
Average staff tenure	yrs.	9.2	11.3	11.4	10.3	25.0	15.8	5.5	–	10.5
Vacation care services										
Staff tenure										
Less than 1 year	%	11.7	9.3	14.0	17.0	10.7	7.2	21.3	25.1	12.6
1 to 3 years	%	38.8	42.7	41.1	40.1	36.9	39.6	51.8	31.3	40.3
4 to 6 years	%	19.6	22.6	18.4	20.4	18.6	28.7	11.3	20.9	19.7
7 to 9 years	%	7.9	8.0	7.9	5.5	9.5	9.0	5.6	7.8	7.8
10 years experience or more	%	22.0	17.3	18.7	17.0	24.3	15.5	10.0	14.9	19.5
Total vacation care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Less than 1 year	no.	494	239	536	205	195	23	111	54	1 859
1 to 3 years	no.	1 641	1 093	1 575	485	671	127	270	68	5 929
4 to 6 years	no.	829	579	704	247	338	92	59	45	2 893
7 to 9 years	no.	332	204	301	67	172	29	29	17	1 151
10 years experience or more	no.	928	443	718	205	442	49	52	32	2 869
Total vacation care staff	no.	4 225	2 557	3 834	1 209	1 817	319	522	217	14 700
Average staff tenure	yrs.	5.8	5.5	5.1	4.8	6.3	5.5	3.6	4.8	5.4

TABLE 3A.39

Table 3A.39 **Primary contact staff/carers in Australian Government approved child care services, by tenure in the early childhood education and care sector, 2013 (a), (b), (c), (d), (e), (f)**

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Other care services (g)										
Staff tenure										
Less than 1 year	%	11.6	2.7	14.0	6.9	31.5	4.3	–	–	10.1
1 to 3 years	%	35.3	36.9	38.5	38.2	45.6	34.8	–	–	37.7
4 to 6 years	%	23.3	25.1	19.1	24.1	21.5	30.4	–	–	23.1
7 to 9 years	%	9.9	14.3	6.2	9.1	1.4	15.2	–	–	9.7
10 years experience or more	%	19.9	21.0	22.2	21.8	–	15.2	–	–	19.3
Total other care staff	%	100.0	100.0	100.0	100.0	100.0	100.0	–	–	100.0
Less than 1 year	no.	29	11	61	14	33	5	–	–	153
1 to 3 years	no.	88	147	168	77	48	43	–	–	570
4 to 6 years	no.	58	100	84	48	23	38	–	–	350
7 to 9 years	no.	25	57	27	18	1	19	–	–	147
10 years experience or more	no.	50	84	97	44	–	19	–	–	293
Total other care staff	no.	250	397	437	201	105	124	–	–	1 514
Average staff tenure	yrs.	5.9	6.2	5.5	5.9	1.9	5.8	–	–	5.6

- (a) In the early childhood education and care sector refers to the number of years the worker has been employed to work with children in a child care service, regardless of whether this was full-time or part-time work.
- (b) Data are weighted preliminary data drawn from the *National Early Childhood Education and Care Workforce Census 2013*.
- (c) Data were collected from all services except vacation care during the reference week 20–26 May 2013. The reference week for vacation care was 8–14 July 2013 (except Victoria, Queensland and the NT, where the reference week was 1–7 July 2013).
- (d) There may be double counting of staff where staff work in more than one service.
- (e) Staff tenure is only specified for those staff who provided this information.
- (f) Excludes Aboriginal playgroups and enrichment programs and mobile and toy library services, for which data were not available.
- (g) Other carers includes in-home care carers.
- na** Not available. – Nil or rounded to zero.

TABLE 3A.39

Table 3A.39 **Primary contact staff/carers in Australian Government approved child care services, by tenure in the early childhood education and care sector, 2013 (a), (b), (c), (d), (e), (f)**

<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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Source: Department of Education (unpublished) *National Early Childhood Education and Care Workforce Census, 2013 (preliminary data)*.

TABLE 3A.40

Table 3A.40 **Workers delivering preschool programs, by level and field of early childhood qualification, 2012 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Workers delivering preschool programs (d)										
Total	no.	6 183	6 276	4 571	4 126	np	np	np	np	24 008
Workers delivering preschool programs who are at least three year university trained										
Field of early childhood qualification										
Teaching (early childhood related)	no.	1 708	2 106	1 933	1 338	938	100	np	np	8 354
Teaching (primary)	no.	np	np	64	333	77	395	11	71	1 134
Teaching (other)	no.	48	np	39	26	162	np	np	5	393
Other early childhood related	no.	29	8	np	55	12	np	np	np	110
Total early childhood qualified (e)	no.	1 898	2 200	np	1 752	1 189	np	162	160	9 991
Workers delivering preschool programs who are at least three year university trained										
Field of early childhood qualification										
Teaching (early childhood related)	%	27.6	33.6	42.3	32.4	np	np	np	np	34.8
Teaching (primary)	%	np	np	1.4	8.1	np	np	np	np	4.7
Teaching (other)	%	0.8	np	0.9	0.6	np	np	np	np	1.6
Other early childhood related	%	0.5	0.1	np	1.3	np	np	np	np	0.5
Total early childhood qualified (e)	%	30.7	35.1	np	42.5	np	np	np	np	41.6
Workers delivering preschool programs who are four year university trained (f)										
Field of early childhood qualification										
Teaching (early childhood related)	no.	np	np	np	np	np	np	np	np	np
Teaching (primary)	no.	np	np	np	np	np	np	np	np	np
Teaching (other)	no.	np	np	np	np	np	np	np	np	np
Other early childhood related	no.	np	np	np	np	np	np	np	np	np
Total early childhood qualified	no.	1 001	1 644	1 881	1 495	689	594	162	160	7 622
Field of early childhood qualification										
Teaching (early childhood related)	%	np	np	np	np	np	np	np	np	np
Teaching (primary)	%	np	np	np	np	np	np	np	np	np

TABLE 3A.40

Table 3A.40 **Workers delivering preschool programs, by level and field of early childhood qualification, 2012 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Teaching (other)	%	np	np	np	np	np	np	np	np	np
Other early childhood related	%	np	np	np	np	np	np	np	np	np
Total	%	16.2	26.2	41.2	36.2	np	np	np	np	31.7

- (a) Worker level data in the National ECEC Collection do not include a unique identifier and as a consequence they can only be reported as episodes of workers delivering preschool programs. Use of episode data means that workers may be counted more than once if they work for multiple providers. In addition, no worker data are collected through the Child Care Management System to populate the National ECEC Collection for the long day care sector. This results in a significant undercount of the actual worker population. The undercount may not be equal for all states and territories and will depend on the relative size of the long day care sector in each state and territory.
- (b) Includes contact workers only.
- (c) Workers who are early childhood qualified include the fields of qualification: teaching (early childhood related), teaching (primary), teaching (other) and other early childhood related. Workers who have a non early childhood related qualification are not included.
- (d) Workers delivering preschool programs are the total of all episodes of contact workers delivering preschool programs in scope of the National ECEC Collection irrespective of workers' qualifications. Workers delivering preschool programs include all the following worker roles: principal/director/coordinator/teacher in charge, group leader/teacher, assistant/aide and other contact worker.
- (e) Victorian data in *Preschool Education, Australia, 2012*, did not include 679 teachers with a qualification named 'Diploma' as per previous naming conventions of three year Bachelor degrees in Teaching and 146 teachers with overseas qualifications which have been granted equivalency by the Australian Children's Education and Care Quality Authority (ACECQA). These qualifications are approved early childhood teaching qualifications. Their inclusion would change total early childhood qualified workers who are at least three year university trained in Victoria to 48.2 per cent.
- (f) Includes Postgraduate degree, Graduate diploma or Graduate certificate level, Bachelor degree (honours) and Bachelor degree pass (4 years or equivalent).
- np** Not published.

Source: ABS (unpublished) *Preschool Education, Australia, 2012*, Cat. no. 4240.0, Canberra.

TABLE 3A.41

Table 3A.41 **Approved services, by service type and quality rating, June 2013 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of approved services										
Centre-based care (c)	no.	3 939	3 538	2 529	919	1 100	213	305	197	12 740
Family day care (d)	no.	152	206	109	32	22	13	8	2	544
Total	no.	4 091	3 744	2 638	951	1 122	226	313	199	13 284
Proportion of approved services										
Centre-based care (c)	%	30.9	27.8	19.9	7.2	8.6	1.7	2.4	1.5	100.0
Family day care (d)	%	27.9	37.9	20.0	5.9	4.0	2.4	1.5	0.4	100.0
Total	%	30.8	28.2	19.8	7.1	8.4	1.7	2.5	1.5	100.0
Services with a quality rating										
Number of services with a quality rating	no.	939	762	532	58	107	40	65	64	2 567
Proportion of services with a quality rating (e)	%	23.0	20.4	20.2	6.1	9.5	17.7	20.8	32.2	19.3
Number of approved services with a quality rating, by quality rating level										
Significant Improvement Required	no.	3	1	–	1	1	–	–	–	6
Working Towards NQS	no.	539	196	187	38	31	28	46	56	1 121
Meeting NQS	no.	255	387	150	9	33	4	10	3	851
Exceeding NQS	no.	142	178	195	10	42	8	9	5	589
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating, by quality rating level										
Significant Improvement Required	%	0.3	0.1	–	1.7	0.9	–	–	–	0.2
Working Towards NQS	%	57.4	25.7	35.2	65.5	29.0	70.0	70.8	87.5	43.7
Meeting NQS	%	27.2	50.8	28.2	15.5	30.8	10.0	15.4	4.7	33.2
Exceeding NQS	%	15.1	23.4	36.7	17.2	39.3	20.0	13.8	7.8	22.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013. Data for the number and proportion of approved services with a quality rating and by quality rating level are only available at the national level only for centre-based care and family day care.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

Table 3A.41 **Approved services, by service type and quality rating, June 2013 (a), (b)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(c)	A centre-based care service is an education and care service other than a family day care service. This includes most long day care, preschool and outside school hours care services that are delivered at a centre. It does not include preschools in Tasmania or WA.									
(d)	A family day care service is an education and care service delivered through the use of two or more educators to provide education and care for children in residences, whether or not the service also provides education and care to children at a place other than a residence. They are sometimes known as family day care schemes and they are administered and supported by central coordination units.									
(e)	The proportion of services with a quality rating in Western Australia is lower than other jurisdictions due to the later commencement of the NQF. – Nil or rounded to zero.									

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.42

Table 3A.42 **Approved services with a quality rating, by rating level**
Quality Area 1: Educational program and practice, June 2013 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of approved services with a quality rating for Quality Area 1										
Significant Improvement Required	no.	1	–	–	–	–	–	–	–	1
Working Towards NQS	no.	379	164	145	34	28	23	45	53	871
Meeting NQS	no.	407	407	239	14	37	12	11	7	1 134
Exceeding NQS	no.	152	191	148	10	42	5	9	4	561
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating for Quality Area 1										
Significant Improvement Required	%	0.1	–	–	–	–	–	–	–	–
Working Towards NQS	%	40.4	21.5	27.3	58.6	26.2	57.5	69.2	82.8	33.9
Meeting NQS	%	43.3	53.4	44.9	24.1	34.6	30.0	16.9	10.9	44.2
Exceeding NQS	%	16.2	25.1	27.8	17.2	39.3	12.5	13.8	6.3	21.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.43

Table 3A.43 **Approved services with a quality rating, by rating level**
Quality Area 2: Children's health and safety, June 2013 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of approved services with a quality rating for Quality Area 2										
Significant Improvement Required	no.	2	1	–	1	1	–	–	–	5
Working Towards NQS	no.	344	72	99	27	15	18	21	47	643
Meeting NQS	no.	464	555	218	19	60	13	35	11	1 375
Exceeding NQS	no.	129	134	215	11	31	9	9	6	544
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating for Quality Area 2										
Significant Improvement Required	%	0.2	0.1	–	1.7	0.9	–	–	–	0.2
Working Towards NQS	%	36.6	9.4	18.6	46.6	14.0	45.0	32.3	73.4	25.0
Meeting NQS	%	49.4	72.8	41.0	32.8	56.1	32.5	53.8	17.2	53.6
Exceeding NQS	%	13.7	17.6	40.4	19.0	29.0	22.5	13.8	9.4	21.2
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.44

Table 3A.44 **Approved services with a quality rating, by rating level**
Quality Area 3: Physical environment, June 2013 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of approved services with a quality rating for Quality Area 3										
Significant Improvement Required	no.	1	–	–	–	–	–	–	–	1
Working Towards NQS	no.	383	94	139	33	20	19	40	42	770
Meeting NQS	no.	418	483	238	17	55	14	19	14	1 258
Exceeding NQS	no.	137	185	155	8	32	7	6	8	538
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating for Quality Area 3										
Significant Improvement Required	%	0.1	–	–	–	–	–	–	–	–
Working Towards NQS	%	40.8	12.3	26.1	56.9	18.7	47.5	61.5	65.6	30.0
Meeting NQS	%	44.5	63.4	44.7	29.3	51.4	35.0	29.2	21.9	49.0
Exceeding NQS	%	14.6	24.3	29.1	13.8	29.9	17.5	9.2	12.5	21.0
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.45

Table 3A.45 **Approved services with a quality rating, by rating level**
Quality Area 4: Staffing arrangements, June 2013 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of approved services with a quality rating for Quality Area 4										
Significant Improvement Required	no.	2	1	–	–	–	–	–	–	3
Working Towards NQS	no.	148	45	44	12	6	5	10	29	299
Meeting NQS	no.	579	545	264	33	76	18	39	23	1 577
Exceeding NQS	no.	210	171	224	13	25	17	16	12	688
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating for Quality Area 4										
Significant Improvement Required	%	0.2	0.1	–	–	–	–	–	–	0.1
Working Towards NQS	%	15.8	5.9	8.3	20.7	5.6	12.5	15.4	45.3	11.6
Meeting NQS	%	61.7	71.5	49.6	56.9	71.0	45.0	60.0	35.9	61.4
Exceeding NQS	%	22.4	22.4	42.1	22.4	23.4	42.5	24.6	18.8	26.8
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.46

Table 3A.46 **Approved services with a quality rating, by rating level**
Quality Area 5: Relationships with children, June 2013 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of approved services with a quality rating for Quality Area 5										
Significant Improvement Required	no.	1	–	–	1	1	–	–	–	3
Working Towards NQS	no.	184	56	72	16	3	11	25	33	400
Meeting NQS	no.	498	421	218	27	35	15	23	20	1 257
Exceeding NQS	no.	256	285	242	14	68	14	17	11	907
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating for Quality Area 5										
Significant Improvement Required	%	0.1	–	–	1.7	0.9	–	–	–	0.1
Working Towards NQS	%	19.6	7.3	13.5	27.6	2.8	27.5	38.5	51.6	15.6
Meeting NQS	%	53.0	55.2	41.0	46.6	32.7	37.5	35.4	31.3	49.0
Exceeding NQS	%	27.3	37.4	45.5	24.1	63.6	35.0	26.2	17.2	35.3
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.47

Table 3A.47 **Approved services with a quality rating, by rating level**
Quality Area 6: Partnerships with families and communities, June 2013 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of approved services with a quality rating for Quality Area 6										
Significant Improvement Required	no.	–	–	–	–	–	–	–	–	–
Working Towards NQS	no.	222	41	103	21	19	12	29	23	470
Meeting NQS	no.	485	474	216	23	42	11	26	27	1 304
Exceeding NQS	no.	232	247	213	14	46	17	10	14	793
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating Quality Area 6										
Significant Improvement Required	%	–	–	–	–	–	–	–	–	–
Working Towards NQS	%	23.6	5.4	19.4	36.2	17.8	30.0	44.6	35.9	18.3
Meeting NQS	%	51.7	62.2	40.6	39.7	39.3	27.5	40.0	42.2	50.8
Exceeding NQS	%	24.7	32.4	40.0	24.1	43.0	42.5	15.4	21.9	30.9
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.48

Table 3A.48 **Approved services with a quality rating, by rating level**
Quality Area 7: Leadership and service management, June 2013 (a), (b)

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Number of approved services with a quality rating for Quality Area 7										
Significant Improvement Required	no.	1	–	–	1	–	–	–	–	2
Working Towards NQS	no.	343	106	110	21	26	18	19	35	678
Meeting NQS	no.	391	476	196	20	37	5	36	18	1 179
Exceeding NQS	no.	204	180	226	16	44	17	10	11	708
Total	no.	939	762	532	58	107	40	65	64	2 567
Proportion of approved services with a quality rating for Quality Area 7										
Significant Improvement Required	%	0.1	–	–	1.7	–	–	–	–	0.1
Working Towards NQS	%	36.5	13.9	20.7	36.2	24.3	45.0	29.2	54.7	26.4
Meeting NQS	%	41.6	62.5	36.8	34.5	34.6	12.5	55.4	28.1	45.9
Exceeding NQS	%	21.7	23.6	42.5	27.6	41.1	42.5	15.4	17.2	27.6
Total	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

(a) As at 30 June 2013.

(b) Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.

– Nil or rounded to zero.

Source: ACECQA, 2013, *NQF Snapshot Q2 2013*, Sydney.

TABLE 3A.49

Table 3A.49 **Hospital separations for external cause of injuries, persons aged 0–4 years, all hospitals, by place of occurrence (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2007-08										
Place of occurrence										
School (d)	no.	199	130	141	66	41	12	8	8	605
Home	no.	3 613	1 879	3 441	1 031	1 263	190	122	109	11 648
Other place	no.	2 437	2 022	2 221	922	749	149	107	114	8 721
Not specified	no.	2 811	2 671	2 174	1 271	503	120	120	312	9 982
Total (e)	no.	9 013	6 668	7 915	3 271	2 529	468	356	529	30 749
Proportion of separations by place of occurrence										
School (d)	%	2.2	1.9	1.8	2.0	1.6	2.6	2.2	1.5	2.0
Home	%	40.1	28.2	43.5	31.5	49.9	40.6	34.3	20.6	37.9
Other place	%	27.0	30.3	28.1	28.2	29.6	31.8	30.1	21.6	28.4
Not specified	%	31.2	40.1	27.5	38.9	19.9	25.6	33.7	59.0	32.5
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2008-09										
Place of occurrence										
School (d)	no.	179	152	196	64	57	18	10	16	692
Home	no.	3 382	1 872	3 964	1 103	1 000	210	100	126	11 757
Other place	no.	2 415	2 121	2 121	857	776	100	134	151	8 675
Not specified	no.	2 929	2 730	2 497	1 491	674	161	123	305	10 910
Total (e)	no.	8 862	6 833	8 733	3 484	2 490	483	367	594	31 846
Proportion of separations by place of occurrence										
School (d)	%	2.0	2.2	2.2	1.8	2.3	3.7	2.7	2.7	2.2
Home	%	38.2	27.4	45.4	31.7	40.2	43.5	27.2	21.2	36.9
Other place	%	27.3	31.0	24.3	24.6	31.2	20.7	36.5	25.4	27.2
Not specified	%	33.1	40.0	28.6	42.8	27.1	33.3	33.5	51.3	34.3
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2009-10										
Place of occurrence										
School (d)	no.	179	186	175	65	59	16	22	12	714
Home	no.	3 297	2 028	4 026	1 170	1 177	187	111	141	12 137
Other place	no.	2 654	2 674	2 222	1 000	732	147	144	172	12 851
Not specified	no.	3 217	2 756	2 367	1 490	592	162	147	294	11 025
Total (e)	no.	9 306	7 603	8 733	3 699	2 548	509	422	612	33 432
Proportion of separations by place of occurrence										
School (d)	%	1.9	2.4	2.0	1.8	2.3	3.1	5.2	2.0	2.1
Home	%	35.4	26.7	46.1	31.6	46.2	36.7	26.3	23.0	36.3
Other place	%	28.5	35.2	25.4	27.0	28.7	28.9	34.1	28.1	38.4
Not specified	%	34.6	36.2	27.1	40.3	23.2	31.8	34.8	48.0	33.0
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

TABLE 3A.49

Table 3A.49 **Hospital separations for external cause of injuries, persons aged 0–4 years, all hospitals, by place of occurrence (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2010-11 (f)										
Place of occurrence										
School (d)	no.	201	166	191	85	50	9	19	9	730
Home	no.	3 115	2 163	3 905	1 440	1 085	175	125	133	12 141
Other place	no.	2 549	2 658	1 973	1 083	746	111	143	121	9 384
Not specified	no.	3 220	3 061	2 572	1 548	687	193	151	354	11 786
Total (e)	no.	9 048	7 992	8 558	4 120	2 557	482	436	608	33 801
Proportion of separations by place of occurrence										
School (d)	%	2.2	2.1	2.2	2.1	2.0	1.9	4.4	1.5	2.2
Home	%	34.4	27.1	45.6	35.0	42.4	36.3	28.7	21.9	35.9
Other place	%	28.2	33.3	23.1	26.3	29.2	23.0	32.8	19.9	27.8
Not specified	%	35.6	38.3	30.1	37.6	26.9	40.0	34.6	58.2	34.9
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011-12										
Place of occurrence										
School (d)	no.	230	221	223	94	53	18	12	9	860
Home	no.	2 959	2 142	3 270	1 420	1 156	166	139	130	11 382
Other place	no.	2 644	2 894	2 076	1 068	756	136	121	140	9 835
Not specified	no.	3 481	3 236	2 776	1 756	652	151	208	342	12 602
Total (e)	no.	9 270	8 434	8 273	4 308	2 592	468	476	615	34 436
Proportion of separations by place of occurrence										
School (d)	%	2.5	2.6	2.7	2.2	2.0	3.8	2.5	1.5	2.5
Home	%	31.9	25.4	39.5	33.0	44.6	35.5	29.2	21.1	33.1
Other place	%	28.5	34.3	25.1	24.8	29.2	29.1	25.4	22.8	28.6
Not specified	%	37.6	38.4	33.6	40.8	25.2	32.3	43.7	55.6	36.6
Total (e)	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) A hospital separation is an episode of care for a person admitted to a hospital. It can be a total hospital stay (from admission to discharge, transfer or death) or portions of hospital stays beginning or ending in a change of type of care (for example from acute to rehabilitation) that cease during a reference period.
- (b) Separations without external cause and those for which care type was reported as Newborn with no qualified days, and records for Hospital boarder or Posthumous organ procurement have been excluded.
- (c) External cause refers to the environmental event, circumstance or condition that causes the injury. Persons admitted to hospital as a result of a pre existing illness or condition, such as asthma are excluded.
- (d) The definition of school will include a range of different formal early childhood education and care services settings including kindergarten, preschool and child care services.
- (e) As more than one external cause can be reported for each separation, the totals are not the sums of the rows of the table.
- (f) Data have been revised since the last report.

Source: AIHW (unpublished) *Australian Hospital Statistics*.

TABLE 3A.50

Table 3A.50 **Australian Government recurrent expenditure on child care services per child in the community aged 0–12 years (\$/child) (2012-13 dollars) (a), (b)**

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003-04	605	585	1 038	558	731	587	652	940	706
2004-05	608	582	1 018	554	716	646	597	965	696
2005-06	619	584	1 013	560	735	650	577	940	700
2006-07	702	657	1 124	607	857	782	594	1 038	787
2007-08	769	723	1 190	613	915	836	649	1 156	847
2008-09	1 189	1 062	1 454	835	1 167	1 086	875	1 275	1 169
2009-10	1 059	1 072	1 337	781	1 307	1 359	1 280	1 446	1 123
2010-11	1 166	1 156	1 414	839	1 355	1 399	1 486	1 838	1 213
2011-12	1 300	1 234	1 501	909	1 424	1 384	1 604	1 491	1 302
2012-13	1 452	1 368	1 606	1 002	1 558	1 434	1 758	1 415	1 426

(a) See source tables for footnotes.

(b) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

Source: Tables 3A.2 and 3A.4.

TABLE 3A.51

Table 3A.51 Total State and Territory government real recurrent expenditure on early childhood education and care per child in the community aged 0–12 years (\$/child) (2012-13 dollars) (a), (b), (c)

	<i>NSW</i>	<i>Vic</i>	<i>Qld (d)</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2003-04	162	181	289	227	441	363	474	715	235
2004-05	163	174	303	202	469	346	468	716	236
2005-06	169	172	334	215	428	329	458	710	242
2006-07	168	188	222	213	461	340	473	742	225
2007-08	164	204	107	219	467	349	492	727	206
2008-09	173	199	109	350	459	370	495	725	221
2009-10	197	215	112	422	485	373	494	809	243
2010-11	194	227	140	536	503	413	492	1 001	268
2011-12	205	234	180	637	540	481	532	1 093	299
2012-13	210	279	220	664	563	524	540	1 164	326

(a) Includes administration expenditure, other expenditure on service provision, financial support to families and one-off, non-capital payments to peak agencies who support child care and preschool service providers.

(b) See source tables for other footnotes.

(c) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(d) The reduction in Queensland expenditure per child in 2006-07 and 2007-08 is due to the cessation of preschool in December 2006 and the introduction of the Preparatory Year in Queensland from 2007. Preparatory Year data are included in data on school children (chapter 4).

Source: Tables 3A.2 and 3A.3.

TABLE 3A.52

Table 3A.52 Australian Government recurrent expenditure per child aged 0–12 attending approved child care services (\$/child) (2012-13 dollars) (a), (b), (c), (d)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Expenditure per child attending child care services									
2009	5 354	5 003	4 992	5 059	4 315	4 136	3 170	8 154	5 037
2010	4 497	4 720	4 541	4 635	4 727	5 117	4 366	9 269	4 648
2011	4 546	4 723	4 600	4 648	4 687	4 990	4 431	10 618	4 687
2012	4 959	4 931	4 881	4 939	4 947	5 043	4 781	8 504	4 967
2013	5 236	5 151	5 083	5 142	5 140	5 240	4 934	7 990	5 194

- (a) Includes expenditure for some children aged greater than 12 years, including Indigenous children and children with special needs who may be older than 12 years.
- (b) Children can use more than one type of care. Children are counted once for each care type they use.
- (c) Attendance counted as the number of children attending approved care in all services except vacation care during the weeks 23–29 March 2009. The week in which vacation care attendance were measured varied due to different vacation care periods across Australia. Attendance for 2010 and onwards data relate to the March quarter.
- (d) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

Source: Tables 3A.4 and 3A.8.

TABLE 3A.53

Table 3A.53 **Children aged 0–12 years in families participating in the labour force who required any or additional formal child care for work related reasons, 2011 (a), (b), (c), (d), (e), (f)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust</i>
Number of children aged 0–12 years										
In families participating in the labour force who required any or additional formal child care for mainly work-related reasons	'000	19.6	17.0	<i>12.7</i>	6.8	2.3	np	1.4	np	61.0
All children aged 0–12 in families participating in the labour force	'000	704.8	549.2	483.4	224.3	156.3	49.1	42.1	19.5	2228.8
Proportion of children in families participating in the labour force who required any or additional formal child care for mainly work-related reasons	%	2.9 ± 1.0	3.1 ± 1.3	2.6 ± 1.7	3.0 ± 1.3	1.5 ± 1.1	np	3.3 ± 2.9	np	2.8 ± 0.6

- (a) Families participating in the labour force include single parent families where the lone parent is employed or unemployed, and couple families where both parents are employed or unemployed.
- (b) Any or additional formal child care includes current requirements for child care for: children who do not currently use any child care; children who need additional child care; or children who require a different type of service other than the child care service currently being used.
- (c) The main reason for any or additional formal child care was 'work related'.
- (d) As data are from a survey, the *Childhood Education and Care Survey* (CEaCS), they are subject to error. Data in italics have relative standard errors above 25 per cent, and need to be used with caution. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.6 of the Statistical context for more information on confidence intervals and relative standard errors.
- (e) Data for Tasmania and the NT were not available for publication due to small numbers, but are included in the total for Australia.
- (f) The 2011 CEaCS excluded persons living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.
- np** Not published.

