
3 Children's services

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Attachment tables

Attachment tables are identified in references throughout this Indigenous Compendium by an 'A' suffix (for example, in this chapter, table 3A.3). As the data are directly sourced from the 2011 Report, the Compendium also notes where the original table, figure or text in the 2011 Report can be found. For example, where the Compendium refers to '2011 Report, p. 3.15' this is page 15 of chapter 3 of the 2011 Report, and '2011 Report, table 3A.2' is attachment table 2 of attachment 3A of the 2011 Report. 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.

The Children's services chapter (chapter 3) in the *Report on Government Services 2011* (2011 Report) reports on the performance of Children's services in each Australian state and territory. Data are reported for Indigenous people for a subset of the performance indicators reported in that chapter — those data are compiled and presented here.

Children's services aim to meet the care, education and development 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. Preschool services are services provided to children mainly in the year or two before they begin full time schooling. This chapter is included in the 'Early childhood, education and training' section of the Report because of the important links between children's services and education.

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 children's services. Due to data limitations, the only local government data included are where Australian, State and Territory government funding and/or licensing are involved.

Indigenous data in the Children's services chapter

The Children's services chapter in the 2011 Report contains the following data items on Indigenous people:

- representation of Indigenous children in Australian Government approved child care services (compared to their representation in the community), 2009 10
- representation of Indigenous children in State and Territory Government child care and preschools (compared to their representation in the community), 2009 10
- Indigenous children enrolled in State and Territory Government preschool services, 2005-06 to 2009-10
- children absent from non-government preschools, 2009.

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 for early childhood education program names and starting ages. To provide some clarity on these arrangements, a matrix showing basic information on child care and preschool education programs, such as agency responsibility, program names and starting ages, has been included in attachment table 3A.1.

The Australian Government provides supplementary funding to support the participation of Indigenous children in preschool programs. In 2010, an estimated \$11.9 million was provided on a per person and project basis to 1469 preschools. The funding covers 8885 full time equivalent Indigenous preschool enrolments (DEEWR unpublished).

Framework of performance indicators

The Children's services performance indicator framework outlined in figure 3.1 identifies the principal children's services activity areas considered in the 2011 Report. Data for Indigenous people are reported for a subset of the performance indicators and are presented here. It is important to interpret these data in the context of the broader performance indicator framework. The framework shows which data are comparable. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary.