Source: ABS (unpublished) *Childhood Education and Care, Australia, June 2011*, Cat. no. 4402.0, Canberra.

TABLE 3A.54

Table 3A.54 **Children aged 0–12 years by whether any or additional formal child care or preschool was required, 2008, 2011 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Number of children										
Children who required any or additional formal child care, (d)	'000	27.9	24.4	20.9	8.8	3.5	1.7	1.5	np	89.3
Children who required any or additional preschool, (e)	'000	14.6	8.1	5.9	2.8	2.7	1.1	np	np	36.4
All children who required any or additional formal child care and/or preschool,	'000	42.6	32.5	26.9	11.6	6.2	2.8	1.7	1.5	125.7
All children	'000	1 147.6	854.0	728.3	353.6	244.9	82.5	55.2	32.3	3 498.4
Proportion of all children who required any or additional formal child care or preschool, by use of care										
Children who used formal child care (f)	%	0.9 ± 0.4	1.0 ± 0.5	1.5 ± 0.8	1.0 ± 0.8	0.6 ± 0.5	1.3 ± 1.0	np	np	1.0 ± 0.3
Children who used informal care only	%	0.7 ± 0.4	0.8 ± 0.5	1.0 ± 0.7	0.6 ± 0.5	0.6 ± 0.6	np	np	np	0.8 ± 0.3
Children who currently use preschool (g)	%	1.3 ± 0.4	1.2 ± 0.6	0.2 ± 0.2	0.7 ± 0.6	0.8 ± 0.6	np	np	np	0.9 ± 0.2
Children who did not use either child care or preschool	%	0.8 ± 0.4	0.8 ± 0.4	1.0 ± 0.6	1.0 ± 0.7	0.5 ± 0.5	0.8 ± 0.7	np	2.3 ± 2.2	0.9 ± 0.2
Total children who required any or additional formal child care or preschool services	%	3.7 ± 0.8	3.8 ± 1.1	3.7 ± 1.4	3.3 ± 1.2	2.5 ± 1.2	3.4 ± 1.7	3.1 ± 2.0	4.5 ± 2.7	3.6 ± 0.5
Proportion of all children who did not require any or additional formal child care, by use of care										
Children who used formal child care (f)	%	18.5 ± 1.9	17.7 ± 2.4	22.8 ± 2.2	11.7 ± 2.1	23.7 ± 3.4	20.3 ± 3.4	27.0 ± 5.4	21.9 ± 4.8	19.1 ± 1.1
Children who used informal care only	%	18.1 ± 2.0	20.1 ± 2.5	15.5 ± 2.4	23.4 ± 2.7	21.8 ± 3.6	25.0 ± 4.8	15.2 ± 4.5	19.4 ± 5.4	19.0 ± 0.9
Children who currently use preschool (g)	%	6.3 ± 0.9	9.5 ± 1.1	3.4 ± 0.9	7.4 ± 1.3	7.9 ± 1.3	6.9 ± 1.6	7.8 ± 2.2	5.9 ± 1.6	6.7 ± 0.4
Children who did not use wither child care or preschool	%	53.4 ± 2.1	48.9 ± 2.9	54.7 ± 3.1	54.2 ± 3.4	44.0 ± 3.9	44.4 ± 5.1	47.0 ± 6.7	48.3 ± 5.8	51.6 ± 1.2
Total children who did not require any or additional formal child care or preschool	%	96.3 ± 0.8	96.2 ± 1.1	96.3 ± 1.4	96.7 ± 1.2	97.5 ± 1.2	96.6 ± 1.7	96.9 ± 2.0	95.5 ± 2.7	96.4 ± 0.5

TABLE 3A.54

Table 3A.54 **Children aged 0–12 years by whether any or additional formal child care or preschool was required, 2008, 2011 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2011 (h)										
Number of children										
Children who required any or additional formal child care (d)	'000	203.6	157.7	120.5	64.9	35.3	14.3	13.0	5.6	614.9
Children who required any or additional preschool (e)	'000	124.4	114.3	70.7	43.7	28.3	10.4	5.6	4.2	401.7
All children who required any or additional formal child care and/or preschool	'000	200.4	157.3	115.2	63.1	32.3	13.1	12.0	5.2	598.5
All children	'000	1 175.8	890.6	773.8	381.8	250.6	83.9	58.5	33.0	3 648.1
Proportion of all children who required any or additional formal child care or preschool, by use of care (g)										
Children who used formal child care (f)	%	21.1 ± 4.1	23.2 ± 4.3	21.1 ± 4.5	28.5 ± 6.3	14.9 ± 4.5	27.2 ± 9.5	24.5 ± 9.0	19.7 ± 9.3	21.9 ± 2.0
Children who used informal care only	%	18.4 ± 3.0	18.8 ± 4.5	14.7 ± 4.6	15.1 ± 3.7	11.9 ± 4.2	13.5 ± 6.9	23.0 ± 7.7	28.9 ± 16.6	16.9 ± 1.6
Children who currently use preschool (g)	%	16.0 ± 7.6	17.3 ± 6.4	14.9 ± 9.2	14.5 ± 8.2	17.7 ± 8.7	20.5 ± 16.0	22.1 ± 17.4	21.9 ± 16.8	16.6 ± 3.1
Children who did not use either child care or preschool	%	14.0 ± 2.3	14.3 ± 3.1	11.4 ± 2.7	13.6 ± 3.3	12.3 ± 4.3	11.4 ± 5.3	16.7 ± 8.3	8.2 ± 4.4	13.3 ± 1.3
Total children who required any or additional formal child care or preschool	%	17.0 ± 1.9	17.7 ± 2.3	14.9 ± 2.3	16.5 ± 1.8	12.9 ± 2.5	15.6 ± 4.0	20.6 ± 4.8	15.6 ± 5.3	16.4 ± 0.9
Proportion of all children who did not require any or additional formal child care, by use of care										
Children who used formal child care (f)	%	78.9 ± 4.1	76.8 ± 4.3	78.9 ± 4.5	71.5 ± 6.3	85.1 ± 4.5	72.8 ± 9.5	75.5 ± 9.0	80.3 ± 9.3	78.1 ± 2.0
Children who used informal care only	%	81.6 ± 3.0	81.2 ± 4.5	85.3 ± 4.6	84.9 ± 3.7	88.1 ± 4.2	86.5 ± 6.9	77.0 ± 7.7	71.1 ± 16.6	83.1 ± 1.6
Children who currently use preschool (g)	%	84.0 ± 7.6	82.7 ± 6.4	85.1 ± 9.2	85.5 ± 8.2	82.3 ± 8.7	79.5 ± 16.0	77.9 ± 17.4	78.1 ± 16.8	83.4 ± 3.1
Children who did not use either child care or preschool	%	86.0 ± 2.3	85.7 ± 3.1	88.6 ± 2.7	86.4 ± 3.3	87.7 ± 4.3	88.6 ± 5.3	83.3 ± 8.3	91.8 ± 4.4	86.7 ± 1.3
Total children who did not require any or additional formal child care or preschool (i)	%	83.0 ± 1.9	82.3 ± 2.3	85.1 ± 2.3	83.5 ± 1.8	87.1 ± 2.5	84.4 ± 4.0	79.4 ± 4.8	84.4 ± 5.3	83.6 ± 0.9

TABLE 3A.54

Table 3A.54 **Children aged 0–12 years by whether any or additional formal child care or preschool was required, 2008, 2011 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
(a)	In 2011, the CEaCS collected data based on current and future requirements for any or additional care in the next 12 months. Data for 2008 are not directly comparable as they include only data on current requirements, and care should be taken in interpreting these data.									
(b)	As data are from a survey they are subject to error. Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.6 of the Statistical context for more information on confidence intervals and relative standard errors.									
(c)	Any or additional formal care or preschool includes current requirements for child care or preschool service for: children who do not currently use any child care or preschool; children who need additional child care or preschool services; or children who require a different type of service other than the child care or preschool service currently being used. Data in 2011 show higher proportions of requirements for any or additional care because they relate to proportions who anticipated using formal care over the next 12 months.									
(d)	Includes children who had or had not used formal care in the previous week, for whom formal care was wanted.									
(e)	Includes children who had or had not used preschool in the previous week, for whom preschool was wanted.									
(f)	All children who used formal care, including those who used both formal and informal care.									
(g)	Includes all children in preschool services, including those who also used formal care, informal care or both.									
(h)	The 2011 CEaCS excluded persons living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.									
(i)	Data include formal child care and preschool, as data for child care are too unreliable to be presented separately.									
	np Not published.									

Source: ABS (unpublished) *Childhood Education and Care, Australia, June 2008 and June 2011*, Cat. no. 4402.0, Canberra.

TABLE 3A.55

Table 3A.55 **Main reason children aged 0–12 years required any or additional formal child care or preschool, 2008, 2011 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
Number of children who required any or additional formal child care or preschool										
Child care (d)	'000	27.9	24.4	20.9	8.8	3.5	1.7	np	np	89.3
Preschool (e)	'000	14.6	8.1	5.9	2.8	2.7	1.1	np	0.9	36.4
All children who required any/additional formal child care and/or preschool, but were unable to access this service	'000	42.6	32.5	26.9	11.6	6.2	2.8	1.7	1.5	125.7
Main reason any or additional formal child and/or preschool required										
Work-related reasons	%	47.4 ± 12.9	47.0 ± 14.7	47.8 ± 15.4	42.3 ± 18.1	46.3 ± 28.8	44.7 ± 28.1	88.7 ± 17.9	np	46.9 ± 7.1
Personal reasons (f)	%	10.9 ± 9.1	12.1 ± 11.4	np	21.6 ± 18.8	np	np	np	np	10.7 ± 4.6
Child-related reasons and other reasons (g)	%	41.6 ± 12.7	40.8 ± 14.6	45.6 ± 16.4	36.2 ± 19.5	50.2 ± 26.9	50.6 ± 28.0	np	77.3 ± 29.3	42.3 ± 6.9
All reasons	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2011 (h)										
Number of children who required any or additional formal child care or preschool										
Child care (d)	'000	203.6	157.7	120.5	64.9	35.3	14.3	13.0	5.6	614.9
Preschool (e)	'000	124.4	114.3	70.7	43.7	28.3	10.4	5.6	4.2	401.7
All children who required any/additional formal child care and/or preschool	'000	200.4	157.3	115.2	63.1	32.3	13.1	12.0	5.2	598.5
Main reason any or additional formal child care and/or preschool required										
Work-related reasons (f)	%	47.3 ± 11.0	49.7 ± 11.3	50.3 ± 16.7	60.0 ± 11.8	63.0 ± 16.4	47.6 ± 22.2	62.1 ± 27.4	56.6 ± 30.6	51.1 ± 5.9

TABLE 3A.55

Table 3A.55 **Main reason children aged 0–12 years required any or additional formal child care or preschool, 2008, 2011 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Personal reasons (g)	%	7.3 ± 4.7	13.2 ± 10.9	10.4 ± 8.0	np	np	np	np	np	9.5 ± 4.1
Child-related and other reasons (i)	%	42.6 ± 9.9	35.5 ± 13.6	39.3 ± 12.1	29.2 ± 11.4	np	np	np	np	37.6 ± 5.3
All reasons	%	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

- (a) In 2011, the CEaCS collected data based on current and future requirements for any or additional care in the next 12 months. Data for 2008 are not directly comparable as they include only data on current requirements, and care should be taken in interpreting these data. Any or additional formal care or preschool includes current requirements for child care or preschool services for: children who do not currently use any child care or preschool; children who need additional child care or preschool services; or children who require a different type of service other than the child care or preschool service currently being used. Data in 2011 show higher numbers of requirements for any or additional care because they relate to proportions who anticipated using formal care over the next 12 months.
- (b) As data are from a survey they are subject to error. Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.6 of the Statistical context for more information on confidence intervals and relative standard errors.
- (c) Data that are not published were not available separately from the ABS due to small numbers, but are included in the totals unless otherwise indicated.
- (d) Includes children who had or had not used formal care in the previous week, for whom formal care was wanted.
- (e) Includes children who had or had not used preschool in the previous week, for whom preschool was wanted.
- (f) Work related reasons includes 'work, 'looking for work' and 'work-related study or training'.
- (g) Personal reasons includes 'entertainment or social activity', 'other study or training', 'sport', 'shopping', 'voluntary/community activity', 'care for relatives', 'ill/in hospital/visited doctor/dentist', 'gives parents a break/time alone', and 'other parent-related reason'.
- (h) The 2011 CEaCS excluded persons living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.
- (i) Child-related reasons include 'good for child', 'prepare for school' and 'other child-related reason' and 'other'.

np Not published.

Source: ABS (unpublished) *Childhood Education and Care, Australia, June 2008 and June 2011*, Cat. no. 4402.0, Canberra.

TABLE 3A.56

Table 3A.56 **Main reason any or additional formal child care or preschool required for children aged 0–12 years was not accessed, 2008, 2011 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
2008										
None exist/don't know of any in area	%	14.8 ± 10.8	7.4 ± 6.0	19.1 ± 12.7	10.8 ± 10.4	np	np	np	–	12.8 ± 4.7
Cost or too expensive	%	28.6 ± 12.5	23.6 ± 12.1	9.9 ± 8.7	27.6 ± 19.2	26.2 ± 23.7	np	np	np	22.5 ± 6.0
Booked out or no places	%	np	7.7 ± 6.3	np	np	–	–	–	–	4.7 ± 2.9
Other (d)	%	50.0 ± 13.5	61.3 ± 12.1	69.5 ± 12.5	59.5 ± 18.5	68.9 ± 22.3	81.3 ± 16.1	46.1 ± 37.5	79.2 ± 28.8	59.9 ± 6.3
All children who required any or additional formal child care or preschool, who were unable to access this service (e)	'000	42.6	32.5	26.9	11.6	6.2	2.8	1.7	1.5	125.7
2011 (f)										
Cost or too expensive	%	31.0 ± 10.6	20.1 ± 10.5	29.9 ± 13.0	14.6 ± 11.0	19.4 ± 14.1	26.9 ± 23.5	np	np	24.5 ± 4.7
Other (g)	%	69.0 ± 10.6	79.9 ± 10.5	70.1 ± 13.0	85.4 ± 11.0	80.6 ± 14.1	73.1 ± 23.5	np	np	75.5 ± 4.7
All children who required any or additional formal child care or preschool, who were unable to access this service (e), (h)	'000	46.9	44.4	34.9	18.0	10.7	4.1	3.4	1.3	163.8

- (a) Data categories have changed from the 2008 to 2011 surveys. Data in 2011 show higher proportions of requirements for any or additional care because they relate to proportions who anticipated using formal care over the next 12 months. Therefore data cannot be compared between the 2008 and 2011 surveys.
- (b) As data are from a survey they are subject to error. Data in italics have relative standard errors above 25 per cent, and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent ± 2.7 per cent). See section 2.6 of the Statistical context for more information on confidence intervals and relative standard errors.
- (c) Data that are not published were not available separately from the ABS due to small numbers, but are included in the totals unless otherwise indicated.
- (d) 'Other' includes 'prefer other type of care', 'time/days available not suitable', 'not flexible enough/not available at short notice', 'transport/distance', 'not working, prefer to look after child', 'child too young/old', 'child's preference', 'child has special needs (illness/disability)', 'parent(s) unhappy with service/carers', 'care not available on application' and 'other'.

TABLE 3A.56

Table 3A.56 **Main reason any or additional formal child care or preschool required for children aged 0–12 years was not accessed, 2008, 2011 (a), (b), (c)**

	<i>Unit</i>	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
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(e) Includes children who had or had not used formal child care or preschool in the previous week for whom formal child care or preschool was wanted.

(f) The 2011 CEaCS excluded persons living in very remote parts of Australia. In the NT this accounts for approximately 23 per cent of the population.

(g) 'Other' includes 'prefer other type of care', 'time/days available not suitable', 'none nearby', 'transport/distance', 'booked out/no places', 'not working prefer to look after child', 'child too young/old', 'child has special needs (illness/disability)', 'parents unhappy with services/carers' and 'other'.

(h) Data include formal child care and preschool, as data for child care were too unreliable to be presented separately.

– Nil or rounded to zero. **np** Not published.

Source: ABS (unpublished) *Childhood Education and Care, Australia, June 2008 and June 2011*, Cat. no. 4402.0, Canberra.

TABLE 3A.57

Table 3A.57 Out-of-pocket costs of child care for families with children in full time centre-based long day care, as a proportion of weekly disposable income, by gross annual family income, 2013 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Before child subsidies									
One child in care									
\$35 000	41.7	41.3	36.6	42.2	37.7	37.0	49.4	39.0	39.9
\$55 000	34.6	34.3	30.4	35.1	31.3	30.7	41.0	32.3	33.1
\$75 000	28.4	28.1	24.9	28.7	25.6	25.1	33.6	26.5	27.1
\$95 000	23.6	23.4	20.7	23.9	21.4	20.9	28.0	22.1	22.6
\$115 000	20.8	20.6	18.3	21.1	18.8	18.4	24.7	19.4	19.9
\$135 000	18.3	18.1	16.0	18.5	16.5	16.2	21.6	17.0	17.5
Two children in care									
\$35 000	73.8	73.5	65.5	74.7	68.7	68.3	87.6	69.9	70.8
\$55 000	62.3	62.0	55.3	63.0	57.9	57.7	73.9	59.0	59.8
\$75 000	53.6	53.4	47.6	54.3	49.9	49.6	63.6	50.8	51.5
\$95 000	45.1	44.8	40.0	45.6	41.9	41.7	53.4	42.7	43.2
\$115 000	40.9	40.7	36.2	41.3	38.0	37.8	48.5	38.7	39.2
\$135 000	35.8	35.7	31.8	36.3	33.3	33.2	42.5	33.9	34.4
After child subsidies									
One child in care									
\$35 000	10.0	9.7	7.4	10.2	7.9	7.6	13.8	8.6	9.1
\$55 000	9.5	9.3	7.4	9.7	7.8	7.5	12.7	8.4	8.8
\$75 000	9.2	9.1	7.5	9.4	7.9	7.6	12.8	8.3	8.6
\$95 000	8.9	8.8	7.5	9.1	7.8	7.6	13.1	8.1	8.4
\$115 000	9.8	9.6	7.7	10.1	7.9	7.7	13.7	8.4	8.9
\$135 000	10.5	10.3	8.3	10.7	8.7	8.4	13.9	9.3	9.7
Two children in care									
\$35 000	16.4	16.2	12.2	16.8	13.8	13.6	23.2	14.4	14.9
\$55 000	15.5	15.4	12.0	15.9	13.3	13.2	21.3	13.9	14.3
\$75 000	15.5	15.3	12.4	15.8	13.6	13.5	20.5	14.0	14.4
\$95 000	14.8	14.7	12.2	15.0	13.2	13.1	20.2	13.6	13.9
\$115 000	16.1	16.0	13.7	16.5	14.6	14.5	23.6	15.0	15.2
\$135 000	18.7	18.6	14.7	19.2	16.2	16.1	25.4	16.8	17.3

(a) Data relate to the March quarter 2013.

Source: Department of Education (unpublished) administrative data collection.

TABLE 3A.58

Table 3A.58 Out-of-pocket costs of child care for families with children in full time family day care, as a proportion of weekly disposable income, by gross annual family income, 2013 (per cent)

	<i>NSW</i>	<i>Vic</i>	<i>Qld</i>	<i>WA</i>	<i>SA</i>	<i>Tas</i>	<i>ACT</i>	<i>NT</i>	<i>Aust</i>
Before child subsidies									
One child in care									
\$35 000	36.1	42.9	38.9	41.4	34.6	38.3	45.0	41.3	38.7
\$55 000	30.0	35.6	32.3	34.3	28.7	31.8	37.4	34.3	32.1
\$75 000	24.5	29.2	26.5	28.1	23.5	26.0	30.6	28.1	26.3
\$95 000	20.4	24.3	22.0	23.4	19.6	21.7	25.5	23.4	21.9
\$115 000	18.0	21.4	19.4	20.6	17.3	19.1	22.5	20.6	19.3
\$135 000	15.8	18.8	17.0	18.1	15.1	16.8	19.7	18.1	17.0
Two children in care									
\$35 000	64.4	72.8	67.5	69.0	56.8	79.0	84.7	78.2	69.0
\$55 000	54.4	61.5	57.0	58.2	48.0	66.7	71.5	66.0	58.3
\$75 000	46.8	52.9	49.0	50.1	41.3	57.4	61.5	56.8	50.2
\$95 000	39.3	44.4	41.2	42.1	34.7	48.2	51.7	47.7	42.1
\$115 000	35.7	40.3	37.4	38.2	31.5	43.7	46.9	43.3	38.2
\$135 000	31.3	35.4	32.8	33.5	27.6	38.4	41.1	38.0	33.5
After child subsidies									
One child in care									
\$35 000	7.1	10.5	8.6	9.8	6.4	8.2	11.6	9.7	8.5
\$45 000	7.2	10.0	8.3	9.4	6.5	8.1	10.9	9.3	8.3
\$75 000	7.3	9.6	8.3	9.1	6.8	8.1	10.4	9.1	8.2
\$95 000	7.3	9.4	8.1	8.8	6.9	8.0	10.6	8.8	8.1
\$115 000	7.5	10.4	8.4	9.6	7.2	8.1	11.5	9.6	8.3
\$135 000	8.0	11.0	9.3	10.3	7.4	9.0	11.9	10.3	9.2
Two children in care									
\$35 000	11.6	15.9	13.2	13.9	7.9	18.9	21.8	18.5	14.0
\$55 000	11.5	15.1	12.9	13.5	8.3	17.7	20.1	17.4	13.5
\$75 000	12.1	15.1	13.2	13.7	9.3	17.3	19.4	17.1	13.7
\$95 000	11.9	14.5	12.8	13.3	9.6	16.4	18.4	16.1	13.3
\$115 000	13.5	15.8	14.3	14.7	11.4	18.9	22.0	18.4	14.7
\$135 000	14.2	18.3	15.7	16.4	12.3	21.3	24.0	20.9	16.4

(a) Data relate to the March quarter 2013.

Source: Department of Education (unpublished) administrative data collection.

Single jurisdiction data – NSW

TABLE 3A.59

Table 3A.59 **State Government real expenditure on child care and preschool services, New South Wales (2012-13 dollars) (\$'000) (a), (b)**

	2008-09	2009-10 (c)	2010-11	2011-12	2012-13
Government expenditure on child care services					
Total recurrent expenditure	43 984	51 940	56 113	49 797	52 946
Net capital expenditure on child care services	–	–	261	–	–
Total expenditure on child care services	43 984	51 940	56 374	49 797	52 946
Government expenditure on preschool services					
Total recurrent expenditure	157 860	179 482	173 872	194 185	199 889
Net capital expenditure on preschool services	1 635	3 048	78	–	–
Total expenditure on preschool services	159 496	182 529	173 949	194 185	199 889
Government expenditure on child care and preschool services					
Total recurrent expenditure	201 845	231 421	229 984	243 982	252 835
Net capital expenditure	1 635	3 048	339	–	–
Total expenditure	203 480	234 469	230 323	243 982	252 835

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(c) In 2009-10 a revised financial methodology was applied to NSW government expenditure on childcare and preschool taking into account the children's services reform agenda. As a result, the data for 2009-10 are not directly comparable to data for previous years.

– Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished).

TABLE 3A.60

Table 3A.60 **Characteristics of child care and preschool services, New South Wales (a), (b), (c)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Places available by service type						
Child care services						
Centre-based long day care (d)	no.	19 133	21 249	23 718	25 406	25 045
Family day care (e)	no.	–	–	–	–	na
Vacation care (d), (f)	no.	9 556	11 453	9 941	10 448	9 836
Outside school hours care (g)	no.	–	–	–	–	na
Occasional care (d)	no.	1 352	1 656	1 755	1 902	1 714
Other child care	no.	1 104	na	na	–	na
All child care places (d)	no.	51 620	34 358	35 414	37 756	36 595
Preschool services (h)						
Year before full time school	no.	28 669	24 638	31 848	28 688	28 943
Younger children (i)	no.	na	na	na	na	na
All preschool places (j)	no.	28 669	24 638	31 848	28 688	28 943
Average attendance						
Child care services						
Centre-based long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
Outside school hours care (b)	hrs	na	na	na	na	na
Occasional care	hrs	na	na	na	na	na
Other child care	hrs	na	na	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) This table counts the maximum licensed places per day (not week) for funded licensed child care services operating in August.

(c) Data are reported for services not included by the Australian Government.

(d) The results for 2012-13 are estimates based on the drop in funded child care services between 2011-12 and 2012-13. The number of State/Territory funded services has fallen slightly due to the closed nature of the funding program since 2010-11.

(e) NSW does not fund FDC services.

(f) Only 89 per cent of vacation care services submitted data for 2011-12. The count is based on children attending during the December-January 2011 school holiday period and is sourced from Children's Services annual vacation care data collection. Places for the remaining 11 per cent of services was estimated and added to the base value for 2011-12.

(g) NSW registers but does not license or fund outside school hours care services.

(h) This is a count of places in designated preschool services, and does not count other child care services offering preschool programs. Data cannot be separated into children in the year immediately prior to the commencement of full time schooling and those who are younger. Places available to younger children are therefore included in the count of places available in year before full time school.

(i) NSW does not regulate licensed preschool capacity by age.

TABLE 3A.60

Table 3A.60 **Characteristics of child care and preschool services, New South Wales (a), (b), (c)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
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(j) The count is based on licensed places per day. NSW does not regulate licensed preschool capacity by age.

na Not available. – Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished).

TABLE 3A.61

Table 3A.61 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, New South Wales (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Children using State Government funded and/or provided child care services (c), (d), (e)						
Less than 2 years (1 year old or less)	no.	6 026	5 493	5 900	6 049	6 496
2 to less than 4 years (2–3 year olds)	no.	31 833	33 135	37 508	40 593	39 142
4 to less than 5 years (4 year olds)	no.	32 479	33 549	35 232	36 482	42 603
5 to less than 6 years (5 year olds)	no.	17 132	13 727	12 835	11 838	12 108
6 to 12 years old (6–12 year olds)	no.	19 742	20 518	19 118	18 442	17 377
All children aged 0–12 years	no.	107 212	106 422	110 593	113 404	117 726
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	97 218	97 461	95 376	93 640	95 370
1 to less than 2 years (1 year olds)	no.	94 525	95 715	96 174	95 422	94 151
2 to less than 3 years (2 year olds)	no.	92 300	94 209	95 082	95 692	95 841
3 to less than 4 years (3 year olds)	no.	89 521	92 644	93 980	94 938	96 082
4 to less than 5 years (4 year olds)	no.	87 609	90 519	93 041	94 061	95 398
5 to less than 6 years (5 year olds)	no.	86 973	88 487	91 387	93 369	94 597
6 to 12 years old (6–12 year olds)	no.	615 467	616 648	619 437	625 221	632 130
All children aged 0–12 years	no.	1 163 613	1 175 683	1 184 477	1 192 343	1 203 569
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	16.0	15.4	16.2	16.7	17.6
6 to 12 years (e)	%	3.2	3.3	3.1	2.9	2.7
All children aged 0–12 years	%	9.2	9.1	9.3	9.5	9.8

- (a) Data are not comparable with data for other States and Territories because children in preschools are included.
- (b) Data are based on the number licensed funded services operating during the survey week.
- (c) Data were not collected for 2011-12 or 2012-13. The 2012-13 results include children in child care and preschool services. The number of children using child care services has been estimated by using Commonwealth data to proportion the number of children using child care services by age category. The methodology used to estimate results for 2012-13 represents a departure from the compound growth rate method used for 2011-12 so 2012-13 results should not be compared to 2011-12.
- (d) NSW does not discriminate between child care and preschool services provided by a qualified teacher. This count is therefore all children in this age group who are attending long day care services which are required to provide a preschool program.
- (e) Data were not collected for this data item in 2011-12 and 2012-13. The results for 2012-13 are an estimate based on the drop in funded vacation services for the period 2011-12 to 2012-13. The number of State/Territory funded vacation care services has fallen slightly due to the closed nature of the funding program since 2010-11.

Source: NSW Department of Education and Communities (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.62

Table 3A.62 **Staff employed by State Government funded and/or managed child care and preschool service providers, New South Wales (a), (b), (c)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10 (d), (e)</i>	<i>2010-11</i>	<i>2011-12 (f)</i>	<i>2012-13 (f)</i>
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	9 979	6 861	5 514	5 267	5 072
Administrative staff	FTE	651	703	614	636	613
Other staff	FTE	554	520	473	483	465
All FTE staff	FTE	11 184	8 084	6 601	6 386	6 149
Family day carers						
Employed as employees	FTE	na	na	na	–	na
Employed as contractors	FTE	na	na	na	–	na
All family day carers	FTE	na	na	na	–	na
Total paid staff						
Primary contact staff	no.	15 778	11 640	6 317	5 373	5 173
Administrative staff	no.	1 365	1 358	1 136	1 134	1 092
Other staff	no.	1 203	1 163	1 074	1 127	1 085
All paid staff	no.	18 346	14 161	8 527	7 634	7 350
Total unpaid staff						
All unpaid staff	no.	2 453	na	na	na	na
Staff in State Government funded and/or provided preschool services						
Full time equivalent staff (g)						
Primary contact staff (h)	FTE	4 280	3 227	3 757	3 737	3 890
Administrative staff (i)	FTE	338	385	498	407	407
Other staff (i)	FTE	216	227	197	111	111
All FTE staff	FTE	4 834	3 839	4 452	4 255	4 408
Total paid staff (full-time and part time) (j)						
Primary contact staff (k)	no.	7 234	5 795	6 298	6 017	6 010
Administrative staff (l)	no.	852	951	797	621	808
Other staff (m)	no.	508	550	316	308	322
All paid staff	no.	8 594	7 296	7 411	6 946	7 140

FTE = Full time equivalent.

- (a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.
- (b) Part time positions are calculated based on a rate of 0.5 of an FTE position.
- (c) Primary contact staff include child care workers, early childhood teachers, teaching authorised supervisor and untrained child care workers. Other staff include child development officers, cleaner/maintenance, non-teaching authorised supervisors and cooks.
- (d) Data are based on the number of licensed funded services operating during the survey week in August 2009.
- (e) Data from 2009-10 are not directly comparable to previous years due to a change in collection methods and counting rules.

TABLE 3A.62

Table 3A.62 **Staff employed by State Government funded and/or managed child care and preschool service providers, New South Wales (a), (b), (c)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10 (d), (e)</i>	<i>2010-11</i>	<i>2011-12 (f)</i>	<i>2012-13 (f)</i>
(f)	Child care data were not collected in 2011-12 or 2012-13. The results for 2012-13 are an estimate based on the drop in funded child care services for the period 2011-12 to 2012-13. The number of State/Territory funded child care services has fallen slightly due to the closed nature of the funding program since 2010-11.					
(g)	Data include information from both NSW government preschools and NSW government funded preschool services and are based on the number of licensed state funded services operating during a survey period in August each year.					
(h)	FTE count is based on staff employed at a preschool service (Community funded and government) that spent at least half of their time doing primary contact. Data are sourced from the Early Childhood Education and Care Preschool Census (formerly known as the Children's services annual data collection) for community funded preschools and Department of Education and Communities (DEC) preschool mid-year Census. All government funded primary contact staff assumed to be working full time.					
(i)	Data were not collected for this data item for 2012-13 and the 2012-13 value is based on the results presented for 2011-12.					
(j)	DEC figures are not included in the total paid staff count.					
(k)	Count is based on staff employed at a preschool service (Community funded and government) that spent at least half of their time doing primary contact. Data are sourced from the Early Childhood Education and Care Preschool Census for community funded preschools and DEC preschool mid-year Census.					
(l)	Count is based on staff employed at a preschool service (community funded only) that spent at least half of their time doing management/admin work. Data are sourced from the Early Childhood Education and Care Preschool Census for community funded preschools.					
(m)	Count is based on staff employed at a preschool service (community funded only) that spent at least half of their time doing other work. Data are sourced from the Early Childhood Education and Care Preschool Census for community funded preschools.					

na Not available. – Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished).

TABLE 3A.63

Table 3A.63 **Paid staff employed by State Government funded and/or managed child care and preschool service providers, by qualification and experience, New South Wales (a), (b), (c), (d)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	11 072	7 033	5 326	5 148	4 957
Without a formal qualification (e)						
Three years or more relevant experience	no.	na	na	852	852	820
Fewer than 3 years relevant experience	no.	na	na	568	568	547
All staff without formal qualification	no.	4 706	5 836	1 420	1 420	1 367
All primary contact staff	no.	15 778	12 869	6 746	6 568	6 324
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	70.2	54.7	79.0	78.4	78.4
Without a formal qualification (e)						
Three years or more relevant experience	%	na	na	12.6	13.0	13.0
Fewer than 3 years relevant experience	%	na	na	8.4	8.6	8.6
All staff without formal qualification	%	29.8	45.3	21.0	21.6	21.6
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	10 157	10 043	4 359	4 359	4 197
Proportion of primary contact staff	%	64.4	78.0	64.6	66.4	66.4
All paid staff in child care services	no.	18 346	14 161	8 527	7 634	7 350
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training (f)	no.	4 820	4 671	4 747	5 088	5 226
Proportion of primary contact staff	%	66.6	80.6	75.4	84.6	87.0
All paid staff in preschool services	no.	8 594	7 296	7 411	6 946	7 140

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are based on the number of licensed funded services operating during the survey week.

(c) The survey and collection process for funded services in 2008-09 was revised, resulting in a significant improvement in the quality of data. Data for 2009-10 are not directly comparable to 2008-09 data due to a change in collection methods and counting rules. Data for 2010-11 are not directly comparable to previous years due to a change in collection methods and counting rules.

(d) Child care data were not collected in 2011-12 or 2012-13. The results are estimates based on the drop in funded child care services between 2011-12 and 2012-13. The number of State/Territory funded child care services has fallen slightly due to the closed nature of the funding program since 2010-11.

(e) Includes staff with no formal qualification and with the equivalent of full time experience in a child care service. Due to a change in data collection, NSW is not able to distinguish the number of years of relevant experience for staff without formal qualifications in 2008-09 and 2009-10.

(f) Based on staff employed in community funded preschools only.

na Not available.

TABLE 3A.63

Table 3A.63 **Paid staff employed by State Government funded and/or managed child care and preschool service providers, by qualification and experience, New South Wales (a), (b), (c), (d)**

Unit 2008-09 2009-10 2010-11 2011-12 2012-13

Source: NSW Department of Education and Communities (unpublished).

TABLE 3A.64

Table 3A.64 **Approved and/or licensed service providers, by management type, New South Wales (a)**

	2008-09		2009-10 (b)		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care										
Community managed (c)	419	18.3	449	19.6	470	18.4	470	18.0	460	17.6
Privately managed (c)	1 868	81.7	1 839	80.4	2 082	81.6	1 918	73.7	1 904	73.0
Non-government schools (c)	..	..	na	na	na	na	19	na	16	0.6
Government managed (c), (d)	na	na	na	na	na	na	197	7.6	191	7.3
Total (c), (e)	2 287	100.0	2 288	100.0	2 552	100.0	2 604	100.0	2 610	100.0
Family day care (f)										
Community managed (c)	99	100.0	100	100.0	103	100.0	31	31.6	30	19.4
Privately managed (c)	na	na	na	na	na	na	20	20.4	58	37.4
Non-government schools (c)	..	..	na	na	na	na	1	na	1	0.6
Government managed (c), (d)	na	na	na	na	na	na	46	46.9	46	29.7
Total (c), (e)	99	100.0	100	100.0	103	100.0	98	100.0	155	100.0
Vacation care (f)										
Community managed (c)	168	69.4	172	70.5	174	78.0	274	48.2	263	40.8
Privately managed (c)	na	na	na	na	na	na	179	31.5	179	27.8
Non-government schools (c)	..	..	na	na	na	na	23	na	26	4.0
Government managed (c), (d)	74	30.6	72	29.5	49	22.0	93	16.3	76	11.8
Total (c), (e)	242	100.0	244	100.0	223	100.0	569	100.0	645	100.0
Outside school hours care (f)										
Community managed (c)	na	na	na	na	na	na	395	50.9	403	46.1
Privately managed (c)	na	na	na	na	na	na	267	34.4	249	28.5
Non-government schools (c)	..	..	na	na	na	na	45	na	44	5.0
Government managed (c), (d)	na	na	na	na	na	na	69	8.9	60	6.9
Total (c), (e)	na	na	na	na	na	na	776	100.0	874	100.0
Occasional care										
Community managed (c), (g)	60	71.4	88	83.0	110	100.0	110	100.0	82	100.0
Privately managed	24	28.6	18	17.0	24	21.8	na	na	na	na
Non-government schools	..	..	..	..	na	na	na	na	na	na
Government managed (c), (d)	na	na	na	na	na	na	na	na	na	na
Total (e), (g)	84	100.0	106	100.0	110	100.0	110	100.0	82	100.0
'Other' care										
Community managed (c)	24	21.1	na	na	na	na	–	na	na	na
Privately managed	90	78.9	na	na	na	na	na	na	na	na
Non-government schools	..	..	..	..	na	na	na	na	na	na
Government managed (d)	na	na	na	na	na	na	na	na	na	na
Total (e)	114	100.0	na	na	na	na	na	na	na	na

TABLE 3A.64

Table 3A.64 **Approved and/or licensed service providers, by management type, New South Wales (a)**

	2008-09		2009-10 (b)		2010-11		2011-12		2012-13	
All child care services										
Community managed (c)	770	27.2	809	29.5	857	28.7	1 280	30.8	1 238	28.4
Privately managed (c)	1 982	70.1	1 857	67.8	2 106	70.5	2 384	57.3	2 390	54.7
Non-government schools (c)	–	na	–	na	–	na	88	na	87	2.0
Government managed (d)	74	2.6	72	2.6	49	1.6	405	9.7	373	8.5
Total (e)	2 826	100.0	2 738	100.0	2 988	100.0	4 157	100.0	4 366	100.0
Preschool service providers										
Community managed (h)	734	79.8	751	70.2	757	52.8	786	82.5	786	81.2
Privately managed (c)	86	9.3	219	20.5	576	40.2	54	5.7	60	6.2
Non-government schools (c)	..	..	na	na	na	na	13	na	22	2.3
Government managed (i)	100	10.9	100	9.3	100	7.0	100	10.5	100	10.3
Total (j)	920	100.0	1 070	100.0	1 433	100.0	953	100.0	968	100.0

- (a) Data exclude Australian Government services.
- (b) In September 2009, a new government licensing system was implemented in NSW.
- (c) From 2011-12, sourced from the National Quality Agenda IT System (NQA ITS) (approved and under assessment services) as at 30 June.
- (d) Includes Australian, State and local government owned services.
- (e) Totals may not add up to total of categories as a result of missing or incomplete data on management type. Totals are for all services including those without a stated management type in the NQA ITS and may therefore be higher than the sum of the categories.
- (f) Family day care is a licensed but not funded service. NSW registers, but does not licence, vacation care, before school care or after school care.
- (g) From 2012-13, sourced from the Department's Early Childhood Education and Care Funding Administration System.
- (h) Data are sourced from the Early Childhood Education and Care Preschool Census (formerly known as Children's services annual data collection). Includes local government managed services.
- (i) Data are sourced from the Department's Census for government preschools. Data do not include local government managed preschools. These have been included under community managed preschools.
- (j) Total is based on the count of government operated and funded services (source - Early Childhood Education and Care Preschool Census 2012 and Mid-Year Census for government preschools) as well as services listed in the NQA ITS as either independent/catholic or private for profit management type. Services could be double counted if they are a funded service and also an independent school.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished).

TABLE 3A.65

Table 3A.65 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, New South Wales (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12 (b)</i>	<i>2012-13</i>
Substantiated breaches arising from complaints						
Child care services						
Centre-based long day care	no.	na	na	na	197	671
Family day care	no.	na	na	na	17	18
Vacation care	no.	na	na	na	–	–
Outside school hours care	no.	na	na	na	–	35
Occasional care	no.	na	na	na	1	5
Other care	no.	na	na	na	11	62
Preschool services						
All preschool services	no.	na	na	na	11	8
All services	no.	na	na	na	237	799
Number of services						
Child care services						
Centre-based long day care (c)	no.	2 287	2 288	2 552	2 604	2 610
Family day care (d)	no.	99	100	103	98	155
Vacation care	no.	242	244	223	569	645
Outside school hours care	no.	na	na	na	776	874
Occasional care	no.	84	106	110	110	82
Other care	no.	114	na	na	na	na
Preschool services						
All preschools services (e)	no.	920	1 070	1 433	953	968
All services	no.	3 746	3 808	4 421	5 110	5 334
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	na	na	na	0.1	0.3
Family day care	no.	na	na	na	0.2	0.1
Vacation care	no.	na	na	na	–	–
Outside school hours care	no.	na	na	na	–	–
Occasional care	no.	na	na	na	–	0.1
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	–	–
All services	no.	na	na	na	–	0.1
Proportion of substantiated breaches against which action was taken						
Child care services						
Centre-based long day care	%	na	na	na	45.7	17.6
Family day care	%	na	na	na	41.2	5.6
Vacation care	%	na	na	na	na	na
Outside school hours care	%	na	na	na	na	–
Occasional care	%	na	na	na	100.0	–

TABLE 3A.65

Table 3A.65 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, New South Wales (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12 (b)</i>	<i>2012-13</i>
Other care	%	na	na	na	–	3.2
Preschool services						
All preschool services	%	na	na	na	100.0	37.5
All services	%	na	na	na	46.0	15.5

(a) From 2011-12, data are sourced from NQA ITS.

(b) 2012-12 results may represent an under count due to the introduction of new legislation and reporting system. Some of the investigation of 2011-12 complaints will have occurred in 2012-13 leading to a delay in reporting and recording in 2012-13 instead of 2011-12. Given this data limitation, 2012-13 and 2011-12 results are not comparable.

(c) Funded licensed long day care services operating on 30 June.

(d) Family day care services are licensed but not funded.

(e) Preschool figures include licensed preschools and mobile services operating on 30 June.

na Not available. – Nil or rounded to zero.

Source: NSW Department of Education and Communities (unpublished).

Single jurisdiction data – Vic

TABLE 3A.66

Table 3A.66 **State Government real expenditure on child care and preschool services, Victoria (2012-13 dollars) (\$'000) (a), (b), (c)**

	2008-09	2009-10	2010-11 (b)	2011-12	2012-13
Government expenditure on child care services					
Total recurrent expenditure	1 659	2 343	3 592	641	605
Net capital expenditure on child care services	381	383	237	–	–
Total expenditure on child care services	2 040	2 727	3 829	641	605
Government expenditure on preschool services					
Total recurrent expenditure	155 969	170 349	183 510	207 253	241 175
Net capital expenditure on preschool services	14 793	21 170	45 310	41 181	43 958
Total expenditure on preschool services (d)	170 762	191 518	228 820	248 434	285 133
Government expenditure on child care and preschool services					
Total recurrent expenditure	169 868	186 179	199 172	207 894	253 298
Net capital expenditure	15 174	21 553	45 547	41 181	43 958
Total expenditure (d)	185 042	207 732	244 718	249 075	297 256

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial assistance to families.

(c) Total expenditure for some years includes administrative expenditure that is not able to be split by service type. The sum of child care and preschool may not add to 'total expenditure'.

(d) Data for 2011-12 include actual expenditure in 2011-12 and committed unspent funds for 2011-12. Data for 2012-13 exclude funds committed in 2011-12 and expended in 2012-13.

– Nil or rounded to zero.

Source: Victorian Department of Human Services (DHS) (unpublished); Department of Education and Early Childhood Development (unpublished).

TABLE 3A.67

Table 3A.67 **Characteristics of child care and preschool services, Victoria (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Places available by service type						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other child care	no.	na	na	na	na	na
All child care places	no.	na	na	na	na	na
Preschool services (c)						
Year before full time school	no.	62 365	66 651	69 089	71 925	71 925
Younger children (d)	no.	197	271	391	570	570
All preschool places	no.	62 562	66 922	69 480	72 495	72 495
Average attendance						
Child care services						
Centre-based long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
Outside school hours care	hrs	na	na	na	na	na
Occasional care	hrs	na	na	na	na	na
Other child care	hrs	na	na	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are reported for services not included by the Australian Government.

(c) 2011-12 data are reported as at 30 June 2012. Due to a change in collection timing the best available data to represent 2012-13 is also from 30 June 2012. The number of places available is the same as the number of Victorian government funded children enrolled in services.

(d) In 2008, the State Government provided funding to 3 year old Aboriginal and/or Torres Strait Islander children to access an early childhood program planned and delivered by a qualified early childhood teacher at no cost. In 2009, this program was extended to include 3 year old children known to child protection.

na Not available.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished).

TABLE 3A.68

Table 3A.68 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, Victoria (a)**

	<i>Unit</i>	2008-09	2009-10	2010-11	2011-12	2012-13
Children using State Government funded and/or provided child care services (b)						
Less than 2 years (1 year old or less)	no.	270	na	na	na	na
2 to less than 4 years (2–3 year olds)	no.	1 043	na	na	na	na
4 to less than 5 years (4 year olds)	no.	na	5 146	na	na	na
5 to less than 6 years (5 year olds)	no.	23	na	na	na	na
6 to 12 years old (6–12 year olds)	no.	na	na	na	na	na
All children aged 0–12 years	no.	1 336	5 146	2 619	na	na
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	70 440	71 353	70 934	70 523	75 865
1 to less than 2 years (1 year olds)	no.	69 173	70 103	70 839	71 098	72 601
2 to less than 3 years (2 year olds)	no.	67 794	69 539	70 276	71 378	71 867
3 to less than 4 years (3 year olds)	no.	65 741	68 523	69 756	70 806	72 139
4 to less than 5 years (4 year olds) (c)	no.	64 557	66 760	69 114	70 338	71 612
5 to less than 6 years (5 year olds)	no.	64 087	65 464	67 623	69 830	71 176
6 to 12 years old (6–12 year olds)	no.	452 624	454 609	457 642	463 822	471 660
All children aged 0–12 years	no.	854 416	866 351	876 184	887 795	906 920
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	0.3	1.2	na	na	na
6 to 12 years	%	na	na	na	na	na
All children aged 0–12 years	%	0.2	0.6	0.3	na	na

(a) Data were not collected by age breakdown in 2009-10 and 2010-11. Data on children using State government funded and/or provided child care services have not been collected since 2011-12.

(b) A proxy for children eligible to attend preschool in the year before full time school.

na Not available.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.69

Table 3A.69 **Staff employed by State Government funded and/or managed child care and preschool service providers, Victoria (a), (b), (c)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services (d)						
Full time equivalent staff						
Primary contact staff	FTE	2 819	3 064	3 438	3 762	3 762
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	2 819	3 064	3 438	3 762	3 762
Total paid staff (full time and part time)						
Primary contact staff	no.	4 718	4 998	5 601	6 174	6 174
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	4 718	4 998	5 601	6 174	6 174

FTE = Full time equivalent.

- (a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.
- (b) Data relates to paid primary contact staff in stand-alone kindergartens and includes primary contact staff in centre-based long day care services responsible and non-government schools responsible for the planning and delivery of the State funded kindergarten program.
- (c) FTE calculated using 38 hours as the standard working week.
- (d) 2011-12 data are reported as at 30 June 2012. Due to a change in collection timing the best available data to represent 2012-13 are also from 30 June 2012.

na Not available.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished).

TABLE 3A.70

Table 3A.70 **Paid staff employed by State Government funded and/or managed child care and preschool service providers, by qualification and experience, Victoria (a)**

	<i>Unit</i>	2008-09	2009-10	2010-11	2011-12	2012-13
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	no.	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	%	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months (b)						
Staff who have undertaken training	no.	2 900	4 080	4 415	5 310	5 310
Proportion of primary contact staff	%	61.5	81.6	78.8	86.0	86.0
All paid staff in preschool services	no.	4 718	4 998	5 601	6 174	6 174

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) 2011-12 data are reported as at 30 June 2012. Due to a change in collection timing the best available data to represent 2012-13 are also from 30 June 2012.

na Not available.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished).

TABLE 3A.71

Table 3A.71 **Approved and/or licensed service providers, by management type, Victoria (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care										
Community managed (b)	226	20.6	401	33.7	435	36.6	452	37.1	467	37.5
Privately managed (c)	769	70.0	643	54.1	622	52.4	621	51.0	636	51.1
Non-government schools	..	..	31	2.6	29	2.4	28	2.3	30	2.4
Government managed (d)	104	9.5	114	9.6	102	8.6	116	9.5	111	8.9
Total	1 099	100.0	1 189	100.0	1 188	100.0	1 217	100.0	1 244	100.0
Family day care (e)										
Community managed (b)	na	na	5	5.1	16	15.1	16	13.0	16	7.8
Privately managed (c)	na	na	40	40.4	41	38.7	60	48.8	146	70.9
Non-government schools	..	..	–	–	–	–	–	–	na	na
Government managed (d)	na	na	54	54.5	49	46.2	47	38.2	44	21.4
Total	na	na	99	100.0	106	100.0	123	100.0	206	100.0
Vacation care										
Community managed (b)	na	na	66	45.8	234	56.0	55	43.0	41	35.7
Privately managed (c)	na	na	28	19.4	109	26.1	24	18.8	29	25.2
Non-government schools	..	..	na	na	17	4.1	4	3.1	4	3.5
Government managed (d)	na	na	50	34.7	58	13.9	45	35.2	41	35.7
Total	na	na	144	100.0	418	100.0	128	100.0	115	100.0
Outside school hours care (e)										
Community managed (b)	na	na	354	33.4	527	53.2	121	12.1	104	10.5
Privately managed (c)	na	na	562	53.0	395	39.9	449	44.9	487	48.9
Non-government schools	..	..	99	9.3	32	3.2	72	7.2	70	7.0
Government managed (d)	na	na	45	4.2	36	3.6	358	35.8	334	33.6
Total	na	na	1 060	100.0	990	100.0	1 000	100.0	995	100.0
Occasional care										
Community managed (b)	307	61.4	261	59.9	266	58.8	250	57.9	233	57.5
Privately managed (c)	96	19.2	88	20.2	96	21.2	100	23.1	95	23.5
Non-government schools	..	..	2	0.5	2	0.4	2	0.5	2	0.5
Government managed (d)	97	19.4	85	19.5	88	19.5	80	18.5	75	18.5
Total	500	100.0	436	100.0	452	100.0	432	100.0	405	100.0
Other care (f)										
Community managed (b)	7	77.8	9	81.8	18	78.3	22	84.6	8	72.7
Privately managed (c)	1	11.1	1	9.1	2	8.7	1	3.8	na	na
Non-government schools	..	..	–	–	–	–	–	–	na	na
Government managed (d)	1	11.1	1	9.1	3	13.0	3	11.5	3	27.3
Total	9	100.0	11	100.0	23	100.0	26	100.0	11	100.0
All child care services										
Community managed (b)	540	33.6	1 096	37.3	1 496	47.1	916	31.3	869	29.2
Privately managed (c)	866	53.9	1 362	46.3	1 265	39.8	1 255	42.9	1 393	46.8

TABLE 3A.71

Table 3A.71 **Approved and/or licensed service providers, by management type, Victoria (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
Non-government schools	–	–	132	4.5	80	2.5	106	3.6	106	3.6
Government managed (d)	202	12.6	349	11.9	336	10.6	649	22.2	608	20.4
Total	1 608	100.0	2 939	100.0	3 177	100.0	2 926	100.0	2 976	100.0
Preschool service providers (d)										
Community managed (b)	903	73.8	892	73.3	904	74.6	868	71.9	868	71.1
Privately managed (c)	96	7.8	22	1.8	11	0.9	8	0.7	8	0.7
Non-government schools	..	..	83	6.8	68	5.6	70	5.8	73	6.0
Government managed (d)	224	18.3	220	18.1	229	18.9	262	21.7	272	22.3
Total	1 223	100.0	1 217	100.0	1 212	100.0	1 208	100.0	1 221	100.0

- (a) Data refer to all providers of approved and licensed education and care services.
- (b) Includes not-for-profit services that are coded as having a management type of incorporated association, church, catholic school, government school, co-operative or other. In 2009-10, the number of community managed centre based child care services increased as a result of the acquisition of ABC Development Learning Centres Pty Ltd by GoodStart Childcare Ltd.
- (c) Prior to 2009-10 this category included services with a management type of company, college/university, non-government school or private individuals.
- (d) Refers to local government managed children's services.
- (e) On 25 May 2009, legislation was passed in Victoria to allow the licensing of family day care services and outside school care services.
- (f) Other care refers to licensees who operate early intervention or short term care services.

na Not available. .. Not published. – Nil or rounded to zero.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished).

TABLE 3A.72

Table 3A.72 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Victoria (a), (b), (c)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Substantiated breaches arising from complaints						
Child care services						
Centre-based long day care	no.	100	268	235	195	177
Family day care	no.	na	–	22	17	14
Vacation care	no.	na	–	20	15	1
Outside school hours care	no.	na	–	37	15	10
Occasional care	no.	6	14	14	9	6
Other care	no.	na	–	1	1	1
Preschool services						
All preschool services	no.	66	73	79	48	15
All services	no.	172	355	408	300	224
Number of services						
Child care services						
Centre-based long day care	no.	1 099	1 189	1 188	1 217	1 244
Family day care	no.	na	99	106	123	206
Vacation care	no.	na	144	418	128	115
Outside school hours care	no.	na	1 060	990	1 000	995
Occasional care	no.	500	436	452	432	405
Other care	no.	9	11	23	26	11
Preschool services						
All preschool services	no.	1 223	1 217	1 212	1 208	1 221
All services	no.	–	–	–	–	–
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	0.1	0.2	0.2	0.2	0.1
Family day care	no.	na	–	0.2	0.1	0.1
Vacation care	no.	na	–	–	0.1	–
Outside school hours care	no.	na	–	–	–	–
Occasional care	no.	–	–	–	–	–
Other care	no.	na	–	–	–	0.1
Preschool services						
All preschool services	no.	0.1	0.1	0.1	–	–
All services	no.	na	na	na	na	na
Proportion of substantiated breaches against which action was taken						
Child care services						
Centre-based long day care	%	59.0	50.7	36.6	36.9	60.5
Family day care	%	na	..	40.9	35.3	35.7
Vacation care	%	na	..	70.0	20.0	100.0
Outside school hours care	%	na	..	51.4	60.0	70.0
Occasional care	%	50.0	57.1	21.4	22.2	–

TABLE 3A.72

Table 3A.72 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Victoria (a), (b), (c)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Other care	%	na	..	–	100.0	100.0
Preschool services						
All preschool services	%	53.0	39.7	44.3	14.6	26.7
All services	%	56.4	48.7	40.7	33.3	55.8

(a) Victoria reports on substantiated breaches arising from complaints that occur in all licensed or approved children's services.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: Victorian DHS (unpublished); Department of Education and Early Childhood Development (unpublished).