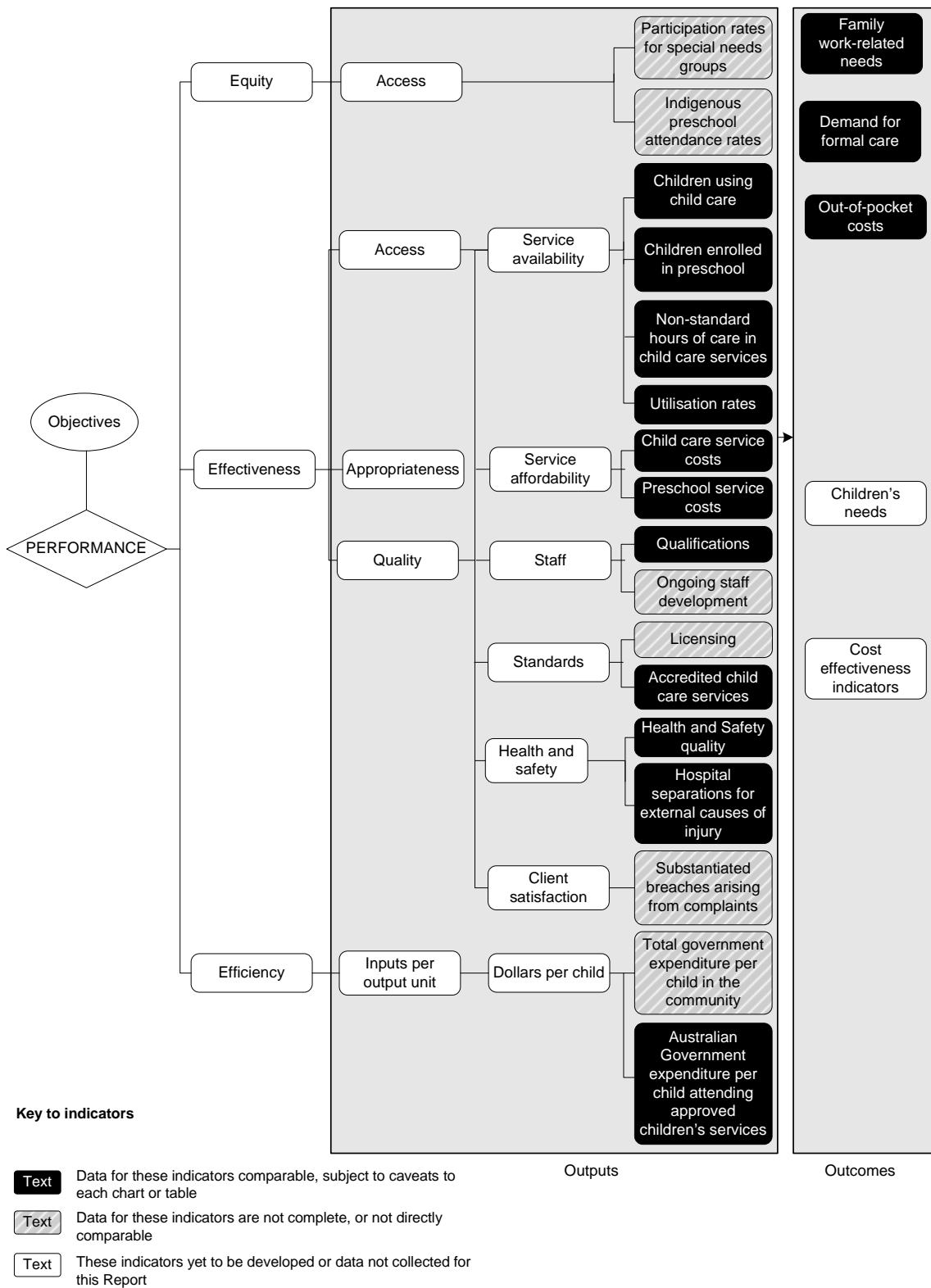
Indicator boxes presented throughout the chapter provide information about the reported indicators. As these are sourced directly from the 2011 Report, they may include references to data not reported for Indigenous people and therefore not included in this Compendium.

The Report's statistical appendix 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) (appendix A).

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). The agreements include sets of performance indicators, for which the Steering Committee collates annual performance information for analysis by the COAG Reform Council (CRC).

There are no service specific NAs that relate to children's services. However, the *National Indigenous Reform Agreement (NIRA)* establishes specific outcomes for reducing the level of disadvantage experienced by Indigenous Australians, and includes an indicator relating to access to quality early childhood education for Indigenous children. Data developments for reporting against the agreed indicator were underway at the time of preparing this report. It is anticipated that this indicator will be incorporated into the Children's services chapter for the 2012 Report.

Figure 3.1 Performance indicators for children's services



Source: 2011 Report, figure 3.2, p. 3.15.

Participation rates for special needs groups

‘Participation rates for special needs groups’ 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 which can have special difficulty in accessing services (box 3.1).

Box 3.1 Participation rates for special needs groups

‘Participation rates for special needs groups’ is defined as the proportion of children using child care and preschool services who are from targeted special needs groups, compared with the representation of these groups in the community. Data are reported separately for child care (for 0–5 and 6–12 year olds) and preschool services (3–5 year olds). Targeted special needs groups include children from a non-English speaking background, Indigenous children, children from low income families, children with disability, and children from regional and remote areas.

If the representation of special needs groups among children’s services users is broadly similar to their representation in the community, this can indicate equity of access. Therefore, a higher participation rate is desirable.

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is under development.

Data for participation by special needs groups using Australian Government approved child care services for 2009-10 were drawn from the National ECEC Workforce Census 2010 and DEEWR administrative systems. Box 3.2 contains more information on the census.

Box 3.2 Australian Government National Early Childhood Education and Care Workforce Census

The *National Early Childhood Education and Care Workforce Census* (National ECEC Workforce Census) was conducted in 2010 and is an initiative of the Australian Government in partnership with State and Territory governments. The information collected aims to provide comprehensive, current and nationally consistent data on access to early childhood education and care services, and staff qualifications and experiences.

This National ECEC Workforce Census replaces 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, as the source of non-administrative data available from the Australian Government.