Single jurisdiction data – Qld

TABLE 3A.73

Table 3A.73 **State Government real expenditure on child care and preschool services, Queensland (2012-13 dollars) (\$'000) (a), (b), (c)**

	2008-09	2009-10	2010-11	2011-12	2012-13
Government expenditure on child care services (d), (e), (f)					
Total recurrent expenditure	38 618	42 839	46 258	61 058	75 784
Net capital expenditure on child care services (g)	4 591	10 036	12 751	26 497	36 339
Total expenditure on child care services	43 208	52 875	59 008	87 555	112 123
Government expenditure on preschool services (d)					
Total recurrent expenditure	42 560	42 110	60 998	79 891	99 158
Net capital expenditure on preschool services (h)	171	13 043	45 874	69 822	7 467
Total expenditure on preschool services	42 731	55 153	106 872	149 713	106 625
Government expenditure on child care and preschool services					
Total recurrent expenditure	81 177	84 949	107 256	140 949	174 942
Net capital expenditure (h)	4 762	23 079	58 624	96 319	43 806
Total expenditure	85 939	108 028	165 880	237 268	218 748

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Historical data need to be used with caution. Refer to previous reports.

(c) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(d) Data for administrative expenditure are based on accrual accounting, utilising an activity based costing method, whereas previously these were based on cash accounting.

(e) Data include administration expenditure involved in licensing kindergartens and administering the Young People's Activities Program (for 13–15 year olds).

(f) Includes capital funding to service organisations and non-government agencies.

(g) Includes department capital/infrastructure and capital grants to non-government agencies and child care centres.

(h) Data includes capital grant and construction costs for universal access program.

Source: Queensland Department of Education, Training and Employment (unpublished).

TABLE 3A.74

Table 3A.74 **Characteristics of child care and preschool services, Queensland (a), (b), (c)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Places available by service type						
Child care services (d)						
Centre-based long day care	no.	..	..	..	..	..
Family day care	no.	..	..	..	..	..
Vacation care (e)	no.	..	..	..	..	376
Outside school hours care	no.	..	..	..	..	..
Occasional care	no.	904	1 274	1 271	1 396	1 402
Other child care	no.	..	..	..	..	..
All child care places	no.	904	1 274	1 271	1 396	1 778
Preschool services (f)						
Year before full time school	no.	17 348	16 973	20 067	27 182	38 885
Younger children	no.	na	na	..	..	..
All preschool places	no.	17 348	16 973	20 067	27 182	38 885
Average attendance						
Child care services (g)						
Centre-based long day care	hrs	..	..	..	..	..
Family day care	hrs	..	..	..	..	..
Vacation care	hrs	na	11.7	na	na	na
Outside school hours care	hrs	..	..	..	..	..
Occasional care	hrs	6.7	8.6	na	4.0	10.1
Other child care	hrs	na	..	..	..	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are reported for services not included by the Australian Government.

(c) Historical data need to be used with caution. Refer to previous reports.

(d) Data relate to licensed capacity of funded services and do not include State funded unlicensed services.

(e) Vacation care places are based on maximum capacity (Service level).

(f) Preschool places are based on maximum capacity (Preschool level). 2010-11 data are not comparable to previous years. Data from the census previously used included some places provided for younger children. It was not possible in previous years to disaggregate places provided to younger children from the total. 2010-11 data includes children in Indigenous Prepreparatory programs and services funded under the Queensland Kindergarten Funding Scheme. This relates to places for four year old children and does not include places for younger children.

(g) Child Care data are based on an annual voluntary census, and response rates are variable by service type and over time. Vacation care data are characteristically subject to error due to low response rates. 'Other' care refers to Cape York/Gulf Remote Areas Aboriginal and Torres Strait Islander Child Care (RAATSICC) services and are included. When low response rates compromise data quality, these data cannot be reported, and are indicated 'na'.

na Not available. **..** Not applicable.

Source: Queensland Department of Education, Training and Employment (unpublished).

TABLE 3A.75

Table 3A.75 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, Queensland (a), (b)**

		Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Children using State Government funded and/or provided child care services (c)							
Less than 2 years (1 year old or less)	no.		110	147	115	127	114
2 to less than 4 years (2–3 year olds)	no.		586	638	758	867	697
4 to less than 5 years (4 year olds)	no.		230	176	248	342	307
5 to less than 6 years (5 year olds)	no.		37	5	49	92	42
6 to 12 years old (6–12 year olds)	no.		16	196	67	230	194
All children aged 0–12 years	no.		979	1 162	1 237	1 658	1 354
Estimated resident population at 31 December							
Less than 1 year (0 year olds)	no.		61 358	61 178	59 837	60 943	62 266
1 to less than 2 years (1 year olds)	no.		60 130	61 519	61 376	61 027	61 668
2 to less than 3 years (2 year olds)	no.		58 584	60 463	61 329	61 850	62 057
3 to less than 4 years (3 year olds)	no.		57 429	59 485	60 575	61 964	62 951
4 to less than 5 years (4 year olds)	no.		56 143	58 622	60 171	61 330	63 079
5 to less than 6 years (5 year olds)	no.		55 065	57 309	59 655	61 227	62 393
6 to 12 years old (6–12 year olds)	no.		396 782	400 508	404 990	412 712	421 478
All children aged 0–12 years	no.		745 491	759 084	767 933	781 053	795 892
Proportion of 0–12 year old resident population using State Government funded and/or provided child care							
0 to 5 years	%		0.3	0.3	0.3	0.4	0.3
6 to 12 years	%		–	–	–	0.1	–
All children aged 0–12 years	%		0.1	0.2	0.2	0.2	0.2

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Historical data need to be used with caution. Refer to previous reports.

(c) Child Care data are based on an annual voluntary census, and response rates are variable by service type and over time. Data for 2008-09 relate to State funded occasional care services only, as data for vacation care and other services were not available. Data since 2009-10 relate to funded vacation care and occasional care services only.

– Nil or rounded to zero.

Source: Queensland Department of Education, Training and Employment (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.76

Table 3A.76 **Staff employed by State Government funded and/or managed child care and preschool service providers, Queensland (a), (b)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Staff in State Government funded and/or provided child care services (c)						
Full time equivalent staff (d)						
Primary contact staff	FTE	53	82	57	75	72
Administrative staff	FTE	2	1	2	4	5
Other staff	FTE	1	10	6	8	5
All FTE staff	FTE	56	93	65	87	82
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff (e)						
Primary contact staff	no.	113	162	101	132	124
Administrative staff	no.	5	3	5	7	7
Other staff	no.	3	10	11	1	8
All paid staff	no.	121	175	117	140	139
Total unpaid staff						
All unpaid staff	no.	2	2	1	9	8
Staff in State Government funded and/or provided preschool services (f)						
Full time equivalent staff (d)						
Primary contact staff (f)	FTE	775	820	1 076	3 090	5 671
Administrative staff (f)	FTE	14	23	45	256	587
Other staff (f)	FTE	20	16	73	101	146
All FTE staff	FTE	809	859	1 194	3 447	6 404
Total paid staff (full time and part time)						
Primary contact staff (f)	no.	1 134	1 257	1 421	4 703	8 828
Administrative staff (f)	no.	44	80	147	394	820
Other staff (f)	no.	57	68	147	188	259
All paid staff	no.	1 235	1 405	1 715	5 285	9 907

FTE = Full time equivalent.

- (a) Historical data need to be used with caution. Refer to previous reports.
- (b) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.
- (c) Child Care data are based on an annual voluntary census, and response rates are variable by service type and over time. When low response rates compromise data quality, these data cannot be reported, and are indicated 'na'. Data for 2008-09 relate to State funded occasional care services only, as data for vacation care and other services were not available.
- (d) Total hours per FTE is 38 hours. FTE derived by calculating the number of full time staff plus part time staff. Part time staff assumed to equal 0.5 FTE.
- (e) Count of all paid staff in funded Limited Hours Care (LHC) and Vacation Access Care (VAC) services.
- (f) Data relate to staff in kindergartens.

na Not available.

TABLE 3A.76

Table 3A.76 **Staff employed by State Government funded and/or managed child care and preschool service providers, Queensland (a), (b)**

<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
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Source: Queensland Department of Education, Training and Employment (unpublished).

TABLE 3A.77

Table 3A.77 **Paid staff employed by State Government funded and/or managed child care and preschool service providers, by qualification and experience, Queensland (a), (b)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Primary contact staff in child care services (c), (d)						
Primary contact staff by qualification and experience						
With a formal qualification (e)	no.	74	124	79	98	98
Without a formal qualification						
Three years or more relevant experience	no.	11	11	11	7	10
Fewer than 3 years relevant experience	no.	28	27	11	20	16
All staff without formal qualification	no.	39	38	22	27	26
All primary contact staff	no.	113	162	101	125	124
Proportion of primary contact staff by qualification and experience						
With a formal qualification (e)	%	65.5	76.5	78.2	78.4	79.0
Without a formal qualification						
Three years or more relevant experience	%	9.7	6.8	10.9	5.6	8.1
Fewer than 3 years relevant experience	%	24.8	16.7	10.9	16.0	12.9
All staff without formal qualification	%	34.5	23.5	21.8	21.6	21.0
All primary contact staff	%	100.0	100.0	100.0	100.0	100.0
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	60	88	75	91	77
Proportion of primary contact staff	%	53.1	54.3	74.3	72.8	62.1
All paid staff in child care services	no.	121	175	117	140	139
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	838	691	1 144	3 873	7 353
Proportion of primary contact staff	%	73.9	55.0	80.5	82.4	83.3
All paid staff in preschool services	no.	1 235	1 405	1 715	5 285	9 907

(a) Historical data needs to be used with caution. Refer to previous reports.

(b) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(c) Child Care data are based on an annual voluntary census, and response rates are variable by service type and over time. When low response rates compromise data quality, these data cannot be reported, and are indicated 'na'. Data for 2008-09 relate to State funded occasional care services only, as data for vacation care and other services were not available

(d) Data exclude staff in Child Care Hubs.

(e) Formal qualifications defined as Certificate III or higher. Excludes staff with a relevant qualification in a field other than early childhood.

Source: Queensland Department of Education, Training and Employment (unpublished).

TABLE 3A.78

Table 3A.78 **Approved and/or licensed service providers, by management type, Queensland (a), (b), (c), (d)**

	2008-09 (c)		2009-10		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care (e)										
Community managed	198	13.5	174	13.5	238	19.8	492	34.5	452	33.2
Privately managed	1 248	85.0	1 091	84.6	904	75.2	869	60.9	853	62.6
Non-government schools	..	..	4	na	44	na	47	na	35	2.6
Government managed	23	1.6	21	1.6	16	1.3	20	1.4	22	1.6
Total	1 469	100.0	1 290	100.0	1 202	100.0	1 428	100.0	1 362	100.0
Family day care										
Community managed	77	87.5	70	88.6	67	83.8	68	71.6	66	70.2
Privately managed	5	5.7	4	5.1	8	10.0	17	17.9	21	22.3
Non-government schools	..	..	..	..	..	..	1	na	–	–
Government managed	6	6.8	5	6.3	5	6.3	9	9.5	7	7.4
Total	88	100.0	79	100.0	80	100.0	95	100.0	94	100.0
Vacation care										
Community managed	..	..	..	..	..	..	..	..	..	..
Privately managed	..	..	..	..	..	..	..	..	..	..
Non-government schools	..	..	..	..	..	..	..	..	..	..
Government managed	..	..	..	..	..	..	..	..	..	..
Total	..	..	..	..	..	..	..	..	..	..
Outside school hours care										
Community managed	442	75.6	390	79.8	180.0	45.3	256	47.0	461	74.4
Privately managed	120	20.5	65	13.3	64.0	16.1	54	9.9	85	13.7
Non-government schools	..	..	12	na	115.0	na	89	–	50	8.1
Government managed	23	3.9	22	4.5	38.0	9.6	146	26.8	24	3.9
Total	585	100.0	489	100.0	397.0	100.0	545	100.0	620	100.0
Occasional care										
Community managed	40	80.0	44	84.6	28	75.7	27	73.0	23	71.9
Privately managed	1	2.0	na	na	2	5.4	..	..	..	..
Non-government schools	..	..	..	..	1	na	1	na	1	3.1
Government managed	9	18.0	8	15.4	6	16.2	9	24.3	8	25.0
Total	50	100.0	52	100.0	37	100.0	37	100.0	32	100.0
Other care (f)										
Community managed	6	100.0	..	..	..	..	..	..	..	..
Privately managed	–	–	..	..	..	..	..	..	–	..
Non-government schools	..	..	..	..	..	..	na	na	..	..
Government managed	–	–	..	..	..	..	..	..	..	..
Total	6	100.0	..	..	..	..	..	..	..	..
All child care services										

TABLE 3A.78

Table 3A.78 **Approved and/or licensed service providers, by management type, Queensland (a), (b), (c), (d)**

	2008-09 (c)		2009-10		2010-11		2011-12		2012-13	
Community managed	763	34.7	678	35.5	513	29.9	843	40.0	1 002	47.5
Privately managed	1 374	62.5	1 160	60.7	978	57.0	940	44.7	959	45.5
Non-government schools	–	na	16	na	160	na	138	na	86	4.1
Government managed	61	2.8	56	2.9	65	3.8	184	8.7	61	2.9
Total	2 198	100.0	1 910	100.0	1 716	100.0	2 105	100.0	2 108	100.0
Preschool service providers										
Community managed	357	90.4	339	90.2	300	85.7	334	85.4	415	86.5
Privately managed	10	2.5	2	0.5	5	1.4	1	0.3	13	2.7
Non-government schools	..	..	5	na	18	na	22	na	21	4.4
Government managed	28	7.1	30	8.0	27	7.7	34	8.7	31	6.5
Total	395	100.0	376	100.0	350	100.0	391	100.0	480	100.0

- (a) Historical data needs to be used with caution. Refer to previous reports.
- (b) Child care data are based on an annual voluntary census, so overall and individual question response rates are variable by service type and over time.
- (c) Counts of services do not include services for which management type was not available.
- (d) Number of services as at 30 June.
- (e) The number of centre-based long day care services has reduced due to a number of co-located services merging on transition to the NQF.
- (f) Other care includes services funded under the Remote Area Aboriginal and Torres Strait Islander Child Care program. Only licensed funded services are included.

na Not available. **..** Not applicable. **–** Nil or rounded to zero.

Source: Queensland Department of Education, Training and Employment (unpublished).

TABLE 3A.79

Table 3A.79 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Queensland (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Substantiated breaches arising from complaints						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	na	na	na	na	na
Number of services						
Child care services						
Centre-based long day care	no.	1 469	1 290	1 202	1 428	1 362
Family day care	no.	88	79	80	95	94
Vacation care	no.	..	..	..	..	..
Outside school hours care	no.	585	489	397	545	620
Occasional care	no.	50	52	37	37	32
Other care	no.	6	..	..	..	..
Preschool services						
All preschool services	no.	395	376	350	391	480
All services	no.	2 593	2 286	2 066	2 496	2 588
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	na	na	na	na	na
Proportion of substantiated breaches against which action was taken						
Child care services						
Centre-based long day care	%	na	na	na	na	na
Family day care	%	na	na	na	na	na
Vacation care	%	na	na	na	na	na
Outside school hours care	%	na	na	na	na	na
Occasional care	%	na	na	na	na	na

TABLE 3A.79

Table 3A.79 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Queensland (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Other care	%	na	na	na	na	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	na	na	na	na	na

(a) It is departmental policy to respond to all complaints received relating to licensing standards of early childhood education and care services. The nature of the response depends on the seriousness of the complaint. Data on substantiated breaches arising from complaints cannot be disaggregated from all complaints data.

na Not available. .. Not applicable.

Source: Queensland Department of Education, Training and Employment (unpublished).

Single jurisdiction data – WA

TABLE 3A.80

Table 3A.80 **State Government real expenditure on child care and preschool services, Western Australia (2012-13 dollars) (\$'000) (a), (b)**

	2008-09	2009-10	2010-11 (c)	2011-12	2012-13
Government expenditure on child care services (d), (e), (f), (g), (h)					
Total recurrent expenditure	9 401	8 954	9 565	13 634	15 133
Net capital expenditure on child care services (i)	1 139	–	3 996	7 805	7 961
Total expenditure on child care services	10 540	8 954	13 562	21 439	23 094
Government expenditure on preschool services (j), (k), (l)					
Total recurrent expenditure	121 203	151 602	198 333	240 538	258 668
Net capital expenditure on preschool services	1 480	41 440	38 457	24 985	23 044
Total expenditure on preschool services (l)	122 683	193 041	236 791	265 523	281 712
Government expenditure on child care and preschool services					
Total recurrent expenditure (k), (l)	130 604	160 555	207 899	254 172	273 801
Net capital expenditure	2 619	41 440	42 454	32 790	31 005
Total expenditure	133 223	201 995	250 352	286 962	304 806

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Net capital expenditure and total expenditure for 2011-12 have been revised for this report.

(c) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(d) Administrative expenditure includes total costs — including superannuation, depreciation and leave accruals (all amounts are calculated on an accrual basis). Costs that have been attributed to these outputs through the financial system allocations module are shown as overheads. Overheads have been apportioned to salaries and non salaries based on direct cost percentages.

(e) The allocation of overheads are determined by *Labour Time Allocation Surveys*.

(f) Service provision costs are calculated by subtracting Australian Government funded occasional care from direct funding of services obtained from the financial systems.

(g) Expenditure for 2008-09 increased due to filling job vacancies and an increase in depreciation costs arising from a revaluation of assets. Expenditure in 2009-10 reduced due to the completion of the childcare regulation project in 2008-09.

(h) An increase in other service provision (within recurrent expenditure) 2009-10 reflects a greater level of state government funding following a decrease in Commonwealth funding for occasional care programs.

(i) In 2008-09, the WA government completed upgrades to the Collie child care centre and the Child Care Licensing and Standards Unit completed the development of their computer system to manage childcare licensing. In 2009-10 there were no projects completed. The increase in the 2011-12 Net capital expenditure on child care services is due to the WA Department of Education has currently under construction three Early Learning and Care Centres (ELCC) funded by the Commonwealth. Additionally five Children and Family Centres (CFCs) funded through Element 1 of the National Partnership on Indigenous Early Childhood Development. Approximately 60 per cent of the CFCs relate to childcare for children birth to age 5.

(j) Data from independent preschools and non-government schools are included for the first time in 2008-09.

(k) 2009-10 preschool data have been revised from data reported in 2011 Report. In 2010-11 there was an increase in teachers, aides and salaries.

(l) A change in DET's 2008-09 Annual Report model has highlighted that Preschool Services have been under allocated in the past.

TABLE 3A.80

Table 3A.80 State Government real expenditure on child care and preschool services, Western Australia (2012-13 dollars) (\$'000) (a), (b)

2008-09 2009-10 2010-11 (c) 2011-12 2012-13

– Nil or rounded to zero.

Source: WA Department of Local Government and Communities (unpublished); WA Department of Education (unpublished).

TABLE 3A.81

Table 3A.81 **Characteristics of child care and preschool services, Western Australia (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Places available by service type						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	na
Occasional care (c)	no.	176	150	150	150	na
Other child care	no.	na	na	na	na	na
All child care places (d)	no.	176	150	150	150	na
Preschool services (e)						
Year before full time school (f)	no.	27 898	28 676	30 872	31 897	32 275
Younger children (g)	no.	1 528	1 997	2 341	2 924	2 969
All preschool places	no.	29 426	30 673	33 213	34 821	35 244
Average attendance						
Child care services						
Centre-based long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
Outside school hours care	hrs	na	na	na	na	na
Occasional care	hrs	na	na	na	na	na
Other child care	hrs	na	na	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are reported for services not included by the Australian Government.

(c) The figure for occasional care places represents maximum funded capacity at a point in time. More than one child may occupy an occasional care place over a period. The 2011-12 figure is an approximation due to a change in data collection arising from changes in funding policy.

(d) Data on child care places are no longer available from 2012-13.

(e) Includes the non-government sector.

(f) From 2008-09, data include 4 year olds and older who are not full time.

(g) For 2008-09, data include 3 year olds and younger children who are not full time. 2009-10 data relate to 3 year olds.

na Not available.

Source: WA Department of Local Government and Communities (unpublished); WA Department of Education (unpublished).

TABLE 3A.82

Table 3A.82 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, Western Australia (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Children using State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	na	na	na	na	na
2 to less than 4 years (2–3 year olds)	no.	na	na	na	na	na
4 to less than 5 years (4 year olds)	no.	na	na	na	na	na
5 to less than 6 years (5 year olds)	no.	na	na	na	na	na
6 to 12 years old (6–12 year olds)	no.	na	na	na	na	na
All children aged 0–12 years	no.	na	na	na	na	na
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	30 271	30 746	30 673	31 847	33 626
1 to less than 2 years (1 year olds)	no.	30 258	30 668	31 069	31 815	33 087
2 to less than 3 years (2 year olds)	no.	29 491	30 607	30 995	31 742	32 897
3 to less than 4 years (3 year olds)	no.	28 464	30 049	30 997	31 708	32 776
4 to less than 5 years (4 year olds)	no.	27 841	29 154	30 640	31 718	32 708
5 to less than 6 years (5 year olds)	no.	27 631	28 509	29 864	31 395	32 667
6 to 12 years old (6–12 year olds)	no.	199 125	201 047	203 837	208 663	214 759
All children aged 0–12 years	no.	373 081	380 780	388 075	398 888	412 520
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	na	na	na	na	na
6 to 12 years	%	na	na	na	na	na
All children aged 0–12 years	%	na	na	na	na	na

(a) Data were collected in the first week in August.

na Not available.

Source: WA Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.83

Table 3A.83 **Staff employed by State Government funded and/or managed child care and preschool service providers, Western Australia (a)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services (b)						
Full time equivalent staff						
Primary contact staff (c)	FTE	1 306	1 390	1 760	1 858	1 842
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	1 306	1 390	1 760	1 858	1 842
Total paid staff (full time and part time)						
Primary contact staff (c)	no.	1 672	1 764	2 240	2 368	2 352
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	1 672	1 764	2 240	2 368	2 352

FTE = Full time equivalent.

- (a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.
- (b) Data represent the total staffing for kindergarten students in preschools in both the government and non-government sectors and is done by apportionment of the total precompulsory staff input. It is assumed that there is a 1:1 correspondence of teaching staff (who must be qualified) and aides (no details collected of qualifications, assumed to be zero).
- (c) Public sector staffing ratios are apportioned to estimate primary contact staff in private sector preschools.

na Not available.

Source: WA Department of Education (unpublished).

TABLE 3A.84

Table 3A.84 **Paid staff employed by State Government funded and/or managed child care and preschool service providers, by qualification and experience, Western Australia (a), (b)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	no.	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	%	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in preschool services	no.	1 672	1 764	2 240	2 368	2 352

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Staff are counted in the first week in August.

na Not available.

Source: WA Department of Education (unpublished).

TABLE 3A.85

Table 3A.85 **Approved and/or licensed service providers, by management type, Western Australia**

	2008-09		2009-10		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care (a)										
Community managed	150	28.2	161	29.3	155	28.8	153	27.3	231	39.6
Privately managed	367	69.0	377	68.7	372	69.1	394	70.2	335	57.5
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	15	2.8	11	2.0	11	2.0	14	2.5	17	2.9
Total	532	100.0	549	100.0	538	100.0	561	100.0	583	100.0
Family day care (b)										
Community managed	na	na	na	na	na	na	na	na	8	21.6
Privately managed	733	100.0	753	100.0	782	100.0	847	100.0	25	67.6
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	4	10.8
Total	733	100.0	753	100.0	782	100.0	847	100.0	37	100.0
Vacation care (c)										
Community managed	10	35.7	10	35.7	9	37.5	9	37.5	103	29.3
Privately managed	3	10.7	5	17.9	3	12.5	3	12.5	217	61.6
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	15	53.6	13	46.4	12	50.0	12	50.0	32	9.1
Total	28	100.0	28	100.0	24	100.0	24	100.0	352	100.0
Outside school hours care (c)										
Community managed	110	53.1	109	51.4	109	45.0	106	34.4	96	30.1
Privately managed	78	37.7	88	41.5	116	47.9	174	56.5	210	65.8
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	19	9.2	15	7.1	17	7.0	28	9.1	13	4.1
Total	207	100.0	212	100.0	242	100.0	308	100.0	319	100.0
Occasional care										
Community managed	26	96.3	25	96.2	25	100.0	25	100.0	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	1	3.7	1	3.8	na	na	na	na	na	na
Total	27	100.0	26	100.0	25	100.0	25	100.0	na	na
Other care										
Community managed	na	na	na	na	na	na	na	na	na	na
Privately managed	na	na	na	na	na	na	na	na	13	100.0
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	13	100.0
All child care services										
Community managed	296	19.4	305	19.5	298	18.5	293	16.6	438	33.6
Privately managed	1 181	77.3	1 223	78.0	1 273	79.0	1 418	80.3	800	61.3

TABLE 3A.85

Table 3A.85 **Approved and/or licensed service providers, by management type, Western Australia**

	2008-09		2009-10		2010-11		2011-12		2012-13	
Non-government schools	–	–	–	–	–	–	–	–	–	–
Government managed	50	3.3	40	2.6	40	2.5	54	3.1	66	5.1
Total	1 527	100.0	1 568	100.0	1 611	100.0	1 765	100.0	1 304	100.0
Preschool service providers										
Community managed (d)	na	na	na	na	na	na	na	na	22	2.5
Privately managed	na	na	na	na	na	na	na	na	–	–
Non-government schools	..	..	na	na	na	na	na	na	241	27.0
Government managed	861	100.0	849	100.0	875	100.0	884	100.0	629	70.5
Total	861	100.0	849	100.0	875	100.0	884	100.0	892	100.0

- (a) The move to the NQF has affected how data is recorded and may result in sizeable movements from previous data.
- (b) Individual family day care service records are no longer available from 2012-13. Data are provider level only.
- (c) From 2012-13 vacation care and outside school hours care are not mutually exclusive under the new framework. One service may perform both roles.
- (d) While daily operations of community managed kindergartens are their responsibility of parent committees, their programs are funded and their staff employed by government.

na Not available. **..** Not applicable. **–** Nil or rounded to zero.

Source: WA Department of Local Government and Communities (unpublished); WA Department of Education (unpublished).

TABLE 3A.86

Table 3A.86 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Western Australia (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Substantiated breaches arising from complaints						
Child care services						
Centre-based long day care	no.	140	316	304	140	90
Family day care	no.	8	51	36	na	3
Vacation care	no.	2	44	37	na	27
Outside school hours care	no.	6	27	23	34	26
Occasional care	no.	–	4	3	na	na
Other care	no.	na	na	na	25	na
Preschool services						
All preschool services (c)	no.	na	na	na	na	na
All services	no.	156	442	403	199	146
Number of services						
Child care services						
Centre-based long day care	no.	532	549	538	561	583
Family day care	no.	733	753	782	847	37
Vacation care	no.	28	28	24	24	352
Outside school hours care	no.	207	212	242	308	319
Occasional care	no.	27	26	25	25	na
Other care	no.	na	na	na	na	13
Preschool services						
All preschool services	no.	861	849	875	884	892
All services	no.	2 388	2 417	2 486	2 649	2 196
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	0.3	0.6	0.6	0.2	0.2
Family day care	no.	–	0.1	–	na	0.1
Vacation care	no.	0.1	1.6	1.5	na	0.1
Outside school hours care	no.	–	0.1	0.1	0.1	0.1
Occasional care	no.	–	0.2	0.1	na	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	0.1	0.2	0.2	0.1	0.1
Proportion of substantiated breaches against which action was taken						
Child care services						
Centre-based long day care	%	100.0	100.0	100.0	100.0	100.0
Family day care	%	100.0	100.0	100.0	na	100.0
Vacation care	%	100.0	100.0	100.0	na	100.0
Outside school hours care	%	100.0	100.0	100.0	100.0	100.0

TABLE 3A.86

Table 3A.86 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Western Australia (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Occasional care	%	na	100.0	100.0	na	na
Other care	%	na	na	na	100.0	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	100.0	100.0	100.0	100.0	100.0

- (a) The increase in the number of substantiated breaches in 2008-09 is due to a change in the methodology used to report non-compliance which allows for more accurate reporting of multiple breaches of a single regulation.
- (b) The increase in breaches in 2009-10 is due to improved staff training to identify breaches, and a more experienced staff reporting against the methodology introduced in 2008-09 to report non-compliance which allows for more accurate reporting of multiple breaches of a single regulation.
- (c) Complaints are not classified at the student level and are not available.

na Not available. – Nil or rounded to zero.

Source: WA Department of Local Government and Communities (unpublished); WA Department of Education (unpublished); WA Child Care Licensing Unit (unpublished).

Single jurisdiction data – SA

TABLE 3A.87

Table 3A.87 **State Government real expenditure on child care and preschool services, South Australia (2012-13 dollars) (\$'000) (a), (b)**

	2008-09	2009-10 (c)	2010-11	2011-12	2012-13
Government expenditure on child care services (d)					
Total recurrent expenditure	5 348	5 442	5 616	5 954	6 440
Net capital expenditure on child care services	4 968	13 536	4 733	4 198	16 679
Total expenditure on child care services	10 316	18 978	10 349	10 152	23 119
Government expenditure on preschool services (e), (f)					
Total recurrent expenditure	108 226	115 272	120 346	130 172	136 682
Net capital expenditure on preschool services	209	17	3	315	3 535
Total expenditure on preschool services	108 436	115 289	120 349	130 487	140 217
Government expenditure on child care and preschool services					
Total recurrent expenditure (f)	113 574	120 715	125 962	136 126	143 122
Net capital expenditure	5 177	13 553	4 736	4 513	20 214
Total expenditure	118 751	134 268	130 698	140 639	163 336

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(c) 2009-10 expenditure includes some salaries reported as non-administrative under the recurrent expenditure classification.

(d) The increase in expenditure in 2009-10 is due to the construction of ten new children's centres.

(e) Data include salaries for both preschool and child care services and reflects integrated corporate wide service support.

(f) Expenditure for 2009-10 includes \$1 million of preschool repairs and maintenance.

Source: SA Department for Education and Child Development (unpublished).

TABLE 3A.88

Table 3A.88 **Characteristics of child care and preschool services, South Australia (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Places available by service type						
Child care services						
Centre-based long day care (c)	no.	80	90	90	100	90
Family day care	no.	na	na	na	na	na
Vacation care	no.	80	80	80	80	80
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	3 350	3 620	3 500	3 470	3 490
Other child care	no.	na	na	na	na	na
All child care places	no.	3 510	3 790	3 670	3 650	3 660
Preschool services						
Year before full time school (d)	no.	15 640	16 670	16 950	17 920	17 050
Younger children	no.	5 100	5 030	5 060	3 000	1 140
All preschool places (e)	no.	20 740	21 700	22 010	20 920	18 190
Average attendance						
Child care services						
Centre-based long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
Outside school hours care	hrs	na	na	na	na	na
Occasional care	hrs	3.0	3.0	3.0	3.0	3.0
Other child care	hrs	na	na	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are reported for services not included by the Australian Government.

(c) Centre-based long day care are Rural Care Centres in SA.

(d) Includes only children aged 4 years enrolled in state funded preschool services, but excludes any children over 4 years of age.

(e) Includes children enrolled aged 4 years or less in preschools and play centres and excludes children aged 5 years.

na Not available.

Source: SA Department for Education and Child Development (unpublished).

TABLE 3A.89

Table 3A.89 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, South Australia**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Children using State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	220	270	250	310	290
2 to less than 4 years (2–3 year olds)	no.	1 930	2 120	2 060	2 520	2 320
4 to less than 5 years (4 year olds)	no.	70	80	80	90	140
5 to less than 6 years (5 year olds)	no.	50	50	50	60	70
6 to 12 years old (6–12 year olds)	no.	40	40	40	40	40
All children aged 0–12 years	no.	2 310	2 560	2 480	3 020	2 860
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	19 674	19 653	19 374	19 632	20 220
1 to less than 2 years (1 year olds)	no.	19 264	19 612	19 642	19 458	19 930
2 to less than 3 years (2 year olds)	no.	18 803	19 337	19 635	19 679	19 635
3 to less than 4 years (3 year olds)	no.	18 435	19 066	19 423	19 735	19 854
4 to less than 5 years (4 year olds)	no.	18 335	18 810	19 275	19 584	19 879
5 to less than 6 years (5 year olds)	no.	18 318	18 636	19 067	19 476	19 752
6 to 12 years old (6–12 year olds)	no.	134 440	134 004	133 974	134 307	134 995
All children aged 0–12 years	no.	247 269	249 118	250 390	251 871	254 265
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	2.0	2.2	2.1	2.5	2.4
6 to 12 years	%	–	–	–	–	–
All children aged 0–12 years	%	0.9	1.0	1.0	1.2	1.1

– Nil or rounded to zero.

Source: SA Department for Education and Child Development (unpublished); ABS (unpublished), *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.90

Table 3A.90 **Staff employed by State Government funded and/or managed child care and preschool service providers, South Australia (a)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services						
Full time equivalent staff						
Primary contact staff	FTE	1 000	990	1 050	1 060	1 190
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	1 000	990	1 050	1 060	1 190
Total paid staff (full time and part time)						
Primary contact staff	no.	1 570	1 590	1 670	1 690	1 840
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	1 570	1 590	1 670	1 690	1 840

FTE = full time equivalent.

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

na Not available.

Source: SA Department for Education and Child Development (unpublished).

TABLE 3A.91

Table 3A.91 **Paid staff employed by State Government funded and/or managed child care and preschool service providers, by qualification and experience, South Australia (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	no.	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	%	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in preschool services	no.	1 570	1 590	1 670	1 690	1 840

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

na Not available.

Source: SA Department for Education and Child Development (unpublished).

TABLE 3A.92

Table 3A.92 **Approved and/or licensed service providers, by management type, South Australia (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care										
Community managed (b)	146	43.2	147	43.0	190	54.6	188	53.7	na	na
Privately managed (b)	181	53.6	182	53.2	145	41.7	148	42.3	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	11	3.3	13	3.8	13	3.7	14	4.0	na	na
Total (b)	338	100.0	342	100.0	348	100.0	350	100.0	na	na
Family day care (c)										
Community managed	na	na	na	na	na	na	na	na	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	13	100.0	13	100.0	12	100.0	12	100.0	na	na
Total	13	100.0	13	100.0	12	100.0	12	100.0	na	na
Vacation care										
Community managed	1	100.0	1	100.0	1	100.0	1	100.0	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	1	100.0	1	100.0	1	100.0	1	100.0	na	na
Outside school hours care										
Community managed	na	na	na	na	na	na	na	na	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	..	na	..	na	..	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na	na
Occasional care										
Community managed	na	na	na	na	na	na	na	na	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	76	100.0	86	100.0	86	100.0	87	100.0	na	na
Total	76	100.0	86	100.0	86	100.0	87	100.0	na	na
Other care										
Community managed	na	na	na	na	na	na	na	na	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	-	na	..	na	-	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na	na
All child care services										
Community managed	147	34.3	148	33.5	191	42.7	189	42.0	na	na
Privately managed	181	42.3	182	41.2	145	32.4	148	32.9	na	na

TABLE 3A.92

Table 3A.92 **Approved and/or licensed service providers, by management type, South Australia (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
Non-government schools	–	–	–	–	–	–	–	–	na	na
Government managed	100	23.4	112	25.3	111	24.8	113	25.1	na	na
Total	428	100.0	442	100.0	447	100.0	450	100.0	na	na
Preschool service providers										
Community managed	20	4.5	20	4.5	20	4.5	19	4.3	19	4.3
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	425	95.5	425	95.5	428	95.5	422	95.7	423	95.7
Total	445	100.0	445	100.0	448	100.0	441	100.0	442	100.0

(a) Child care service provider data for 2012-13 were not available at the time of reporting

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: SA Department for Education and Child Development (unpublished).

TABLE 3A.93

Table 3A.93 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, South Australia (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Substantiated breaches arising from complaints						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	na	na	na	na	na
Number of services						
Child care services						
Centre-based long day care	no.	338	342	348	350	na
Family day care	no.	13	13	12	12	na
Vacation care	no.	1	1	1	1	na
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	76	86	86	87	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	445	445	448	441	442
All services (b)	no.	873	887	895	891	na
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other care	no.	na	na	na	na	na
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	na	na	na	na	na
Proportion of substantiated breaches against which action was taken						
Child care services						
Centre-based long day care	%	na	na	na	na	na
Family day care	%	na	na	na	na	na
Vacation care	%	na	na	na	na	na
Outside school hours care	%	na	na	na	na	na
Occasional care	%	na	na	na	na	na

TABLE 3A.93

Table 3A.93 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, South Australia (a)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Other care	%	na	na	na	na	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	na	na	na	na	na

(a) Data on complaints cannot be disaggregated by service type.

(b) 2012-13 data were not available at the time of reporting.

na Not available.

Source: SA Department for Education and Child Development (unpublished).

Single jurisdiction data – Tas

TABLE 3A.94

Table 3A.94 **State Government real expenditure on child care and preschool services, Tasmania (2012-13 dollars) (\$'000) (a), (b)**

	2008-09 (c)	2009-10	2010-11	2011-12	2012-13
Government expenditure on child care services					
Total recurrent expenditure	2 501	2 193	2 174	2 294	3 061
Net capital expenditure on child care services (d)	225	184	237	773	146
Total expenditure on child care services	2 726	2 377	2 411	3 067	3 207
Government expenditure on preschool services (e)					
Total recurrent expenditure (f)	28 334	28 893	32 051	37 284	39 749
Net capital expenditure on preschool services	na	na	na	na	na
Total expenditure on preschool services	28 334	28 893	32 051	37 284	39 749
Government expenditure on child care and preschool services					
Total recurrent expenditure	30 835	31 086	34 225	39 628	42 810
Net capital expenditure	225	184	237	773	146
Total expenditure	31 060	31 270	34 462	40 351	42 956

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(c) Data for 2008-09 include \$121 000 from the 2009-10 budget.

(d) 2011-12 capital expenditure included funding for a new service, and is therefore higher than in other years.

(e) Data for 2008-09 include \$978 000 relating to Universal Access Funding from the Australian Government. Data for 2009-10 have been revised for the 2012 Report as some salaries were incorrectly categorised as payroll tax.

(f) Includes teacher salaries as all government preschools have teachers employed by the State Government. Includes funding for non-government preschools.

na Not available.

Source: Tasmanian Department of Education (unpublished).

TABLE 3A.95

Table 3A.95 **Characteristics of child care and preschool services, Tasmania (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Places available by service type						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care (c)	no.	50	45	50	50	50
Outside school hours care	no.	na	na	na	na	na
Occasional care (d)	no.	424	417	412	335	339
Other child care	no.	na	na	na	na	na
All child care places	no.	474	462	462	385	389
Preschool services						
Year before full time school	no.	5 830	5 860	6 244	6 536	6 646
Younger children	no.	na	na	na	na	na
All preschool places	no.	5 830	5 860	6 244	6 536	6 646
Average attendance						
Child care services						
Centre-based long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	13.0	15.0	12.0	21.0	16.0
Outside school hours care	hrs	na	na	na	na	na
Occasional care	hrs	5.6	5.6	5.8	5.0	5.6
Other child care	hrs	na	na	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are reported for services not included by the Australian Government.

(c) Data for two of the four State funded vacation care services are not included, as they are not open during the data collection period. These two services are only open during the Christmas vacation period. In 2008-09, 30 of the 50 provided places were funded. In 2009-10, 30 of the 45 places are funded. In 2010-11, 2011-12 and 2012-13, 30 of the 50 places were funded.

(d) In 2008-09, 332 of the 424 provided places were funded. In 2009-10, 329 of the 417 places are funded. In 2010-11 298 of the 412 places were funded. In 2011-12, 245 of the 335 were funded. In 2012-13, 233 of the 339 places were funded.

na Not available.

Source: Tasmanian Department of Education (unpublished).

TABLE 3A.96

Table 3A.96 **Children aged 0–12 years using State Government funded and/or provided child care services, by age, Tasmania (a)**

	<i>Unit</i>	2008-09	2009-10	2010-11	2011-12	2012-13
Children using State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	27	27	22	1	1
2 to less than 4 years (2–3 year olds)	no.	293	299	252	208	198
4 to less than 5 years (4 year olds)	no.	268	282	284	238	157
5 to less than 6 years (5 year olds)	no.	23	36	42	29	7
6 to 12 years old (6–12 year olds)	no.	58	54	86	63	22
All children aged 0–12 years	no.	669	698	686	539	389
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	6 711	6 608	6 219	6 279	6 173
1 to less than 2 years (1 year olds)	no.	6 621	6 590	6 444	6 222	6 259
2 to less than 3 years (2 year olds)	no.	6 523	6 549	6 543	6 383	6 210
3 to less than 4 years (3 year olds)	no.	6 303	6 477	6 496	6 495	6 355
4 to less than 5 years (4 year olds)	no.	6 058	6 320	6 443	6 448	6 472
5 to less than 6 years (5 year olds)	no.	5 963	6 097	6 336	6 411	6 434
6 to 12 years old (6–12 year olds)	no.	45 075	44 623	44 420	44 148	43 855
All children aged 0–12 years	no.	83 254	83 264	82 901	82 386	81 758
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	1.6	1.7	1.6	1.2	1.0
6 to 12 years	%	0.1	0.1	0.2	0.1	0.1
All children aged 0–12 years	%	0.8	0.8	0.8	0.7	0.5

(a) Data include information from specific survey months on children in vacation care. Some vacation care services were closed in the survey periods. Therefore the figures for 6–12 year olds would be higher if the statistics were taken at a different holiday period.

Source: Tasmanian Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.97

Table 3A.97 **Staff employed by State Government funded and/or managed child care and preschool service providers, Tasmania (a)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	24	25	29	12	12
Administrative staff	FTE	2	1	2	1	1
Other staff	FTE	1	1	1	1	–
All FTE staff	FTE	27	27	32	14	13
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	67	71	68	48	45
Administrative staff	no.	8	10	8	7	7
Other staff	no.	6	4	5	3	3
All paid staff	no.	81	85	81	58	55
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services (b)						
Full time equivalent staff						
Primary contact staff	FTE	188	200	226	247	437
Administrative staff	FTE	21	21	22	13	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	209	221	248	260	437
Total paid staff (full time and part time)						
Primary contact staff	no.	na	na	na	na	921
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	921

FTE = full time equivalent.

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Prior to 2012-13, data include government staff only for preschool services.

na Not available.

Source: Tasmanian Department of Education (unpublished).

TABLE 3A.98

Table 3A.98 **Paid staff employed by State Government funded and/or managed child care and preschool service providers, by qualification and experience, Tasmania (a)**

		Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Primary contact staff in child care services							
Primary contact staff by qualification and experience							
With a formal qualification	no.		33	38	35	38	30
Without a formal qualification							
Three years or more relevant experience	no.		23	24	22	12	14
Fewer than 3 years relevant experience	no.		11	9	11	4	1
All staff without formal qualification	no.		34	33	33	16	15
All primary contact staff	no.		67	71	68	54	45
Proportion of primary contact staff by qualification and experience							
With a formal qualification	%		49.3	53.5	51.5	70.4	66.7
Without a formal qualification							
Three years or more relevant experience	%		34.3	33.8	32.4	22.2	31.1
Fewer than 3 years relevant experience	%		16.4	12.7	16.2	7.4	2.2
All staff without formal qualification	%		50.7	46.5	48.5	29.6	33.3
All primary contact staff	%		100.0	100.0	100.0	100.0	100.0
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months							
Staff who have undertaken training	no.		51	50	60	40	39
Proportion of primary contact staff	%		76.1	70.4	88.2	74.1	86.7
All paid staff in child care services	no.		81	85	81	58	55
Primary contact staff in preschool services							
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months							
Staff who have undertaken training	no.		na	na	na	na	na
Proportion of primary contact staff	%		na	na	na	na	na
All paid staff in preschool services	no.		na	na	na	na	921

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

na Not available.

Source: Tasmanian Department of Education (unpublished).

TABLE 3A.99

Table 3A.99 **Approved and/or licensed service providers, by management type, Tasmania (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care										
Community managed	55	46.6	49	42.2	56	44.4	53	47.3	59	51.8
Privately managed	44	37.3	43	37.1	45	35.7	35	31.3	34	29.8
Non-government schools	..	..	6	5.2	6	4.8	6	5.4	6	5.3
Government managed	19	16.1	18	15.5	19	15.1	18	16.1	15	13.2
Total	118	100.0	116	100.0	126	100.0	112	100.0	114	100.0
Family day care										
Community managed	4	36.4	4	36.4	4	36.4	5	38.5	5	38.5
Privately managed	2	18.2	2	18.2	2	18.2	3	23.1	3	23.1
Non-government schools	..	..	–	–	–	–	na	na	–	–
Government managed	5	45.5	5	45.5	5	45.5	5	38.5	5	38.5
Total	11	100.0	11	100.0	11	100.0	13	100.0	13	100.0
Vacation care										
Community managed	51	47.7	45	42.1	50	47.6	na	na	na	na
Privately managed	43	40.2	38	35.5	35	33.3	na	na	na	na
Non-government schools	..	..	9	8.4	6	5.7	na	na	na	na
Government managed	13	12.1	15	14.0	14	13.3	na	na	na	na
Total	107	100.0	107	100.0	105	100.0	na	na	na	na
Outside school hours care										
Community managed	66	46.8	58	41.4	65	47.4	59	60.2	56	58.3
Privately managed	51	36.2	49	35.0	44	32.1	17	17.3	18	18.8
Non-government schools	..	..	9	6.4	8	5.8	3	3.1	3	3.1
Government managed	24	17.0	24	17.1	20	14.6	19	19.4	19	19.8
Total	141	100.0	140	100.0	137	100.0	98	100.0	96	100.0
Occasional care										
Community managed	35	85.4	32	80.0	25	83.3	27	77.1	28	82.4
Privately managed	5	12.2	4	10.0	1	3.3	2	5.7	2	5.9
Non-government schools	..	..	2	5.0	3	10.0	1	2.9	1	2.9
Government managed	1	2.4	2	5.0	1	3.3	5	14.3	3	8.8
Total	41	100.0	40	100.0	30	100.0	35	100.0	34	100.0
Other care										
Community managed	na	na	2	100.0	–	na	4	100.0	3	100.0
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	2	100.0	–	na	4	100.0	3	100.0
All child care services										
Community managed	211	50.5	190	45.7	200	48.9	148	56.5	151	58.1
Privately managed	145	34.7	136	32.7	127	31.1	57	21.8	57	21.9

TABLE 3A.99

Table 3A.99 **Approved and/or licensed service providers, by management type, Tasmania (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
Non-government schools	–	–	26	6.3	23	5.6	10	3.8	10	3.8
Government managed	62	14.8	64	15.4	59	14.4	47	17.9	42	16.2
Total	418	100.0	416	100.0	409	100.0	262	100.0	260	100.0
Preschool service providers										
Community managed	na	na	–	–	–	–	na	na	na	na
Privately managed	58	25.8	–	–	–	–	na	na	na	na
Non-government schools	..	..	62	27.4	60	27.0	61	28.0	60	27.3
Government managed	167	74.2	164	72.6	162	73.0	157	72.0	160	72.7
Total	225	100.0	226	100.0	222	100.0	218	100.0	220	100.0

(a) Since 2011-12 a distinction cannot be made between outside school hours care and vacation care. Data are reported as outside of school hours care.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: Tasmanian Department of Education (unpublished).

TABLE 3A.100

Table 3A.100 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Tasmania**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Substantiated breaches arising from complaints						
Child care services						
Centre-based long day care (a)	no.	2	2	14	11	5
Family day care	no.	1	1	1	2	–
Vacation care	no.	1	4	na	na	–
Outside school hours care	no.	2	1	4	na	–
Occasional care	no.	–	1	na	na	–
Other care	no.	na	–	–	na	–
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	6	9	19	13	5
Number of services						
Child care services						
Centre-based long day care	no.	118	116	126	112	114
Family day care	no.	11	11	11	13	13
Vacation care	no.	107	107	105	na	na
Outside school hours care	no.	141	140	137	98	96
Occasional care	no.	41	40	30	35	34
Other care	no.	na	2	–	4	3
Preschool services						
All preschool services	no.	225	226	222	218	220
All services	no.	643	642	631	480	480
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	–	–	0.1	0.1	–
Family day care	no.	0.1	0.1	0.1	0.2	–
Vacation care	no.	–	–	na	na	–
Outside school hours care	no.	–	–	–	na	–
Occasional care	no.	–	–	na	na	–
Other care	no.	na	–	–	na	–
Preschool services						
All preschool services	no.	na	na	na	na	na
All services	no.	–	–	–	–	–
Proportion of substantiated breaches against which action was taken (b)						
Child care services						
Centre-based long day care	%	100.0	100.0	57.1	90.9	100.0
Family day care	%	–	100.0	100.0	100.0	na
Vacation care	%	100.0	na	na	na	na
Outside school hours care	%	100.0	–	50.0	na	na
Occasional care	%	na	100.0	na	na	na

TABLE 3A.100

Table 3A.100 **Substantiated breaches arising from complaints about State Government registered or licensed service providers, Tasmania**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Other care	%	na	na	na	na	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	83.3	44.4	68.4	92.3	100.0

- (a) Due to the transition to NQF and the associated IT system, there may be some minor undercounting of data.
- (b) Further action was not taken against the remaining services as the issue had been resolved prior to the investigation.

na Not available. – Nil or rounded to zero.

Source: Tasmanian Department of Education (unpublished).

Single jurisdiction data – ACT

TABLE 3A.101

Table 3A.101 **Territory Government real expenditure on child care and preschool services, Australian Capital Territory (2012-13 dollars) (\$'000) (a)**

	2008-09	2009-10	2010-11 (b)	2011-12	2012-13
Government expenditure on child care services					
Total recurrent expenditure	4 470	4 649	4 944	5 350	5 193
Net capital expenditure on child care services	565	699	248	213	3 041
Total expenditure on child care services	5 035	5 348	5 193	5 563	8 234
Government expenditure on preschool services					
Total recurrent expenditure	23 232	23 522	23 536	26 157	27 841
Net capital expenditure on preschool services (c)	10 895	1 100	713	10 311	20 743
Total expenditure on preschool services	34 126	24 622	24 249	36 467	48 584
Government expenditure on child care and preschool services					
Total recurrent expenditure	27 702	28 171	28 480	31 506	33 034
Net capital expenditure	11 460	1 799	962	10 524	23 784
Total expenditure	39 162	29 970	29 442	42 030	56 818

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(c) Capital expenditure increased in 2008-09 due to increased expenditure to upgrade older preschools, the Transportable Classrooms program, and increased expenditure relating to the School Infrastructure Refurbishment program.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

TABLE 3A.102

Table 3A.102 **Characteristics of child care and preschool services, Australian Capital Territory (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Places available by service type						
Child care services						
Centre-based long day care	no.	na	na	..	na	na
Family day care	no.	na	na	..	na	na
Vacation care	no.	na	na	..	na	na
Outside school hours care	no.	na	na	..	na	na
Occasional care	no.	na	na	..	na	na
Other child care	no.	na	na	..	na	na
All child care places	no.	na	na	..	na	na
Preschool services						
Year before full time school	no.	4 185	4 283	na	na	na
Younger children (c)	no.	130	130	na	na	na
All preschool places	no.	4 315	4 413	na	na	na
Average attendance						
Child care services						
Centre-based long day care	hrs	na	na	..	na	na
Family day care	hrs	na	na	..	na	na
Vacation care	hrs	na	na	..	na	na
Outside school hours care	hrs	na	na	..	na	na
Occasional care	hrs	na	na	..	na	na
Other child care	hrs	na	na	..	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are reported for services not included by the Australian Government.

(c) Includes 3 year old programs at Narrabundah, Charnwood and the Koori preschool program.

na Not available. .. Not applicable.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

TABLE 3A.103

Table 3A.103 **Children aged 0–12 years using Territory Government funded and/or provided child care services, by age, Australian Capital Territory**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Children using State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	na	na	..	na	na
2 to less than 4 years (2–3 year olds)	no.	na	na	..	na	na
4 to less than 5 years (4 year olds)	no.	na	na	..	na	na
5 to less than 6 years (5 year olds)	no.	na	na	..	na	na
6 to 12 years old (6–12 year olds)	no.	na	na	..	na	na
All children aged 0–12 years	no.	na	na	..	na	na
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	4 747	4 955	4 934	4 912	5 343
1 to less than 2 years (1 year olds)	no.	4 552	4 712	4 957	5 056	5 136
2 to less than 3 years (2 year olds)	no.	4 575	4 588	4 733	5 016	5 141
3 to less than 4 years (3 year olds)	no.	4 469	4 626	4 619	4 802	5 099
4 to less than 5 years (4 year olds)	no.	4 310	4 525	4 643	4 646	4 896
5 to less than 6 years (5 year olds)	no.	4 212	4 362	4 554	4 679	4 718
6 to 12 years old (6–12 year olds)	no.	29 042	29 226	29 453	30 091	30 850
All children aged 0–12 years	no.	55 907	56 994	57 893	59 202	61 183
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	na	na	na	na	na
6 to 12 years	%	na	na	na	na	na
All children aged 0–12 years	%	na	na	na	na	na

na Not available. .. Not applicable.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.104

Table 3A.104 **Staff employed by Territory Government funded and/or managed child care and preschool service providers, Australian Capital Territory (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services (c)						
Full time equivalent staff						
Primary contact staff	FTE	128	na	na	na	na
Administrative staff (c)	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	128	na	na	na	na
Total paid staff (full time and part time)						
Primary contact staff	no.	219	na	na	na	na
Administrative staff (c)	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	219	na	na	na	na

FTE = Full time equivalent: 38 hours per week for child care services and 36.45 hours per week for preschool services.

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Staff data are not available since 2009-10.