The National ECEC Workforce Census collected information on children with special needs and staff in Australian Government approved child care services. The same information was collected in the AGCCPS and the AGCCC, although different methodologies were used. Variations in collection methodologies and different weighting methods affect the comparability of data across the collections. Therefore comparisons across time should be made with caution.

Source: DEEWR (2010).

At a national level, Indigenous children aged 0–12 years participated in child care at a lower rate (1.9 per cent) than their representation in the community (4.4 per cent). This was also the case for both the 0–5 age group and the 6–12 age group (tables 3.1 and 3A.2).

Data on representation of special needs groups in State and Territory funded and/or provided child care for children aged 0–12 are presented in table 3A.4.

Table 3.1 Proportion of children aged 0–12 years from special needs groups attending Australian Government approved child care services, 2010 (per cent)^{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>
<i>Children from non-English speaking backgrounds</i>									
In child care services	19.7	17.4	6.5	9.6	7.8	3.3	12.9	10.8	13.7
In the community, 2006	23.2	21.7	11.9	15.5	13.7	7.2	16.2	36.8	18.8
<i>Indigenous children</i>									
In child care services	2.1	0.6	2.9	2.1	1.4	1.5	0.9	9.4	1.9
In the community, 2006	4.1	1.2	6.2	5.6	3.3	6.5	2.3	39.2	4.4
<i>Children from low income families</i>									
In child care services	24.1	24.0	24.9	22.7	24.1	24.8	8.8	14.4	23.9
In the community, 2007-08	24.5	23.1	20.9	21.0	26.6	33.8	10.8	18.9	23.2
<i>Children with disability</i>									
In child care services	3.3	2.2	2.0	2.2	3.6	2.1	1.9	2.8	2.6
In the community, 2003	8.0	6.8	7.6	8.9	8.8	6.2	7.5	np	7.7
<i>Children from regional areas</i>									
In child care services	26.0	23.6	32.4	20.6	18.7	100.4	1.1	79.9	28.0
In the community, 2006	28.8	28.2	45.6	24.7	26.6	97.7	0.2	51.0	33.0
<i>Children from remote areas</i>									
In child care services	0.2	–	1.2	3.3	1.8	0.6	–	20.2	0.9
In the community, 2006	0.7	0.1	4.4	8.6	4.4	2.0	..	50.3	3.0

^a Data on children in child care services represent the population of children attending child care in 2010. Data on representation in the community are reported for different years due to the availability of data and are sourced from either the ABS *Survey of Disability, Ageing and Carers 2003*, the *2006 Census of Population and Housing* or the *Survey of Income and Housing 2007-08*. ^b Data on child care services for 2010 are not directly comparable with previous years data (presented in table 3A.3) due to a change in data source. Refer to box 3.1 and table 3A.3 for more information. ^c See table 3A.3 for complete footnotes and definitions. ^d Data in italics have relative standard errors above 25 per cent, and need to be used with caution. – Nil or rounded to zero. .. Not applicable. np Not published.

Source: DEEWR (unpublished) administrative data collection and *National Early Childhood Education and Care Workforce Census, 2010 (preliminary data)*; ABS (unpublished) *Survey of Income and Housing 2007-08*, Cat. no. 6523.0, *2006 Census of Population and Housing*, Cat. no. 2031.0, and *Survey of Disability, Ageing and Carers 2003*, Cat no. 4430.0; table 3A.3; 2011 Report, table 3.4, p. 3.19.

Data on the representation of special needs groups for children in State and Territory government funded and/or provided preschools are provided in table 3.2. For jurisdictions that were able to provide data, the patterns for children from special needs groups in preschool varied: Nationally, the representation of Indigenous children aged 3–5 years in preschool (5.3 per cent) was higher than their representation in the community (4.5 per cent) though this varies across jurisdictions.

Data on the representation of special needs groups in preschool in the year before full time school are presented in table 3A.4.