(c) Administrative staff are employed through ACT Government primary schools.

na Not available.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

TABLE 3A.105

Table 3A.105 **Paid staff employed by Territory Government funded and/or managed child care and preschool service providers, by qualification and experience, Australian Capital Territory (a)**

	<i>Unit</i>	2008-09	2009-10	2010-11	2011-12	2012-13
Primary contact staff in child care services						
Primary contact staff by qualification and experience						
With a formal qualification	no.	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	no.	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na
Proportion of primary contact staff by qualification and experience						
With a formal qualification	%	na	na	na	na	na
Without a formal qualification						
Three years or more relevant experience	%	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na
Primary contact staff in preschool services						
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months						
Staff who have undertaken training	no.	219	123	na	na	na
Proportion of primary contact staff	%	100.0	na	na	na	na
All paid staff in preschool services	no.	219	na	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

na Not available.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

TABLE 3A.106

Table 3A.106 **Approved and/or licensed service providers, by management type, Australian Capital Territory**

	2008-09		2009-10		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care (a)										
Community managed (b)	72	62.6	79	65.3	83	66.4	74	58.3	79	69.9
Privately managed	43	37.4	38	31.4	35	28.0	42	33.1	32	28.3
Non-government schools	..	..	4	3.3	7	5.6	11	8.7	1	0.9
Government managed	na	na	na	na	na	na	na	na	1	0.9
Total	115	100.0	121	100.0	125	100.0	127	100.0	113	100.0
Family day care										
Community managed (b)	5	100.0	5	100.0	5	100.0	4	100.0	4	50.0
Privately managed	–	–	na	na	na	na	na	na	4	50.0
Non-government schools	..	..	na	na	na	na	na	na	–	–
Government managed	na	na	na	na	na	na	na	na	–	–
Total	5	100.0	5	100.0	5	100.0	4	100.0	8	100.0
Vacation care (c)										
Community managed (b)	43	86.0	24	61.5	24	61.5	41	78.8	6	50.0
Privately managed	7	14.0	6	15.4	6	15.4	6	11.5	5	41.7
Non-government schools	..	..	9	23.1	9	23.1	5	9.6	na	na
Government managed	na	na	na	na	na	na	na	na	1	8.3
Total	50	100.0	39	100.0	39	100.0	52	100.0	12	100.0
Outside school hours care (c)										
Community managed (b)	82	94.3	70	83.3	76	80.0	90	88.2	68	75.6
Privately managed	5	5.7	5	6.0	10	10.5	7	6.9	11	12.2
Non-government schools	..	..	9	10.7	9	9.5	5	4.9	11	12.2
Government managed	na	na	na	na	na	na	na	na	–	–
Total	87	100.0	84	100.0	95	100.0	102	100.0	90	100.0
Occasional care (a), (d)										
Community managed (b)	–	na	na	–	na	–	2	100.0	2	100.0
Privately managed	–	na	na	–	na	–	na	na	–	–
Non-government schools	..	..	na	–	na	–	na	na	na	na
Government managed	na	na	na	–	na	na	na	na	–	–
Total	–	na	na	–	na	–	2	na	2	100.0
Other care										
Community managed (b)	18	90.0	17	89.5	16	88.9	16	88.9	13	86.7
Privately managed	2	10.0	2	10.5	2	11.1	2	11.1	2	13.3
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	–	–
Total	20	100.0	19	100.0	18	100.0	18	100.0	15	100.0
All child care services										
Community managed	220	79.4	195	72.8	204	72.3	227	74.4	172	71.7
Privately managed	57	20.6	51	19.0	53	18.8	57	18.7	54	22.5

TABLE 3A.106

Table 3A.106 **Approved and/or licensed service providers, by management type, Australian Capital Territory**

	2008-09		2009-10		2010-11		2011-12		2012-13	
Non-government schools	–	–	22	8.2	25	8.9	21	6.9	12	5.0
Government managed	–	–	–	–	–	–	–	–	2	0.8
Total	277	100.0	268	100.0	282	100.0	305	100.0	240	100.0
Preschool service providers										
Community managed (b)	9	13.0	na	na	na	na	na	na	–	–
Privately managed	na	na	na	na	na	na	na	na	–	–
Non-government schools	..	..	9	13.0	9	13.0	15	19.2	17	18.1
Government managed (c)	60	87.0	60	87.0	61	88.4	63	80.8	77	81.9
Total	69	100.0	69	100.0	69	100.0	78	100.0	94	100.0

(a) Includes not-for-profit services provided by parents.

(b) The ACT licenses school age care services that may provide one, two or three components of care including vacation care, before school hours care, and after school hours care.

(c) Data are the number of ACT government primary schools that offer a preschool program. Several schools offer more than one program.

(d) In the ACT occasional care places exist with centre-based long day care.

na Not available. **..** Not applicable. **–** Nil or rounded to zero.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

TABLE 3A.107

Table 3A.107 Substantiated breaches arising from complaints about Territory Government registered or licensed service providers, Australian Capital Territory

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Substantiated breaches arising from complaints						
Child care services						
Centre-based long day care	no.	15	16	17	12	14
Family day care	no.	1	–	1	1	–
Vacation care	no.	–	–	..	–	–
Outside school hours care	no.	–	4	3	1	1
Occasional care	no.	–	–	..	na	–
Other care	no.	–	–	1	na	–
Preschool services						
All preschool services	no.	–	–	..	na	–
All services	no.	16	20	22	14	15
Number of services						
Child care services						
Centre-based long day care	no.	115	121	125	127	113
Family day care	no.	5	5	5	4	8
Vacation care	no.	50	39	39	52	12
Outside school hours care	no.	87	84	95	102	90
Occasional care	no.	–	na	na	2	2
Other care	no.	20	19	18	18	15
Preschool services (a)						
All preschool services	no.	69	69	69	78	94
All services	no.	346	337	351	383	334
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	0.1	0.1	0.1	0.1	0.1
Family day care	no.	0.2	–	0.2	0.3	–
Vacation care	no.	–	–	na	–	–
Outside school hours care	no.	–	–	–	–	–
Occasional care	no.	–	–	na	na	–
Other care	no.	–	–	0.1	na	–
Preschool services						
All preschool services	no.	–	–	na	na	–
All services	no.	–	0.1	0.1	–	–
Proportion of substantiated breaches against which action was taken						
Child care services						
Centre-based long day care	%	100.0	100.0	100.0	100.0	100.0
Family day care	%	100.0	na	100.0	100.0	na
Vacation care	%	na	na	na	na	na
Outside school hours care	%	na	100.0	100.0	100.0	100.0

TABLE 3A.107

Table 3A.107 **Substantiated breaches arising from complaints about Territory Government registered or licensed service providers, Australian Capital Territory**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Occasional care	%	na	na	na	na	na
Other care	%	na	na	100.0	na	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	100.0	100.0	100.0	100.0	100.0

(a) Data are the number of ACT government primary schools that offer a preschool program. Several schools offer more than one program.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: ACT Education and Training Directorate and ACT Community Services Directorate (unpublished).

Single jurisdiction data – NT

TABLE 3A.108

Table 3A.108 **Territory Government real expenditure on child care and preschool services, Northern Territory (2012-13 dollars) (\$'000) (a), (b)**

	2008-09	2009-10	2010-11	2011-12	2012-13
Government expenditure on child care services					
Total recurrent expenditure (c)	4 781	5 157	12 959	16 059	16 287
Net capital expenditure on child care services	153	5 012	1 811	468	1 988
Total expenditure on child care services	4 934	10 168	14 770	16 527	18 276
Government expenditure on preschool services					
Total recurrent expenditure (d)	28 363	32 186	33 093	34 466	38 172
Net capital expenditure on preschool services	na	na	na	na	na
Total expenditure on preschool services	28 363	32 186	33 093	34 466	38 172
Government expenditure on child care and preschool services					
Total recurrent expenditure	33 144	37 342	46 052	50 525	54 459
Net capital expenditure	153	5 012	1 811	468	1 988
Total expenditure	33 297	42 354	47 862	50 994	56 447

(a) Time series financial data are adjusted to 2012-13 dollars using the General Government Final Consumption Expenditure (GGFCE) chain price deflator (2012-13 = 100) (table 2A.53). The GGFCE replaces the Gross Domestic Product implicit price deflator used in previous editions. See Chapter 2 (section 2.5) for details.

(b) Recurrent expenditure includes administration expenditure, other expenditure on service provision and financial support to families.

(c) Includes expenditure on legislation development. Corporate costs can be apportioned using the Department's pre-determined formula, and non-salary administrative expenditure has not been included in the figures.

(d) The increase in 2009-10 is due to an increase in Commonwealth and NTG funding.

na Not available.

Source: NT Department of Education (unpublished).

TABLE 3A.109

Table 3A.109 **Characteristics of child care and preschool services, Northern Territory (a), (b)**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Places available by service type						
Child care services						
Centre-based long day care	no.	na	na	na	na	na
Family day care	no.	na	na	na	na	na
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	na
Occasional care	no.	na	na	na	na	na
Other child care (c)	no.	116	109	52	52	52
All child care places	no.	116	109	52	52	52
Preschool services (d)						
Year before full time school	no.	na	na	na	na	na
Younger children	no.	na	na	na	na	na
All preschool places	no.	na	na	na	na	na
Average attendance						
Child care services						
Centre-based long day care	hrs	na	na	na	na	na
Family day care	hrs	na	na	na	na	na
Vacation care	hrs	na	na	na	na	na
Outside school hours care	hrs	na	na	na	na	na
Occasional care	hrs	na	na	na	na	na
Other child care (c)	hrs	na	na	na	na	na

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) Data are reported for services not included by the Australian Government.

(c) Other care services includes services provided by 3 year old kindergarten.

(d) NT does not have a set number of preschool places. Enrolments will not be turned away, and staffing and funding are adjusted for increased demand. Data include remote Catholic preschools funded by the NT government. All other non-government preschools are excluded.

na Not available.

Source: NT Department of Education (unpublished).

TABLE 3A.110

Table 3A.110 **Children aged 0–12 years using Territory Government funded and/or provided child care services, by age, Northern Territory (a)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Children using State Government funded and/or provided child care services						
Less than 2 years (1 year old or less)	no.	na	na	na	na	na
2 to less than 4 years (2–3 year olds)	no.	na	na	na	na	na
4 to less than 5 years (4 year olds)	no.	na	na	na	na	na
5 to less than 6 years (5 year olds)	no.	na	na	na	na	na
6 to 12 years old (6–12 year olds)	no.	na	na	na	na	na
All children aged 0–12 years	no.	na	na	na	na	na
Estimated resident population at 31 December						
Less than 1 year (0 year olds)	no.	3 749	3 791	3 658	3 670	3 922
1 to less than 2 years (1 year olds)	no.	3 785	3 804	3 783	3 711	3 789
2 to less than 3 years (2 year olds)	no.	3 704	3 732	3 734	3 737	3 679
3 to less than 4 years (3 year olds)	no.	3 596	3 683	3 668	3 688	3 695
4 to less than 5 years (4 year olds)	no.	3 481	3 616	3 646	3 646	3 664
5 to less than 6 years (5 year olds)	no.	3 516	3 498	3 615	3 631	3 619
6 to 12 years old (6–12 year olds)	no.	23 863	24 008	23 921	24 135	24 402
All children aged 0–12 years	no.	45 694	46 132	46 025	46 218	46 770
Proportion of 0–12 year old resident population using State Government funded and/or provided child care						
0 to 5 years	%	na	na	na	na	na
6 to 12 years	%	na	na	na	na	na
All children aged 0–12 years	%	na	na	na	na	na

(a) Data are collected during the first week in August through the Age Grade Census.

na Not available.

Source: NT Department of Education (unpublished); ABS (unpublished) *Australian Demographic Statistics*, Cat. no. 3101.0, Canberra.

TABLE 3A.111

Table 3A.111 **Staff employed by Territory Government funded and/or managed child care and preschool service providers, Northern Territory (a)**

	Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Staff in State Government funded and/or provided child care services						
Full time equivalent staff						
Primary contact staff	FTE	na	na	na	na	na
Administrative staff	FTE	na	na	na	na	na
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	na	na	na	na	na
Family day carers						
Employed as employees	FTE	na	na	na	na	na
Employed as contractors	FTE	na	na	na	na	na
All family day carers	FTE	na	na	na	na	na
Total paid staff						
Primary contact staff	no.	na	na	na	na	na
Administrative staff	no.	na	na	na	na	na
Other staff	no.	na	na	na	na	na
All paid staff	no.	na	na	na	na	na
Total unpaid staff						
All unpaid staff	no.	na	na	na	na	na
Staff in State Government funded and/or provided preschool services (b)						
Full time equivalent staff						
Primary contact staff (c)	FTE	201	213	223	240	275
Administrative staff (d)	FTE	12	12	12	12	13
Other staff	FTE	na	na	na	na	na
All FTE staff	FTE	213	225	235	252	288
Total paid staff (full time and part time)						
Primary contact staff (c)	no.	246	255	264	294	339
Administrative staff (d)	no.	116	121	120	121	127
Other staff	no.	na	na	na	na	na
All paid staff	no.	362	376	384	415	466

FTE = full time equivalent.

- (a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.
- (b) Data include remote Catholic preschools funded by the NT government. All other non-government preschools are excluded.
- (c) Includes preschool teachers, preschool teacher aides and preschool assistant teachers.
- (d) Includes preschool principals. Data are based on the number of schools delivering preschool services multiplied by FTE 0.1 (remainder are included in Primary and Secondary schooling).

na Not available.

Source: NT Department of Education (unpublished).

TABLE 3A.112

Table 3A.112 **Paid staff employed by Territory Government funded and/or managed child care and preschool service providers, by qualification and experience, Northern Territory (a), (b)**

		Unit	2008-09	2009-10	2010-11	2011-12	2012-13
Primary contact staff in child care services							
Primary contact staff by qualification and experience							
With a formal qualification	no.	na	na	na	na	na	na
Without a formal qualification							
Three years or more relevant experience	no.	na	na	na	na	na	na
Fewer than 3 years relevant experience	no.	na	na	na	na	na	na
All staff without formal qualification	no.	na	na	na	na	na	na
All primary contact staff	no.	na	na	na	na	na	na
Proportion of primary contact staff by qualification and experience							
With a formal qualification	%	na	na	na	na	na	na
Without a formal qualification							
Three years or more relevant experience	%	na	na	na	na	na	na
Fewer than 3 years relevant experience	%	na	na	na	na	na	na
All staff without formal qualification	%	na	na	na	na	na	na
All primary contact staff	%	na	na	na	na	na	na
Primary contact staff in child care services who have undertaken relevant in-service training in previous 12 months							
Staff who have undertaken training	no.	na	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na	na
All paid staff in child care services	no.	na	na	na	na	na	na
Primary contact staff in preschool services							
Primary contact staff in preschool services who have undertaken relevant in-service training in previous 12 months							
Staff who have undertaken training	no.	na	na	na	na	na	na
Proportion of primary contact staff	%	na	na	na	na	na	na
All paid staff in preschool services	no.	362	376	384	415	466	

(a) Data provided by States and Territories complement the data collected by the Australian Government. To avoid misrepresenting child care services, jurisdictions were asked to report on only those data items where the Australian Government was also able to provide data.

(b) The NT is not able to disaggregate data by qualifications.

na Not available.

Source: NT Department of Education (unpublished).

TABLE 3A.113

Table 3A.113 **Approved and/or licensed service providers, by management type, Northern Territory (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
	no.	%	no.	%	no.	%	no.	%	no.	%
Child care service providers										
Centre-based long day care										
Community managed (b)	49	66.2	55	67.9	51	65.4	44	60.3	46	63.9
Privately managed	25	33.8	16	19.8	16	20.5	17	23.3	15	20.8
Non-government schools	..	..	10	12.3	11	14.1	12	16.4	10	13.9
Government managed	na	na	na	na	na	na	na	na	1	1.4
Total	74	100.0	81	100.0	78	100.0	73	100.0	72	100.0
Family day care										
Community managed (b)	na	na	na	na	na	na	na	na	1	50.0
Privately managed	na	na	na	na	na	na	na	na	1	50.0
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	2	100.0
Vacation care (c)										
Community managed (b)	na	na	na	na	na	na	na	na	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na	na
Outside school hours care (d)										
Community managed (b)	na	na	na	na	na	na	na	na	25	59.5
Privately managed	na	na	na	na	na	na	na	na	9	21.4
Non-government schools	..	..	na	na	na	na	na	na	8	19.0
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	42	100.0
Occasional care										
Community managed (b)	na	na	na	na	na	na	na	na	na	na
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	na	na	na	na	na	na	na	na	na	na
Other care (e)										
Community managed (b)	5	100.0	4	100.0	2	100.0	2	100.0	2	100.0
Privately managed	na	na	na	na	na	na	na	na	na	na
Non-government schools	..	..	na	na	na	na	na	na	na	na
Government managed	na	na	na	na	na	na	na	na	na	na
Total	5	100.0	4	100.0	2	100.0	2	100.0	2	100.0
All child care services										
Community managed	54	68.4	59	69.4	53	66.3	46	61.3	74	62.7
Privately managed	25	31.6	16	18.8	16	20.0	17	22.7	25	21.2

TABLE 3A.113

Table 3A.113 **Approved and/or licensed service providers, by management type, Northern Territory (a)**

	2008-09		2009-10		2010-11		2011-12		2012-13	
Non-government schools	–	–	10	11.8	11	13.8	12	16.0	18	15.3
Government managed	–	–	–	–	–	–	–	–	1	0.8
Total	79	100.0	85	100.0	80	100.0	75	100.0	118	100.0
Preschool service providers (f)										
Community managed (b)	na	na	na	na	na	na	na	na	na	na
Privately managed	4	3.4	na	na	na	na	na	na	na	na
Non-government schools (g)	..	..	4	3.3	4	3.3	4	3.3	4	3.1
Government managed (h) (i)	112	96.6	117	96.7	116	96.7	117	96.7	123	96.9
Total	116	100.0	121	100.0	120	100.0	121	100.0	127	100.0

- (a) Child care services are counted over the financial year, and preschool services are counted in the first week of August.
- (b) The decrease in 2011-12 in the number of centre based long day care services is due to the exclusion of budget based funded services that were deemed out-of-scope from January 2012.
- (c) Vacation care data is included in outside school hours care.
- (d) Outside school hours care includes before school, after school and vacation care.
- (e) Other care includes three year old kindergarten.
- (f) Preschool education is directly provided by the NT Department of Education but a number of management functions are devolved to school councils and preschool parent management committees.
- (g) Includes remote Catholic preschools funded by the NT government.
- (h) In 2009-10, Catholic Remote schools were reclassified from privately managed to non-government schools.
- (i) Satellite preschool and mobile preschools (where they operate from a hub school) are counted as part of the hub school.

na Not available. .. Not applicable. – Nil or rounded to zero.

Source: NT Department of Education (unpublished).

TABLE 3A.114

Table 3A.114 **Substantiated breaches arising from complaints about Territory Government registered or licensed service providers, Northern Territory**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Substantiated breaches arising from complaints (a)						
Child care services						
Centre-based long day care	no.	55	23	3	13	15
Family day care	no.	na	na	na	na	1
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	–
Occasional care	no.	na	na	na	na	na
Other care	no.	na	na	na	na	–
Preschool services						
All preschool services	no.	na	na	na	na	–
All services	no.	55	23	3	13	16
Number of services						
Child care services						
Centre-based long day care	no.	74	81	78	73	72
Family day care	no.	na	na	na	na	2
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	42
Occasional care	no.	na	na	na	na	na
Other care	no.	5	4	2	2	2
Preschool services						
All preschool services	no.	116	121	120	121	127
All services	no.	195	206	200	196	245
Substantiated breaches arising from complaints per service						
Child care services						
Centre-based long day care	no.	0.7	0.3	–	0.2	0.2
Family day care	no.	na	na	na	na	0.5
Vacation care	no.	na	na	na	na	na
Outside school hours care	no.	na	na	na	na	–
Occasional care	no.	na	na	na	na	na
Other care	no.	na	na	na	na	–
Preschool services						
All preschool services	no.	na	na	na	na	–
All services	no.	0.3	0.1	–	0.1	0.1
Proportion of substantiated breaches against which action was taken						
Child care services						
Centre-based long day care	%	100.0	100.0	100.0	100.0	100.0
Family day care	%	na	na	na	na	100.0
Vacation care	%	na	na	na	na	na
Outside school hours care	%	na	na	na	na	na
Occasional care	%	na	na	na	na	na

TABLE 3A.114

Table 3A.114 **Substantiated breaches arising from complaints about Territory Government registered or licensed service providers, Northern Territory**

	<i>Unit</i>	<i>2008-09</i>	<i>2009-10</i>	<i>2010-11</i>	<i>2011-12</i>	<i>2012-13</i>
Other care	%	na	na	na	na	na
Preschool services						
All preschool services	%	na	na	na	na	na
All services	%	100.0	100.0	100.0	100.0	100.0

(a) Complaints during the financial year. The number of breaches does not necessarily represent the number of services involved.

na Not available. – Nil or rounded to zero.

Source: NT Department of Education (unpublished).

Data quality information —Early childhood education and care, chapter 3

Data quality information

Data quality information (DQI) provides information against the seven ABS data quality framework dimensions, for a selection of performance indicators in the Early childhood education and care chapter. DQI for additional indicators will be progressively introduced in future reports.

Where Report on Government Services indicators align with National Agreement indicators, DQI has been sourced from the Steering Committee's reports on National Agreements to the COAG Reform Council.

Technical DQI has been supplied or agreed by relevant data providers. Additional Steering Committee commentary does not necessarily reflect the views of data providers.

DQI are available for the following performance indicators:

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Participation rates for special needs groups in preschool – Proportion of children aged 3–5 years enrolled in preschool – Non-English speaking background; Disability

Data quality information for this indicator has been drafted by the Secretariat in consultation with the State and Territory governments, with additional Steering Committee comments.

Indicator definition and description

Element	Equity
Indicator	Participation rates for special needs groups in preschool
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of children aged 3–5 years enrolled in preschool – Non-English speaking background; Disability</p> <p><u>Numerator:</u></p> <p>Number of children aged 3–5 years enrolled in preschool – from Non-English speaking backgrounds; with Disability</p> <p><u>Denominator:</u></p> <p>Number of children aged 3–5 years enrolled in a preschool program</p> <p><u>Computation:</u></p> <p>The number of children (by special need group) aged 3–5 years enrolled in a preschool program divided by the number of children aged 3–5 years enrolled in a preschool program.</p>
Data source/s	<p><u>Numerator/Denominator:</u></p> <p>State and Territory governments (unpublished)</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool data are collected by individual State and Territory departments. Additional information on the separate institutional environments is outlined below:</p> <ul style="list-style-type: none">• NSW – In NSW preschool data are collected by the Department of Education and Communities (DEC) as part of its role in providing and monitoring funding for the community preschool sector. Government funded preschool services are required to participate in the ECEC preschool census each year as part of their funding agreement. NSW DEC also collects data on children who are enrolled in 100 DEC preschools as part of the NSW annual government school census. Data are not collected from the long day care sector. Data on children with disabilities attending Early Intervention classes at NSW schools were collected for the first time in 2012.• Victoria – Data were collected by Department of Education and Early Childhood Development (DEECD) during the Confirmed Kindergarten Funding Data Collection reported as at 30 June 2012. Completion of this data collection was compulsory for all funded service providers. In 2012, DEECD collected data from 1708 funded service providers which offered a kindergarten program at 1965 kindergarten services. Funded kindergarten services in Victoria include sessional kindergarten services and long day care services which offer an integrated kindergarten program.• Queensland – Data are collected in an annual Early Childhood Education and Care services census (online). Census participants include all Queensland Government approved/licensed early childhood education and care services. For services that receive funding under the Queensland Kindergarten Funding Scheme, participation is mandatory.
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- Western Australia – The organisation responsible is the Western Australia Department of Education (DoE).
- South Australia – Data collected by the Department of Education and Child Development (DECD) as part of the termly preschool staffing collection (Term 2) from sites offering preschool.
- Tasmania – Data collected by the Tasmanian Department of Education from 220 pre-school providers, using National Minimum Dataset specifications.
- Northern Territory – Data are collected by the Department of Education.

Relevance

Information on the relevance of State and Territory preschool data collected by individual State and Territory departments is outlined below.

- NSW – The community preschool census and government school census collect a range of data relevant to the funded or government operated segments of the preschool sector such as service operating characteristics, staff employed, gender, disability, language background, low income status, Indigenous status, attendance/enrolment patterns and staff qualifications.
- Victoria – Information is collected on service providers, management models, staff employed, children enrolled, gender, birthdates, disability, language background, indigenous status, attendance patterns and fees paid. All DEECD funded service providers are required to undertake the data collection, therefore full coverage of 4 year old preschool programs delivered through these service providers was achieved.
- Queensland – Data collected from the Census enable Queensland Department of Education, Training and Employment (DETE) to report on a variety of matters, such as the performance of the early childhood education and care sector, to the Queensland and Australian Governments, and the community. The data are used to provide evidence for policy and program development and planning and to monitor outcomes of early childhood initiatives.
- Western Australia – The data collected through the School Census by the DoE are used to meet national reporting requirements, including meeting the reporting requirements of the national ECEC collection. Full coverage is achieved for all government schools and community kindergartens with a pre-school program.
- South Australia – collection is mandatory and there is full coverage for DECD funded or provided preschool services.
- Tasmania – data collected for pre-school providers in a registered kindergarten.
- Northern Territory – enrolments are from registered preschool programs and four government funded remote Catholic schools, collected at unit record level and available by remoteness area.

Timeliness

Information on the timeliness of State and Territory preschool data collected by individual State and Territory departments is outlined below.

- NSW – The ECEC preschool census is conducted annually over a representative fortnight. In 2012 the collection period was 30 July to 10 August. The Government School Mid-Year Census is conducted annually in August.
- Victoria – The Confirmed Kindergarten Funding Data Collection was undertaken between 2 April and 4 May 2012, with updates included until 30 June 2012.
- Queensland – The Census is an annual collection, with the most current year data census commencing in the week beginning 30 July 2012.
- Western Australia – The collection was undertaken at 3 August 2012 with a reference period of 30 July to 3 August.
- South Australia – Data collected in late July to early August 2012.
- Tasmania – Data are collected annually, for a two week reference period in late July to early August 2012.

Accuracy

- Northern Territory – Data are collected as part of an annual census collection run on the 1st Friday of August each year across all NT Schools.

Due to different methods of data collection, not all jurisdictions are able to identify duplicate records of children. Double counting of children may occur due to:

- Children moving interstate during a preschool year
- Children attending multiple providers to access an appropriate amount of care
- Children attending multiple service types
- Children attending preschool for greater than one year.

These factors can lead to an overestimation of children enrolment in some states and territories (for example, where enrolment rates exceed 100 per cent).

There are differences in collection dates, reference periods and age reference dates.

Additional information on the accuracy of State and Territory preschool data collected by individual State and Territory departments is outlined below.

- NSW – For the ECEC preschool census, data are collected from government funded community preschools through a web based portal. The web based portal has data validation software to reduce data entry errors. The Department also carries out data verification checks by comparing enrolment and service characteristic variations across years. For the government school mid-year census, the results on children attending Government preschools or children with disabilities attending Early Intervention classes at NSW schools are validated by a process in which data are extracted from the school enrolment system and presented back to schools for signoff. There is no current requirement for unfunded preschools to supply data to the Department of Education and Communities. Preschool programs are provided in preschools and long day care centres in NSW. However, children undertaking a preschool program in a long day care setting are not captured in the collection, resulting in an undercount.
- Victoria – It is compulsory for all service providers in receipt of kindergarten funding to complete the data collection. Information on service provider characteristics and staff details is also required to be confirmed. DEECD carried out data validation in response to missing fields of data as well as cross-checking data for accuracy. DEECD regional staff also performed verification checks on all funded organisation submissions, ensuring that no blanks occurred in data records and comparing enrolments across years. There is no current requirement for unfunded organisations to supply data to DEECD.
- Queensland – Data has been adjusted for partial non-responses at the service and preschool program levels through an imputation process, and incorrect responses corrected via validation and error checking processes. No adjustments for undercounts have been applied and no standard errors are applied to this data item.
- South Australia – Data are collected through the mandatory Term 2 preschool collection and validated by all preschools. Double counting of children in government preschools is analysed centrally.
- Tasmania – All kindergartens reported enrolment data for the reference period in 2012. Duplicate students attending more than one kindergarten are identified and allocated the same statistical linkage key.
- Northern Territory – Data collected through the annual census and validated by all schools. NT is able to report the number of children attending preschool programs within the Government sector and attending preschool in the year before full time school.

Coherence

Data for Australia for children from non-English speaking backgrounds and children with disability are the total of the sum of states and territories for which

data are available, and should not be interpreted as national data.

Data on children with disability are not directly comparable because the definition of disability varies across jurisdictions.

Children enrolled in preschool can be counted in more than one special needs group.

Accessibility

Information on the accessibility of State and Territory preschool data collected by individual State and Territory departments is outlined below. Preschool data for all jurisdictions are published by the ABS in Preschool Education, Australia (cat. no. 4240.0). Data on children from non-English speaking backgrounds and children with disability are not available in the ABS publication.

- NSW – Limited data are collected for national and state reporting requirements.
- Victoria – Limited data are collected for funding purposes and State and National Reporting requirements. Aggregated data items are presented in the Victoria attachment tables section of the RoGS.
- Queensland – Fact sheets on the sector are available on the Early Childhood Education and Care website. This information includes attendance rates, management types, locations of services and staff qualifications and experience for all services (inclusive of both funded and unfunded services) across the state.
- South Australia – Limited data are collected for national and state reporting requirements. Summary data are published annually on the department website. Unpublished data can be requested.

Interpretability Limited supporting documentation is available.

- Victoria – The scope of the collection included children enrolled and attending funded kindergarten programs in the year before school.
- Queensland provided a range of information to assist in the collection and reporting of data, such as explanatory notes for providers. The explanatory notes, together with printable copies of ECECSC collection forms, are available from the Queensland DETE website:
<data.qld.gov.au/earlychildhood/office/services-census.html>

Data Gaps/Issues Analysis

Key data

gaps/ issues

The Steering Committee notes the following key data gaps/issues:

- Participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool.
- Data on children with disability are not directly comparable because the definition of disability varies across jurisdictions.
- In NSW, preschool programs are provided in preschools and long day care centres. However, children undertaking a preschool program in a long day care setting are not captured in the collection, resulting in an undercount. There is no current requirement for unfunded preschools in NSW to supply data to the Department of Education and Communities.

Participation rates for special needs groups in preschool – Proportion of children aged 3–5 years enrolled in preschool – Indigenous; Regional areas; Remote areas

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Equity
Indicator	Participation rates for special needs groups in preschool
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of children aged 3–5 years enrolled in preschool – Indigenous; Regional areas; Remote areas</p> <p><u>Numerator:</u></p> <p>Number of children aged 3–5 years enrolled in preschool – Indigenous; in inner/outer regional Australia; in remote/very remote Australia</p> <p><u>Denominator:</u></p> <p>Number of children aged 3–5 years enrolled in a preschool program</p> <p><u>Computation:</u></p> <p>The number of children (by special need group) aged 3–5 years enrolled in a preschool program divided by the number of children aged 3–5 years enrolled in a preschool program.</p>
Data source/s	<p><u>Numerator/denominator:</u></p> <p>ABS (unpublished) <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National Early Childhood Education and Care (ECEC) Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).₂</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.₂</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2012 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.</p> <p>The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is irrespective of the type of institution that provides it, or whether it</p>

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 or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the National ECEC Collection consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the National ECEC Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2012 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

Regional and remote areas are based upon the ABS' Australian Statistical Geography Standard (ASGS) 2011. The ASGS replaced the Australian Standard Geographical Classification (ASGC) 2006. The ASGS is based on the 2011 Census of Population and Housing and represents a more comprehensive, flexible and consistent way of defining Australia's statistical geography than the previous classification.

Timeliness The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

Accuracy Data for the National ECEC Collection have been compiled according to the National standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- A small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to national data standards across jurisdictions.

Care needs to be taken interpreting data relating to Indigenous and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous and Torres Strait Islander status.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2012 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care

	Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001). More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.
Coherence	Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0) may not be directly comparable across all jurisdictions. Children enrolled in preschool can be counted in more than one special needs group. Earlier reports classified regional and remote areas according to the ASGC. This Report used the ASGS 2011. The changes from ASGC to ASGS represent a break in series between reports.
Accessibility	The ABS publication <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection. If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.
Interpretability	National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data gaps/ issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none"> • Participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool. • Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools. Child level data for Queensland is not available. Episode of enrolment data are used instead for Queensland. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. • Preschool programs are provided in preschools and long day care centres. However, not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.
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Participation rates for special needs groups in preschool – Proportion of children enrolled in a preschool program who are disadvantaged

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Equity
Indicator	Participation rates for special needs groups in preschool
Measure (computation)	<u>Definition</u> Proportion of children enrolled in a preschool program who are disadvantaged. <u>Numerator:</u> Number of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling who reside in an area with a Socio-Economic Index for Areas (SEIFA) Index of Relative Socio-economic Disadvantage (IRSD) quintile of 1. <u>Denominator:</u> Number of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling. <u>Computation:</u> Number of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling who are disadvantaged divided by the number of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling.
Data source/s	<u>Numerator/denominator:</u> ABS <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0).

Data Quality Framework Dimensions

Institutional environment	Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National ECEC Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001). For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.
Relevance	In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2012 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia. The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time

schooling. This is 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 or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the National ECEC Collection consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the National ECEC Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2012 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

Children who are disadvantaged are defined as residing in an area with a Socio-Economic Index for Areas (SEIFA) Index of Relative Socio-economic Disadvantage (IRSD) quintile of 1 (based on the 2011 Census of Population and Housing). The SEIFA IRSD summarises a range of information about the economic and social resources of people and households within an area. The use of SEIFA IRSD as a proxy for disadvantage needs to be interpreted with care as it pertains to the area in which the child resides, rather than to the child specifically.

Timeliness

The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

Accuracy

Data for the National ECEC Collection have been compiled according to the National standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- A small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to national data standards across jurisdictions.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2012 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of

	Health and Welfare website.
Coherence	Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2012 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.
Accessibility	The ABS publication Preschool Education, Australia, 2012 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection. If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.
Interpretability	National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data	The Steering Committee notes the following key data gaps/issues:
gaps/ issues	<ul style="list-style-type: none"> • Participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool. • Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools. Child level data for Queensland is not available. Episode of enrolment data are used instead for Queensland. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. • Preschool programs are provided in preschools and long day care centres. However, not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW • Use of SEIFA IRSD to define children who are most disadvantaged needs to be interpreted with care as it pertains to the area in which the child resides, rather than to the child specifically.

Children using child care

Data quality information for this indicator has been drafted by the Secretariat in consultation with the Australian Government Department of Education and the State and Territory governments, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Children using child care
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of children using Australian Government approved plus State and Territory government funded and/or provided child care.</p> <p><u>Numerator:</u></p> <p>Number of children attending Australian Government approved and State and Territory government funded and/or provided child care (age groups 0–5; 6–12; 0–12 years).</p> <p><u>Denominator:</u></p> <p>Estimated resident population as at 31 December (age groups 0–5; 6–12; 0–12 years).</p> <p><u>Computation:</u></p> <p>The number of children attending Australian Government approved and State and Territory government funded and/or provided child care divided by the total estimated resident population. Calculated separately for each age group (0–5; 6–12; 0–12 years)</p>
Data source/s	<p><u>Numerator/s:</u></p> <p>Department of Education (unpublished); State and Territory governments (unpublished)</p> <p><u>Denominator/s:</u></p> <p>ABS (unpublished) <i>Australian Demographic Statistics</i> (cat. no. 3101.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Australian government approved child care services data are collected through the Child Care Management System (CCMS) by the Department of Social Services (DSS) under the Family Assistance (Administration) Act. These data are compiled for RoGS by the Australian Government Department of Education.</p> <p>State and Territory child care data are collected by individual State and Territory departments. Additional information on the separate institutional environments is outlined below:</p> <ul style="list-style-type: none">• NSW – Only collects data on government funded community preschools and DEC operated preschools. NSW does not collect data on long day care services.• Victoria – Provides funding to approximately 100 organisations offering child care to parents enrolled in Adult and Community Further Education (ACFE) courses. These are mainly neighbourhood model occasional care services. No data were collected on funded places or staff characteristics for these services in 2012.• Queensland – Data are collected in an annual Early Childhood Education and Care services census (online). Census participants include all Queensland Government approved/licensed early childhood education and care services. For services that receive funding under the Queensland Kindergarten Funding Scheme, participation is mandatory.• South Australia – Data are collected by the DECD as part of the annual
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children's services census from sites offering rural care, state funded vacation care or occasional care. The census is mandatory for rural and occasional care services but not vacation care services.

- Tasmania – Data are compiled by the Department of Education for funded child care services. Through their funding agreement, these services are required to provide data in August of each year.
- Northern Territory – Information on approved education and care services is collected by the Department of Education through the NQA ITS from January 2012.

Estimated resident population data are obtained from the ABS. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.

Relevance

Australian government approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available.

The relevance of State and Territory child care data collected by individual State and Territory departments is outlined below.

- NSW – Data are only collected on government funded community preschools and DEC operated preschools. NSW does not collect data on long day care services.
- Queensland – Data collected from the Census enable Queensland DETE to report on a variety of matters, such as the performance of the early childhood education and care sector, to the Queensland and Australian Governments, and the community. The data are used to provide evidence for policy and program development and planning and to monitor outcomes of early childhood.
- South Australia – As the census is mandatory there is full coverage for rural and occasional care services.
- Tasmania – Data provided for each child care service funded by the State Department of Education. Services provide the data for each of the children attending in the data week.
- Northern Territory – Utilisation information is provided by approved Centre based long day care and kindergarten services through funding agreements.

Rates of the population are based on as a proportion of the estimated resident population collected by the ABS.

Timeliness

Australian government approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis.

State and Territory child care data are collected by individual State and Territory departments through various independent data collections. Data are collected in the first half of the financial year reported in RoGS and therefore are collected approximately 18 months prior to publication. Additional information is outlined below.

- NSW – Annual data collection from funded services undertaken each August for a representative fortnight. The census of Government preschools is undertaken for a representative week in August of each year.
- Queensland – The census is an annual collection, with the most current year data census commencing Monday 30 August 2012. Data relating to vacation care was collected during a separate period.
- South Australia – Data collected annually with reference period usually July/August of financial year.
- Tasmania – Data collected annually in August of the financial year.

Accuracy

- Northern Territory – Approved services that are eligible to receive funds, are required to provide data quarterly to the Department of Education by the month following the end of each quarter.

ABS population estimates used for the denominator of population rates are available each year.

Australian government approved child care services data are collected through an electronic administrative system and all approved services are represented.

Additional information on the accuracy State and Territory child care data collected by individual State and Territory departments is outlined below.

- NSW – Only counts children using care or early childhood education in NSW Government funded services, which excludes for-profit long day care centres but does not necessarily include all not-for-profit services. Funded services which do not respond to the annual collection are not included in the overall counts. Hence there is a potential undercount of child care attendance. Children may attend child care with more than one service provider, resulting in over-counting.
- Queensland – Data have been adjusted for partial non-responses at the service level through imputation, and incorrect responses corrected through a validation and error checking process. No adjustments for undercounts have been applied and no standard errors are applied to this data item. It is possible that due to the aggregate nature of the collection, there may be an issue of duplicate records (that is children being counted in multiple child care services either multiple providers or multiple service types) within the reference week which could lead to an overestimation of children using child care.
- South Australia – Data collected in a paper based survey from Rural Care and Vacation Care, and submitted electronically by Occasional Care services. Duplicate records or undercounts are not identifiable as the information is de-identified and cannot be matched across sites
- Northern Territory – All eligible education and care services submit data electronically, that is linked to the ongoing eligibility of funding. Data quality is well managed through the NQA ITS's application submission processes.
- Tasmania – Data completed by staff in each funded service to the Department of Education and includes all child care services funded by the State. Services report on actual age of each child attending during the data week. Services provide attendance records with data collection sheets and these are used for validation. However as dates of birth of the children are not provided age validations cannot be made.

In addition, across each data collection, the proportion of children attending child care in the population is based on Estimated Resident Population denominator at 31 December, and therefore a variation between the jurisdiction data collection period for the numerator and the denominator vary.

Coherence

Australian government approved child care services has been consistent since the introduction of the CCMS. The definitions remain unchanged.

Additional information on the coherence of State and Territory child care data collected by individual State and Territory departments is outlined below.

- NSW – Did not collect data from child care services in 2012. The presented data items for 2012-13 are estimates using Commonwealth data to proportion the number of children using child care services by age category.
- Queensland – Age range scope of the data for the numerator and denominator are comparable.
- South Australia – Is only provided by DECD for state funded/provided services
- Tasmania – Data collection in place for over 10 years and data appear to be consistent, taking into account changes in number of services each year

(significant given the small number of services).

- Northern Territory – Utilisation data had been collected from approved services through CSIS until it was replaced in January 2012 by the NQA ITS. Data exclude previously funded services that were deemed out-of-scope from January 2012.

Rates of the population may differ from those released in previous editions of this publication due to scheduled revisions of the estimated resident population by the ABS. These differences are likely to be very small.

Accessibility

The Australian government approved child care data at the service level is protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of RoGS reporting.

Additional information on the accessibility of State and Territory child care data collected by individual State and Territory departments is outlined below.

- NSW – There are limited data collected for national and state reporting requirements and all aggregated data items are presented in NSW attachment tables section of the RoGS.
- Queensland – Fact sheets on the sector are produced each year available on the Early Childhood Education and Care website containing information on attendance rates, management types, locations of services and staff qualifications and experience for all services (inclusive of both funded and unfunded services) across the state.
- South Australia – Unpublished data can be requested. There are some published data available online.
- Tasmania – Data provided through internal process within the Department of Education as part of its funding agreement with these services. There are no other processes to collect this data.
- Northern Territory – Some of the required data are available as public information published in the Department of Education's Annual Report following the end of each financial year.

Interpretability Limited supporting documentation is available.

- Queensland – Queensland provided a range of information to assist in the collection and reporting of data, such as explanatory notes for providers. The explanatory notes, together with printable copies of ECECSC collection forms, are available from the Queensland DETE website:

deta.qld.gov.au/earlychildhood/office/services-census.html

Data Gaps/Issues Analysis

Key data

The Steering Committee notes the following key data gaps/issues:

gaps/ issues

- This indicator does not provide information on the parental preferences for using child care, or other factors, such as school starting age, which can affect use of child care.

Children enrolled in preschool – Proportion of children who are enrolled in a preschool program in the year before full time schooling

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Children enrolled in preschool
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of children enrolled in a preschool program in the year before full time schooling. Data are also reported for the proportion of children aged 3 years enrolled in a preschool program.</p> <p><u>Numerator:</u></p> <p>Number of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling.</p> <p><u>Denominator:</u></p> <p>Estimated number of children aged 4 years, as at 30 June.</p> <p><u>Computation:</u></p> <p>The number of children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling divided by the estimated number of children aged 4 years.</p>
Data source/s	<p><u>Numerator/s:</u></p> <p>ABS (unpublished) <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0)</p> <p><u>Denominator/s:</u></p> <p>ABS (unpublished) <i>Australian Demographic Statistics</i> (cat. no. 3101.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National ECEC Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).</p> <p>Estimated resident population data are obtained from the ABS.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2012 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.</p> <p>The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a</p>

structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. The year before full time schooling is a term used to describe the 'preschool' cohort, due to the varying delivery models of early childhood education in the different jurisdictions. This definition of a preschool program is 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 or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the National ECEC Collection consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the National ECEC Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2012 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

Rates of the population are based on as a proportion of the estimated resident population collected by the ABS.

Timeliness The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

ABS population estimates used for the denominator of population rates are available each year.

Accuracy Data for the National ECEC Collection have been compiled according to the National standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- A small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to national data standards across jurisdictions.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2012 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care

	Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001). More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.
Coherence	Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0) may not be directly comparable across all jurisdictions. Data for the proportion of children enrolled in a preschool program in the year before full time schooling are based on the number of 4 year old children in the population, even though older or younger children can be enrolled in a preschool program. This can result in an overestimation of the proportion of children enrolled in a preschool program in the year before full time schooling (for example, where enrolment rates exceed 100 per cent).
Accessibility	The ABS publication <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection. If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.
Interpretability	National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data gaps/ issues	<p>The Steering Committee notes the following key data gaps/issues:</p> <ul style="list-style-type: none"> • Participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool. • Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools. Child level data for Queensland is not available. Episode of enrolment data are used instead for Queensland. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. • Preschool programs are provided in preschools and long day care centres. However, not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.
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Children enrolled in preschool – Proportion of Indigenous children (by geographic location) who are enrolled in a preschool program in the year before full time schooling (national data only)

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Indigenous Reform Agreement (data supplied by ABS) with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Children enrolled in preschool
Measure (computation)	<p><u>Definition</u> This measure is defined as the number of Indigenous children aged 4 and 5 years enrolled in a preschool program in the year before full time schooling, divided by the number of Indigenous children aged 4 years</p> <p><u>Numerator:</u> Number of Indigenous children aged 4 and 5 years as at 1 July, who are enrolled in a preschool program in the year before full time schooling</p> <p><u>Denominator:</u> Projected number of Indigenous children aged 4 years</p> <p><u>Computation:</u> Numerator divided by denominator (by remoteness areas, on a national basis only).</p>
Data source/s	<p><u>Numerator/s:</u> ABS (unpublished) <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0)</p> <p><u>Denominator/s:</u> ABS (unpublished) <i>Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021</i> (cat. no. 3238.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National ECEC Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).</p> <p>Estimated resident population data are obtained from the ABS.</p> <p>Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (cat. no. 3238.0) is compiled based on experimental population estimates derived from the 2006 Census of Population and Housing and Post Enumeration Survey, and assumptions derived from analysis of data sourced from a variety of institutional environments. Detailed quality information for this product is available via the ABS website, see Data Quality Statement.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP</p>

ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. *Preschool Education, Australia, 2012* (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.

The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is 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 or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the National ECEC Collection consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the National ECEC Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2012 can be found within the *National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012* (cat. no. 4240.0.55.001).

Remoteness areas are based upon the ABS' Australian Standard Geographical Classification (ASGC) 2006. The ASGC is based on the 2006 Census of Population and Housing.

Timeliness The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

Accuracy Data for the National ECEC Collection have been compiled according to the national standards outlined in the *Early Childhood Education and Care National Minimum Data Set (ECEC NMDS)* in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012 and care should be taken when comparison of estimates across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- A small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to national data standards across jurisdictions.

Care needs to be taken interpreting data relating to Indigenous and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous and Torres Strait Islander status.

Where information on the child's usual place of residence is not available – that is, where insufficient information on the child's address was collected, where no address details have been provided, or no unit record level information exists - remoteness in 2012 is to be assigned using the address of the service at which the child is enrolled.

For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.

Coherence Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in *Preschool Education, Australia, 2012* (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

The data differences in the collection scope and counting rules for the National ECEC Collection mean that the data presented in the publication are not strictly comparable to data published in other national or state/territory publications.

All data providers have been engaged in data development activities to improve both collection coverage and data quality. As a consequence, some data items may not be comparable across years. See the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) for more information

Accessibility The ABS publication *Preschool Education, Australia, 2012* (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection.

If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data gaps/ issues These data are provided on a national basis by remoteness areas 'major cities', 'inner/outer regional areas' and 'remote/very remote areas'. Data for the numbers of Indigenous children enrolled in preschool are from the national ECEC Collection. The data cover government and non-government preschool programs and reflect enrolment during the reference period. The number of Indigenous children is derived from ABS population data.

Data for this measure are not provided on a jurisdiction basis.

Children attending preschool – Proportion of children who are attending a preschool program in the year before full time schooling

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Children attending preschool
Measure (computation)	<u>Definition</u> Proportion of children attending a preschool program <u>Numerator:</u> Number of children aged 4 and 5 years attending a preschool program in the year before full time schooling. <u>Denominator:</u> Estimated number of children aged 4 years, as at 30 June. <u>Computation:</u> The number of children attending a preschool program in the year before full time schooling divided by the estimated number of children aged 4 years.
Data source/s	<u>Numerator/s:</u> ABS (unpublished) <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0). <u>Denominator/s:</u> ABS (unpublished) <i>Australian Demographic Statistics</i> (cat. no. 3101.0).

Data Quality Framework Dimensions

Institutional environment	Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National ECEC Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001). Estimated resident population data are obtained from the ABS. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.
Relevance	In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2012 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia. The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. The year before full time schooling is a term used to describe the

'preschool' cohort, due to the varying delivery models of early childhood education in the different jurisdictions. This definition of a preschool program is 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 or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the National ECEC Collection consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. The collection date for the National ECEC Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

The first Friday in August will be the collection date for future collections, with jurisdictions determining their reference periods ensuring that they include the collection date. A summary of jurisdictional collection reference periods for 2012 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

Rates of the population are based on as a proportion of the estimated resident population collected by the ABS.

Timeliness

The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

ABS population estimates used for the denominator of population rates are available each year.

Accuracy

Data for the National ECEC Collection have been compiled according to the National standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- A small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to national data standards across jurisdictions.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2012 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each

	state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001). More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.
Coherence	Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2012 (cat. no. 4240.0) may not be directly comparable across all jurisdictions. Data for the proportion of children attending a preschool program in the year before full time schooling are based on the number of 4 year old children in the population, even though older or younger children can attend a preschool program. This can result in an overestimation of the proportion of children attending preschool in the year before full time schooling.
Accessibility	The ABS publication Preschool Education, Australia, 2012 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection. If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.
Interpretability	National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data	The Steering Committee notes the following key data gaps/issues:
gaps/ issues	<ul style="list-style-type: none"> • Participation in preschool is not compulsory. This measure does not provide information on parental preferences for using preschool, or other factors, such as school starting age, which can affect use of preschool. • Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools. Child level data for Queensland is not available. Episode of enrolment data are used instead for Queensland. Children may be enrolled in more than one preschool program so will be counted more than once in episode counts where they are enrolled in more than one preschool program. • Preschool programs are provided in preschools and long day care centres. However, not all children undertaking a preschool program in a long day care setting in NSW are captured in the collection, resulting in an undercount for NSW.

Children attending preschool – Proportion of Indigenous children (by geographic location) who are attending a preschool program in the year before full time schooling (national data only)

Data quality information for this indicator has been sourced from the Steering Committee's report to the COAG Reform Council on the National Indigenous Reform Agreement (data supplied by ABS) with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Children attending preschool
Measure (computation)	<p><u>Definition</u> This measure is defined as the number of Indigenous children aged 4 and 5 years attending a preschool program in the year before full time schooling, divided by the number of Indigenous children aged 4 years</p> <p><u>Numerator:</u> Number of Indigenous children aged 4 and 5 years as at 1 July, who are attending a preschool program in the year before full time schooling</p> <p><u>Denominator:</u> Projected number of Indigenous children aged 4 years</p> <p><u>Computation:</u> Numerator divided by denominator (by remoteness areas, on a national basis only).</p>
Data source/s	<p><u>Numerator/s:</u> ABS (unpublished) <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0)</p> <p><u>Denominator/s:</u> ABS (unpublished) <i>Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021</i> (cat. no. 3238.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National ECEC Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).</p> <p>Estimated resident population data are obtained from the ABS.</p> <p>Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (cat. no. 3238.0) is compiled based on experimental population estimates derived from the 2006 Census of Population and Housing and Post Enumeration Survey, and assumptions derived from analysis of data sourced from a variety of institutional environments. Detailed quality information for this product is available via the ABS website, see Data Quality Statement.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP</p>

ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. *Preschool Education, Australia, 2012* (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.

The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is 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 or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the National ECEC Collection consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The collection date for the National ECEC Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

A summary of jurisdictional collection reference periods for 2012 can be found within the *National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012* (cat. no. 4240.0.55.001).

Remoteness areas are based upon the ABS' Australian Standard Geographical Classification (ASGC) 2006. The ASGC is based on the 2006 Census of Population and Housing.

Timeliness The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

Accuracy Data for the National ECEC Collection have been compiled according to the national standards outlined in the *Early Childhood Education and Care National Minimum Data Set (ECEC NMDS)* in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012 and care should be taken when comparison of estimates across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- A small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to national data standards across jurisdictions.

Care needs to be taken interpreting data relating to Indigenous and Torres Strait Islander children due to reporting issues associated with both the identification and reporting of Indigenous and Torres Strait Islander status.

Where information on the child's usual place of residence is not available – that is, where insufficient information on the child's address was collected, where no address details have been provided, or no unit record level information exists - remoteness in 2012 is to be assigned using the address of the service at which the child is enrolled.

For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.

Coherence Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in *Preschool Education, Australia, 2012* (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

The data differences in the collection scope and counting rules for the National ECEC Collection mean that the data presented in the publication are not strictly comparable to data published in other national or state/territory publications.

All data providers have been engaged in data development activities to improve both collection coverage and data quality. As a consequence, some data items may not be comparable across years. See the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) for more information.

Accessibility The ABS publication *Preschool Education, Australia, 2012* (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection.

If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data gaps/ issues These data are provided on a national basis by remoteness areas 'major cities', 'inner/outer regional areas' and 'remote/very remote areas'. Data for the numbers of Indigenous children attending preschool are from the National ECEC Collection. The data cover government and non-government preschool programs and reflect attendance during the reference period. The number of Indigenous children is derived from ABS population data.

Data for this measure are not provided on a jurisdiction basis.

Non-standard hours of care in child care services

Data quality information for this indicator has been drafted by the Australian Government Department of Education, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Non-standard hours of care in child care services
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of approved child care services providing non-standard hours of care. The definition of non-standard hours is according to the current 10 hour basis (or equivalent by service type) as provided in section 3.6.</p> <p><u>Numerator:</u></p> <p>Number of approved child care services providing non-standard hours of care by service model (centre-based long day care, vacation care, occasional care, family day care, outside school hours care and other care).</p> <p><u>Denominator:</u></p> <p>Total number of approved child care services by service model (centre-based long day care, vacation care, occasional care, family day care, outside school hours care and other care).</p> <p><u>Computation:</u></p> <p>The number of approved child care services providing non-standard hours of care divided by the total number of approved service providers. Calculated separately for each service model (centre-based long day care, vacation care, occasional care, family day care, outside school hours care and other care).</p>
Data source/s	<p><u>Numerator/s:</u></p> <p>National Early Childhood Education and Care Workforce Census (Department of Education unpublished) (for centre-based long day care, vacation care, occasional care and outside of school hours care, but not family day care or other care)</p> <p>CCMS (Department of Education unpublished) (for family day care and other care)</p> <p><u>Denominator/s:</u></p> <p>National Early Childhood Education and Care Workforce Census (Department of Education unpublished); CCMS (Department of Education unpublished)</p>

Data Quality Framework Dimensions

Institutional environment	<p>CCMS data are collected by the DSS under the Family Assistance (Administration) Act. The Department of Education engaged the Social Research Centre to conduct the National Early Childhood Education and Care Workforce Census.</p> <p>Data from CCMS and the National Early Childhood Education and Care Workforce Census are compiled by the Department of Education.</p>
Relevance	Approved child care service data, collected at a service level and geocoded and boundary tagged, so all geographies are available.
Timeliness	Data are collected weekly, available since services transitioned to CCMS between 2008 and June 2009. Data are reported on a quarterly basis. The National Early Childhood Education and Care Workforce Census is conducted every three years and therefore service types reported from the National Early Childhood Education and Care Workforce Census will be reported only every three years.
Accuracy	Data sourced from CCMS are collected via an electronic administrative system.

	Data sourced from the National Early Childhood Education and Care Workforce Census are collected via a compulsory survey of child care services.
Coherence	From 2013 some data items are sourced differently to others. For those affected service types this introduces a break in time-series. Data sourced from the CCMS are based on the number of services that have received non-standard hours of Child Care Benefit (CCB) during the reference period. Alternatively, data sourced from the National Early Childhood Education and Care Workforce Census are based on opening hours. Those services will therefore be counted based on the availability of care, not just the actual delivery of care.
Accessibility	Data at the service level is protected under the Family Assistance (Administration) Act. To date data have only been released for purposes of RoGS reporting.
Interpretability	A high or increasing proportion of services providing non-standard hour of care can suggest a greater flexibility of services to meet the needs of families. Care should be taken when interpreting results because information is not provided on the demand for non-standard hours of care or whether available non-standard hours services meet the needs of users.

Data Gaps/Issues Analysis

Key data gaps/ issues	The Steering Committee notes the following key data gaps/issues: <ul style="list-style-type: none"> • This indicator does not provide information on the demand for non-standard hours of care. • This indicator does not provide information on how non-standard hours services meet the needs of users.
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Child care service costs

Data quality information for this indicator has been drafted by the Australian Government Department of Education, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Child care service costs
Measure (computation)	<u>Definition</u> The median weekly cost of Australian Government approved child care services for 50 hours of care by service model (centre based long day care and family day care).
Data source/s	Department of Education (unpublished)

Data Quality Framework Dimensions

Institutional environment	Australian government approved child care services data are collected through the CCMS by the DSS under the Family Assistance (Administration) Act. These data are compiled for RoGS by the Department of Education.
Relevance	Australian government approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available.
Timeliness	Australian government approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis.
Accuracy	Median costs are based on 50 hours of care in the reference week.
Coherence	Australian government approved child care services has been consistent since the introduction of the CCMS. The definitions remain unchanged.
Accessibility	The Australian government approved child care data at the service level is protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of RoGS reporting.
Interpretability	Median costs represent the middle value of the range of costs. Provided the service quality is held constant, lower service costs are desirable. Cost data need to be interpreted with care because fees are independently set by service providers. Charging practices, including fees, are commercial decisions made by individual services, so there is significant variation in the fees charged across services. Variation in costs occurs as a result of factors including State and Territory licensing requirements, award wages, and whether fees include charges for additional services such as nappies and meals.