Table 3.2 Proportion of children (aged 3–5 years) from special needs groups enrolled in State and Territory funded or provided preschools, 2009-10 (per cent)^{a, b, c}

<i>Representation</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^d</i>
Children from non-English speaking backgrounds									
In preschool services	11.1	17.1	3.8	na	11.4	na	21.0	na	10.6
In the community, 2006	23.2	21.6	11.6	15.6	13.5	7.2	16.1	38.7	18.7
Indigenous children									
In preschool services	4.9	1.3	7.8	9.3	6.3	5.2	3.2	43.2	5.3
In the community, 2006	4.1	1.2	6.4	5.8	3.5	6.4	2.3	41.8	4.5
Children with disability									
In preschool services ^e	5.5	6.2	6.0	3.1	13.8	na	4.5	4.0	6.1
In the community, 2003	7.7	6.5	8.6	10.2	8.3	7.2	14.3	np	8.0
Children from regional areas									
In preschool services	31.3	23.9	40.2	19.5	26.3	98.3	na	44.4	28.9
In the community, 2006	28.0	27.5	45.1	24.5	26.2	97.7	0.1	48.2	32.3
Children from remote areas									
In preschool services	1.2	0.1	12.4	8.3	5.7	1.7	..	55.6	4.0
In the community, 2006	0.7	0.1	4.7	9.0	4.4	2.0	..	53.1	3.2

^a Data on children in preschool services represent the population of children enrolled in preschool in 2009-10. Data on representation in the community are reported for different years due to the availability of data and are sourced from the ABS *Survey of Disability, Ageing and Carers 2003*, *2006 Census of Population and Housing* and the *Survey of Income and Housing 2007-08*. ^b See table 3A.4 for complete footnotes and definitions.

^c Data exclude innovative or flexible services that receive direct funding from the Australian Government and are targeted towards children from these groups. Data on preschool services can include some children aged 3 years or 5 years for all jurisdictions. Preschool data in the NT include some children aged greater than 5 years. ^d Data for Australia for children from non-English speaking backgrounds, children with disability and children from regional areas, 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. Data for Australia for children from remote areas in preschool and Indigenous children in preschool, and data on the representation in the community represent all states and territories and can be interpreted as national data. ^e Data on children with a disability are not directly comparable because the definition of disability varies across jurisdictions. **na** Not available. **np** Not published. **..** Not applicable.

Source: State and Territory governments (unpublished); ABS (unpublished) *2006 Census of Population and Housing*, Cat. no. 2031.0 and *Survey of Disability, Ageing and Carers 2003*, Cat. no. 4430.0; table 3A.4; 2011 Report, table 3.5, p. 3.21.

Indigenous preschool attendance rates

‘Indigenous preschool attendance rates’ 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 which can have special difficulty in accessing services (box 3.3).

Box 3.3 Indigenous preschool attendance rates

‘Indigenous preschool attendance rates’ is defined as the number of Indigenous children absent from non-government preschools, as a proportion of all Indigenous children enrolled in non-government preschools. A child is deemed absent if they missed one or more of the sessions they were enrolled in during the reference week. Attendance rates are measured by absentee rates.

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

Preschool attendance is not compulsory. 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. Data on Indigenous preschool attendance rates are limited to Indigenous children enrolled in non-government preschools, as Indigenous children enrolled in government preschools are not available (DEEWR unpublished).

Data reported for this indicator are not complete.

Data quality information for this indicator is under development.

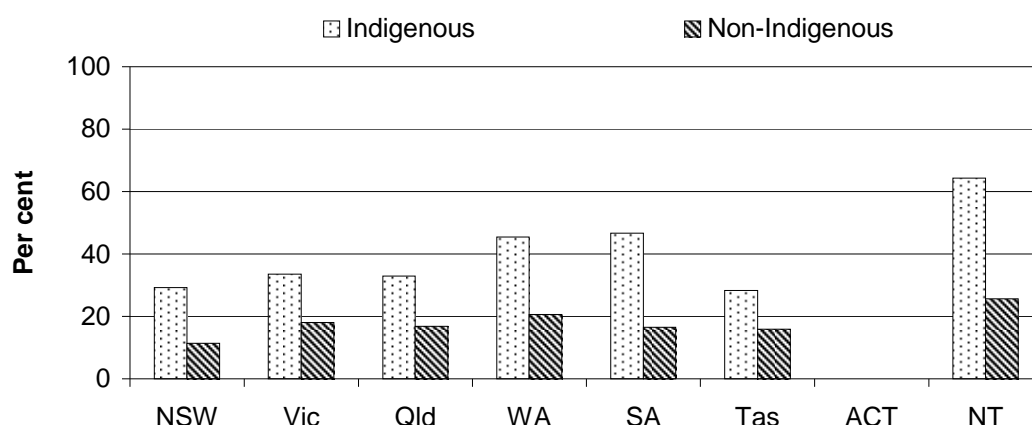
Indigenous preschool enrolments provide a broad indication of access to preschool. Data on Indigenous preschool enrolments were provided for all jurisdictions. Nationally in 2009-10, 11 407 Indigenous children were enrolled in State and Territory government funded and/or provided preschool. Of these Indigenous children, at least 6030 were enrolled in preschool in the year before full time school (table 3A.4). Data on Indigenous children’s representation in preschool compared with their representation in the community are presented in table 3.3. Data on Indigenous children enrolled in preschool for the period 2005-06 to 2009-10 are presented in 3A.5.