Data Gaps/Issues Analysis

Key data gaps/ issues	The Steering Committee notes the following key data gaps/issues: <ul style="list-style-type: none">• Provided the service quality is held constant, lower service costs are desirable.• Cost data need to be interpreted with care, because fees are independently set by service providers. Charging practices, including fees, are commercial decisions made by individual services, so there is significant variation in the fees charged across services. Variation in costs occurs as a result of factors including State and Territory licensing requirements, award wages, and whether fees include charges for additional services such as nappies and meals.
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Preschool service costs

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Preschool service costs
Measure (computation)	<u>Definition</u> The median per hour preschool cost per child (after subsidies).

Data source/s ABS (unpublished) *Preschool Education, Australia, 2012* (cat. no. 4240.0)

Data Quality Framework Dimensions

Institutional environment Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National ECEC Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.

Relevance In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2012 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.

The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is 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 or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of child information for the National ECEC Collection consists of all children who at 1 July were between 3 and 6 years of age (inclusive), are within scope of the collection if they were enrolled during the reference period at a preschool program. To be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. The collection date for the National ECEC

Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

The first Friday in August will be the collection date for future collections, with jurisdictions determining their reference periods ensuring that they include the collection date. A summary of jurisdictional collection reference periods for 2012 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

Timeliness The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

Accuracy Data for the National ECEC Collection have been compiled according to the National standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- A small level of under-coverage of the preschool programs in some sectors, particularly programs delivered to three year olds
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to national data standards across jurisdictions.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2012 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.

Coherence Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2012 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

Accessibility The ABS publication Preschool Education, Australia, 2012 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection.

If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data

The Steering Committee notes the following key data gaps/issues:

gaps/ issues

- Provided the service quality and quantity is held constant, lower hourly costs represent more affordable preschool.
- Various factors influence preschool costs and care needs to be exercised when interpreting results, as:
 - Preschool services are provided by a mix of providers (community, private and government). Differences in charging practices, including fees, can be due to commercial or cost recovery decisions made by individual services. Some preschool programs, particularly those offered at government preschools have no tuition fees
 - Fees can reflect higher land values and rental fees charged in major cities
 - Some jurisdictions provide targeted fee relief that lowers fees for some children
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools. Child level data for Queensland are not available and median costs are not published.
- Cost information is not collected for all preschool programs. Caution should therefore be used when interpreting median costs.

Staff quality in early childhood education and care – Proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Effectiveness
Indicator	Staff quality in early childhood education and care
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified.</p> <p><u>Numerator:</u></p> <p>Number of episodes of workers (all roles) delivering a preschool program with qualification of Graduate 4 years and above or Bachelor degree pass (3 years or equivalent).</p> <p><u>Denominator:</u></p> <p>Number of episodes of workers (all roles) delivering a preschool program (i.e. irrespective of workers qualifications).</p> <p><u>Computation:</u></p> <p>The number of episodes of workers delivering a preschool program who are at least three year university trained and early childhood qualified divided by the total number of episodes of workers delivering a preschool program.</p>
Data source/s	<p><u>Numerator/denominator:</u></p> <p>ABS (unpublished) <i>Preschool Education, Australia, 2012</i> (cat. no. 4240.0)</p>

Data Quality Framework Dimensions

Institutional environment	<p>Preschool Education, Australia, 2012 (cat. no. 4240.0) is compiled from data from the National ECEC Collection. The National ECEC Collection is derived from administrative data provided by state and territory and Commonwealth government departments with responsibility for early childhood education and care. A comprehensive quality declaration for each jurisdiction can be found in the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).</p> <p>Estimated resident population data are obtained from the ABS.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.</p>
Relevance	<p>In 2008, the importance of education in the early years of a child's development was formally acknowledged through the Council of Australian Governments' endorsement of a new National Partnership on Early Childhood Education (NP ECE). The National ECEC Collection was conducted for the third time in 2012 as part of data improvement projects under the NP ECE and the National Information Agreement on Early Childhood Education and Care (NIA ECEC). The aim of the National ECEC Collection is to provide comparable state and territory statistics on early childhood education. Preschool Education, Australia, 2012 (cat. no. 4240.0) presents counts of children enrolled and attending preschool programs and episodes of enrolment and attendance at preschool programs across Australia.</p> <p>The scope of the collection consists of all service providers delivering a preschool program. A preschool program for the National ECEC Collection is defined as a</p>

structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full time schooling. This is 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 or in association with a school. Long day care centres that do not operate a preschool program are considered out of scope.

The operational collection scope of worker information for the National ECEC Collection consists of all paid employees who were working at an in-scope service provider during the reference period are in-scope of the collection. This includes both contact and non-contact workers, and is irrespective of whether the worker delivered a preschool program during the reference week.

The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. The collection date for the National ECEC Collection is the first Friday in August of each year. In 2012, the collection date for all jurisdictions was Friday, 3 August 2012, with a reference period of 30 July 2012 to 3 August 2012. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, to better reflect their preschool program delivery model.

The first Friday in August will be the collection date for future collections, with jurisdictions determining their reference periods ensuring that they include the collection date. A summary of jurisdictional collection reference periods for 2012 can be found within the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

Timeliness

The National ECEC Collection was conducted for the third time in 2012 and will continue to be conducted annually. Information from the 2012 collection was released within 8 months of the August 2012 reference period.

Accuracy

Data for the National ECEC Collection have been compiled according to the National standards outlined in the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS) in order to maximise consistency of data across the various jurisdictional collections. Alignment with these standards has not been completely achieved by all jurisdictions for 2012, and care should be taken when comparison across jurisdictions are made. In addition, some jurisdictions were not able to provide the ABS with certain data elements as specified in the ECEC NMDS.

Data limitations for the 2012 collection include:

- Incomplete and inconsistent reporting of workers and worker qualifications
- A small level of under-coverage of the preschool programs in some sectors
- Comprehensive child unit record level data not currently available for all jurisdictions, particularly for the non-government sector or unfunded preschools
- Children enrolled in multiple preschool programs are not identifiable within all jurisdictions
- Differences between data element collection methodologies and alignment to National data standards across jurisdictions.

Where information on the child's usual place of residence is not available - that is, where insufficient information on the child's address was collected or, where no address details have been provided, remoteness area in 2012 is to be assigned using the address of the service at which the child is enrolled. For more information on the collection methodologies and current data limitations for each state and territory, see the National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001).

More information on the ECEC NMDS can be found on the Australian Institute of Health and Welfare website.

Worker level data in the National ECEC Collection did not include a unique identifier and as a consequence they can only be reported as episodes of workers

delivering preschool programs. Use of episode data means that workers may be counted more than once if they work for multiple providers. In addition, no worker data are collected through the Child Care Management System to populate the National ECEC Collection for the long day care sector. This results in a significant undercount of the actual worker population. The undercount may not be equal for all states and territories and will depend on the relative size of the long day care sector in each state and territory.

Coherence Due to the differing levels of coverage, collection methodologies and alignment with the ECEC NMDS across jurisdictions, the data presented in Preschool Education, Australia, 2012 (cat. no. 4240.0) may not be directly comparable across all jurisdictions.

Accessibility The ABS publication Preschool Education, Australia, 2012 (cat. no. 4240.0) contains estimates of children enrolled in, and attending preschool in Australia collected through the National ECEC Collection.

If the information required is not available as a standard product or service, then ABS Consultancy Services can assist with customised services to suit specific needs. Inquiries should be made to the National Information and Referral Service on 1300 135 070.

Interpretability National Early Childhood Education and Care Collection: Concepts, Sources and Methods, 2012 (cat. no. 4240.0.55.001) contains detailed information on the data sources, terminology and other technical aspects associated with the National ECEC statistics.

Data Gaps/Issues Analysis

Key data The Steering Committee notes the following key data gaps/issues:

gaps/ issues

- No worker information is available from the CCMS, the primary source data for long day care sector in many jurisdictions. As a result, the data represent an undercount of the actual worker population.

Achievement of the *National Quality Standard*

Data quality information for this indicator has been drafted by the Secretariat in consultation with the Australian Children's Education and Care Quality Authority (ACECQA).

Indicator definition and description

Element	Effectiveness
Indicator	Achievement of the <i>National Quality Standard</i>
Measure (computation)	<p><u>Definition</u></p> <p>The proportion of approved services with a rating of 'meeting NQS' or 'exceeding NQS' for each of seven quality areas:</p> <ul style="list-style-type: none">Quality area 1 educational program and practiceQuality area 2 children's health and safetyQuality area 3 physical environmentQuality area 4 staffing arrangementsQuality area 5 relationships with childrenQuality area 6 partnerships with families and communitiesQuality area 7 leadership and service management. <p><u>Numerator:</u></p> <p>Number of approved services with a rating of 'meeting NQS' or 'exceeding NQS' for each quality area.</p> <p><u>Denominator:</u></p> <p>Number of approved services with a quality rating.</p> <p><u>Computation:</u></p> <p>The number of approved services with a rating of 'meeting NQS' or 'exceeding NQS' for each quality area divided by all approved services with a quality rating.</p>
Data source/s	<p><u>Numerator/denominator:</u></p> <p>ACECQA NQF Snapshot Q2 2013.</p>

Data Quality Framework Dimensions

Institutional environment	<p>The National Quality Framework (NQF) was introduced on 1 January 2012, with the assessments beginning in mid-2012. The NQF operates under an applied law system, comprising the Education and Care Services National Law and Education and Care Services National Regulations. The <i>National Quality Standard</i> (NQS) is located at schedule 1 of the National Regulations.</p> <p>The NQS is a key aspect of the NQF and sets a national benchmark for early childhood education and care, and outside school hours care services in Australia.</p> <p>ACECQA guides the implementation of the NQF nationally and ensures consistency in delivery.</p> <p>South Australia has set up a new independent regulatory authority to look after children's education and care services, while other regulatory authorities mainly operate within existing state and territory government departments.</p>
Relevance	<p>The NQF applies to most long day care, family day care, outside school hours care and preschools in Australia. NQF information is entered into the national database – the NQA ITS. The NQS promotes continuous quality improvement.</p> <p>The data covers services with a quality rating. At 30 June 2013, 19 per cent of services have a quality rating. Future reports will incorporate quality ratings data for an increased proportion of services.</p>

	<p>Western Australia has completed the smallest proportion of quality ratings. The assessment and rating process started later there because the law only came into effect in Western Australia in August 2012. South Australia also has a relatively lower proportion of quality rated services than other jurisdictions.</p>
Timeliness	<p>Quality ratings are collected on an ongoing basis. A quarterly report is published which provides analysis on children’s education and care services assessed and rated against the NQS in Australia at the end of each quarter.</p> <p>As the NQF progresses, every service in the country will be assessed to make sure it meets the new quality standard.</p> <p>Reporting is based on services rated up to the most recent point in time (30 June 2013). Any service that received a final quality rating within 14 days of the report cut-off data (30 June 2013) was excluded from the total reported population of approved and rated services.</p>
Coherence	<p>Every service receives a rating for seven quality areas and an overall rating. There are five rating levels within the national quality rating and assessment process.</p> <p>Some jurisdictions have rated only a small number of services and the services rated are not representative of all services.</p>
Accessibility	<p>A quarterly snapshot report is published by ACECQA which provides analysis on children’s education and care services assessed and rated against the NQS in Australia at the end of each quarter.</p> <p>Ratings for services against each quality area and an overall rating are published on the national register of services on the ACECQA website and on the MyChild website.</p>
Interpretability	<p>The ACECQA website contains detailed information on the NQS and assessment and ratings.</p>
<u>Data Gaps/Issues Analysis</u>	
Key data gaps/ issues	<p>Regulatory authorities in each jurisdiction differ in their approach to selecting services for quality rating data. The implication of quality rating services based on different approaches is that data are not representative of all education and care services nationwide. Therefore, it is inadvisable to draw conclusions about education and care services that are yet to be rated based on those that have been rated to date.</p> <p>Reporting is based on services rated up to the most recent point in time (30 June 2013). As more services are assessed reporting will become increasingly comprehensive. It is currently based on the 19 per cent of services that have received a quality rating since the start of the assessment and ratings process in June 2012.</p>

Total government recurrent expenditure on early childhood education and care per child in the community

Data quality information for this indicator has been drafted by the Secretariat, in consultation with the Australian Government Department of Education and State and Territory governments.

Indicator definition and description

Element	Efficiency
Indicator	Total government recurrent expenditure on early childhood education and care per child in the community.
Measure (computation)	<p><u>Definition</u> Australian Government and State and Territory government recurrent expenditure on early childhood education and care per child aged 0–12 years in the community.</p> <p><u>Numerator:</u> Australian Government and State and Territory government recurrent expenditure on early childhood education and care.</p> <p><u>Denominator:</u> Number of children aged 0–12 years in the community.</p> <p><u>Computation:</u> Australian Government and State and Territory recurrent expenditure on early childhood education and care divided by the number of children aged 0–12 years in the community.</p>
Data source/s	<p><u>Numerator/s:</u> Department of Education and State and Territory governments (unpublished).</p> <p><u>Denominator/s:</u> ABS (unpublished) <i>Australian Demographic Statistics</i> (cat. no. 3101.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Australian Government child care data area collected by the Department of Education.</p> <p>State and Territory child care and preschool data are collected by individual State and Territory departments.</p> <p>Estimated resident population data are obtained from the ABS. For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>Government recurrent expenditure includes one-off, non-capital payments to peak agencies who support child care and preschool service providers.</p> <p>Rates of the population are based on as a proportion of the estimated resident population collected by the ABS.</p>
Timeliness	<p>Government recurrent expenditure is available annually on a financial year basis.</p> <p>ABS population estimates used for the denominator of population rates are available each year.</p>
Accuracy	<p>Australian Government data includes expenditure for some children aged greater than 12 years, including Indigenous children and children with special needs. Children can use more than one type of care. Children are counted once for each type of care they use.</p>
Coherence	<p>Australian Government recurrent expenditure covers child care services, whereas</p>

State and Territory government recurrent expenditure covers both child care and preschool services. Expenditure data per child are reported separately for the Australian Government and each State and Territory government, as well as total expenditure per child.

Accessibility To date government recurrent expenditure data are unpublished and released for purposes of RoGS reporting.

Interpretability All efficiency data need to be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower expenditure per child can indicate greater efficiency of government expenditure.

Data Gaps/Issues Analysis

Key data The Steering Committee notes the following key data gaps/issues:

- gaps/ issues**
- All Australian Government recurrent expenditure reported for this indicator is provided for child care services.
 - All State and Territory government recurrent expenditure reported for this indicator is provided for both child care and preschool services.
 - Government expenditure includes recurrent expenditure on child care and preschool services. Unit cost data for early childhood education and care do not yet contain an estimate of user cost of capital.

Australian Government recurrent expenditure per child attending approved child care

Data quality information for this indicator has been drafted by the Australian Government Department of Education, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	Australian Government recurrent expenditure per child attending approved child care.
Measure (computation)	<u>Definition</u> Australian Government recurrent expenditure per child aged 0–12 years attending Australian Government approved child care services in Australia. <u>Numerator:</u> Australian Government recurrent expenditure on approved child care services. <u>Denominator:</u> Number of children aged 0–12 years attending Australian government approved child care services. <u>Computation:</u> Australian Government recurrent expenditure on approved child care services divided by the number of children aged 0–12 years attending Australian government approved child care services.
Data source/s	<u>Numerator/denominator:</u> Department of Education (unpublished).

Data Quality Framework Dimensions

Institutional environment	Australian Government approved child care services data are collected through the CCMS by the DSS under the Family Assistance (Administration) Act. These data are compiled for RoGS by the Department of Education.
Relevance	Australian Government approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available.
Timeliness	Australian Government approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis.
Accuracy	Includes expenditure for some children aged greater than 12 years, including Indigenous children and children with special needs. Children can use more than one type of care. Children are counted once for each type of care they use.
Coherence	Australian government approved child care services has been consistent since the introduction of the CCMS. The definitions remain unchanged.
Accessibility	The Australian Government approved child care data at the service level is protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of RoGS reporting.
Interpretability	All efficiency data need to be interpreted with care. Changes in expenditure per child could represent changes in government funding policy. While high or increasing unit costs can reflect deteriorating efficiency, they can also reflect increases in the quality or quantity of service provided. Similarly, low or declining expenditure per child can reflect improving efficiency or lower quality or quantity. Provided the level and quality of, and access to, services remain unchanged, lower expenditure per child can indicate greater efficiency of government

expenditure.

Data Gaps/Issues Analysis

Key data

The Steering Committee notes the following key data gaps/issues:

gaps/ issues

- All Australian Government recurrent expenditure reported for this indicator is provided for child care services.
- Government expenditure includes recurrent expenditure on child care. Unit cost data for early childhood education and care do not yet contain an estimate of user cost of capital.

Family work-related needs

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.

Indicator definition and description

Element	Outcome
Indicator	Family work-related needs
Measure (computation)	<p><u>Definition:</u> The proportion of children aged 0–12 years, who currently required any or additional formal child care where the main reason was work-related.</p> <p><u>Numerator:</u> Number of children aged 0–12 years with the single parent, or both parents in a couple family, who currently required any or additional formal child care where the main reason for care was 'work-related'.</p> <p><u>Denominator:</u> All children aged 0–12 in families participating in the labour force.</p> <p><u>Computation:</u> The number of children aged 0–12 years in families participating in the labour force who required any or additional formal child care for mainly work-related reasons, divided by all children aged 0–12 in families participating in the labour force.</p>
Data source/s	<p><u>Numerator/denominator</u></p> <p>ABS (unpublished) <i>Childhood Education and Care, Australia, June 2011</i> (cat. no. 4402.0).</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data are collected and compiled by the ABS through the Childhood Education and Care Survey (CEaCS), conducted throughout Australia in June 2011 as a supplement to the ABS monthly Labour Force Survey (LFS). Information was obtained through interviews conducted over a two-week period between 5-18 June 2011.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>The proportion of children aged 0–12 years in families participating in the labour force who required any or additional formal child care for mainly work related reasons are available by state/territory disaggregation. Data for Tasmania and the NT were not available for publication, but are included in the total for Australia.</p> <p>All data are collected to standard classifications as stated in the CEaCS see ABS Explanatory notes</p>
Timeliness	<p>The reference period for the 2011 CEaCS data is June 2011 and was published in May 2012. From 1969 to 2005 the ABS conducted 12 Child Care Surveys (CCS) and from 1993 the survey has been run every three years. The ABS plans to conduct this survey again in June 2014.</p>
Accuracy	<p>Survey information was obtained through interviews with occupants of 5670 dwellings across Australia. The survey sample size for each jurisdiction was: NSW: 1332; Victoria: 1143; Queensland: 1010; SA: 641; WA: 768; Tasmania: 345; NT: 194 and the ACT: 237.</p> <p>Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That</p>

is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey.

Data that have relative standard errors above 25 per cent are indicated (by italics), and need to be used with caution. Data with relative standard errors greater than 50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of the 'Statistical context' for more information on confidence intervals and relative standard errors.

The survey was conducted in both urban and rural areas in all states and territories, but excluded persons living in very remote parts of Australia who would otherwise have been within scope of the survey. The exclusion of these persons will have only a minor impact on any aggregate estimates that are produced for individual states and territories, except in the NT where such persons account for around 23 per cent of the population.

Non-sampling errors include inaccuracies that occur because of imperfections in reporting by respondents and interviewers, and errors made in coding and processing data. These inaccuracies may occur in any enumeration whether it be a full count or a sample. Every effort is made to reduce the non-sampling error to a minimum by careful design of questionnaires, intensive training and supervision of interviewers, and efficient processing procedures.

Coherence The survey excluded people living in very remote parts of Australia which may impact on data from the NT where this accounts for approximately 23 per cent of the total population.

Accessibility Predominantly national level information are published in the CEaCS (cat. no. 4220.0) on the ABS website. A range of data cubes, with a focus on state/territory level information, is also available on the ABS website. Additional data can be accessed from the ABS. Costs are associated with additional data and vary depending on the type of request.

Interpretability CEaCS (cat. no. 4402.0) includes Explanatory notes and a Glossary available on the ABS website.

Data Gaps/Issues Analysis

Key data gaps/ issues The Steering Committee notes the following key data gaps/issues:

- Excludes persons living in very remote parts of Australia who would otherwise have been within scope of the survey. This affects the comparability of the NT results where such persons account for around 23 per cent of the population.
- Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability.

Demand for formal care

Data quality information for this indicator has been drafted by the Secretariat in consultation with the ABS, with additional Steering Committee comments.\

Indicator definition and description

Element	Outcome
Indicator	Demand for formal care
Measure (computation)	<p><u>Definition</u> The proportion of children aged 0–12 years who required any or additional formal child care or preschool services currently or in the next 12 months.</p> <p><u>Numerator:</u> All children aged 0–12 years who required any or additional formal child care or preschool services currently or in the next 12 months.</p> <p><u>Denominator:</u> All children aged 0–12 years.</p> <p><u>Computation:</u> The number of children aged 0–12 years who required any or additional formal child care or preschool currently or in the next 12 months divided by all children aged 0–12 years.</p>
Data source/s	<p><u>Numerator/denominator:</u> ABS (unpublished) <i>Childhood Education and Care, Australia, June 2011</i> (cat. no. 4402.0)</p>

Data Quality Framework Dimensions

Institutional environment	<p>Data are collected and compiled by the ABS through the CEaCS, conducted throughout Australia in June 2011 as a supplement to the ABS monthly LFS. Information was obtained through interviews conducted over a two-week period between 5-18 June 2011.</p> <p>For information on the institutional environment of the ABS, including the legislative obligations of the ABS, which cover this collection, please see ABS Institutional Environment.</p>
Relevance	<p>The proportion of children aged 0–12 years who required any or additional formal care or preschool services currently or in the next 12 months are available by state/territory disaggregation.</p> <p>All data are collected to standard classifications as stated in the CEaCS see ABS Explanatory notes</p>
Timeliness	<p>The reference period for the 2011 CEaCS data is June 2011 and was published in May 2012. From 1969 to 2005 the ABS conducted 12 CCS and from 1993 the survey has been run every three years. The ABS plans to conduct this survey again in June 2014.</p>
Accuracy	<p>Survey information was obtained through interviews with occupants of 5670 dwellings across Australia. The survey sample size for each jurisdiction was: NSW: 1332; Victoria: 1143; Queensland: 1010; SA: 641; WA768; Tasmania: 345; NT: 194 and the ACT: 237.</p> <p>Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability. That is, they may differ from those estimates that would have been produced if all dwellings had been included in the survey.</p> <p>Data that have relative standard errors above 25 per cent are indicated (by italics), and need to be used with caution. Data with relative standard errors greater than</p>

50 per cent are considered too unreliable for general use and are not published here. The 95 per cent confidence interval (a reliability estimate) associated with each proportion estimate is reported (for example, 80.0 per cent \pm 2.7 per cent). See section 2.5 of the 'Statistical context' for more information on confidence intervals and relative standard errors.

The survey was conducted in both urban and rural areas in all states and territories, but excluded persons living in very remote parts of Australia who would otherwise have been within scope of the survey. The exclusion of these persons will have only a minor impact on any aggregate estimates that are produced for individual states and territories, except in the NT where such persons account for around 23 per cent of the population.

Non-sampling errors include inaccuracies that occur because of imperfections in reporting by respondents and interviewers, and errors made in coding and processing data. These inaccuracies may occur in any enumeration whether it be a full count or a sample. Every effort is made to reduce the non-sampling error to a minimum by careful design of questionnaires, intensive training and supervision of interviewers, and efficient processing procedures.

Coherence In 2005, the Child Care Survey collected data based on additional care required in the previous 4 weeks. In 2008, the CEaCS collected this data item on the basis of currently required, while the 2011 data are for current requirements or in the next 12 months. Data are not directly comparable across time, and care should be taken in interpreting these data.

The survey excluded people living in very remote parts of Australia which may impact on data from the NT where this accounts for approximately 23 per cent of the total population.

Accessibility Predominantly national level information are published in the CEaCS (cat. no. 4220.0) on the ABS website. A range of data cubes, with a focus on state/territory level information, is also available on the ABS website. Additional data can be accessed from the ABS. Costs are associated with additional data and vary depending on the type of request.

Interpretability CEaCS (cat. no. 4402.0) includes Explanatory notes and a Glossary available on the ABS website.

Data Gaps/Issues Analysis

Key data The Steering Committee notes the following key data gaps/issues:

- gaps/ issues**
- Excludes persons living in very remote parts of Australia who would otherwise have been within scope of the survey. This affects the comparability of the NT results where such persons account for around 23 per cent of the population.
 - Since the estimates in this publication are based on information obtained from occupants of a sample of dwellings, they are subject to sampling variability.

Out-of-pocket costs of child care

Data quality information for this indicator has been drafted by the Australian Government Department of Education, with additional Steering Committee comments.

Indicator definition and description

Element	Efficiency
Indicator	Out-of-pocket costs of child care
Measure (computation)	<p><u>Definition</u></p> <p>Out-of-pocket costs of child care is the proportion of weekly disposable income that families spend on child care services before and after the payment of child care subsidies (against gross annual income of \$35 000; \$55 000; \$75 000; \$95 000; \$115 000 and \$135 000).</p> <p><u>Numerator:</u></p> <p>Out-of-pocket cost</p> <p><u>Denominator:</u></p> <p>Disposable income</p> <p><u>Computation:</u></p> <p>The average cost of long day care for 1 child using 45 or more hours of care (pro-rated to 50 hours) is calculated. Applicable rates of CCB are deducted, then the 50% CCR deduction is applied. The remaining figure is the out of pocket cost. This is then expressed as a percentage of disposable income for families in the various income ranges (Income is assumed to be split between 2 people on a 60:40 basis).</p>
Data source/s	<p><u>Numerator/denominator:</u></p> <p>Department of Education (unpublished).</p>

Data Quality Framework Dimensions

Institutional environment	Australian government approved child care services data are collected through the CCMS by the DSS under the Family Assistance (Administration) Act. These data are compiled for RoGS by the Department of Education.
Relevance	Australian government approved child care services data are collected at the service level and geocoded and boundary tagged, so all geographies are available.
Timeliness	Australian government approved child care services data are collected weekly, available since services transitioned to reporting under the CCMS between 2008 and June 2009. Data are reported on a quarterly basis.
Coherence	Australian government approved child care services has been consistent since the introduction of the CCMS. The definitions remain unchanged.
Accessibility	The Australian government approved child care data at the service level is protected under the Family Assistance (Administration) Act legislation. To date data have only been released for purposes of RoGS reporting.
Interpretability	Lower out of pocket costs for child care as a proportion of weekly disposable income (after child care subsidies) represents more affordable child care. Similar percentages across income groups suggest a more equitable outcome. Care needs to be exercised when interpreting results, because a variety of factors (including for example rates, rental costs, localised living costs) can influence child care costs.

Data Gaps/Issues Analysis

Key data	The Steering Committee notes the following key data gaps/issues:
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- gaps/ issues**
- Lower out-of-pocket cost for child care as a proportion of weekly disposable income (after child care subsidies) represents more affordable child care. Similar percentages across income groups suggest a more equitable outcome.
 - Care needs to be exercised when interpreting results, because a variety of factors (including for example rates, rental costs and localised costs of living) can influence child care costs.