Indigenous preschool attendance rates 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 preschools data provided by State and Territory governments and are therefore not directly comparable with other preschool data

included in this Report. The NPC collected data from 98.1 per cent of the 3314 non-government preschools in scope for the 2009 NPC (DEEWR unpublished). This represents approximately 68.0 per cent of all government and non-government preschools, though this proportion varies considerably across jurisdictions (from 6.9 per cent in the Northern Territory, to 100.0 per cent in Victoria) (table 3A.6). Data for jurisdictions with a small number of non-government preschools should be interpreted with care.

In 2009 for jurisdictions where data were available (all except ACT), non-attendance by Indigenous children was higher than non-attendance by non-Indigenous children (figure 3.2).

Figure 3.2 Enrolled children absent from non-government preschools, 2009^{a, b, c, d, e}



^a Data on attendance are limited to non-government preschools, and exclude government preschools. At the national level, approximately 68 per cent of children are in preschools deemed to be non-government, though this percentage varies across jurisdictions: 90 per cent in NSW, 100 per cent in Victoria, 93 per cent in Queensland, 27 per cent in WA, 18 per cent in SA, 26 per cent in Tasmania, 17 per cent in the ACT, and 7 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 3–7 August 2009. 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. ^e ACT Indigenous data and non-Indigenous data were not published for 2009 due to privacy reasons, therefore, the Australian total was also not published.

Source: DEEWR (unpublished) *National Preschool Census 2010*; table 3A.6; 2011 Report, figure 3.3, p. 3.23.

Future directions in performance reporting

COAG developments

Report on Government Services alignment with National Agreement reporting

It is anticipated that future editions of the Children's services chapter will align with applicable NIRA indicators. Further reporting changes might result from future developments in NA reporting.

Definitions of key terms and indicators

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	Services aimed primarily at 0–5 year olds that are provided in a centre, usually by a mix of qualified and other staff. Educational, care and recreational programs are provided based on the developmental needs, interests and experience of each child. In some jurisdictions, primary school children could also receive care before and after school, and during school vacations. Centres typically operate for at least eight hours per day on normal working days, for a minimum of 48 weeks per year.
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 Child Care Benefit.
Children's services	All government funded and/or provided child care and preschool services (unless otherwise stated).
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.
Government funded or/and provided	All government financed services — that is, services that receive government contributions towards providing a specified service (including private services eligible for Child Care Benefit) and/or services for which the government has primary responsibility for delivery.
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.
Other services	Government funded services to support children with additional needs or in particular situations (including children from an Indigenous or non-English speaking background, children with disability or of parents with disability, and children living in regional and remote areas).
Preschool services	Services usually provided by a qualified teacher on a sessional basis in dedicated preschools. Preschool programs or curricula could also be provided in long day care centres and other settings. These services are primarily aimed at children in the year before they commence full time schooling (that is, when children are 4 years old in all jurisdictions), although younger children could also attend in most jurisdictions.

Regional and remote areas

Geographic location is based on the ABS's Australian Standard Geographical Classification 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 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.

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.

Service model

The categories for which data were collected, namely:

- centre-based long day care
- family day care
- outside school hours care
 - 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 a non-English speaking background; Indigenous children; children from low income families (Australian Government child care only); children with disability; and children from regional or remote areas.

List of attachment tables

Attachment tables for data within this chapter are contained in the attachment to the Compendium. These tables are identified in references throughout this chapter by an 'A' suffix (for example, table 3A.3 is table 3). Attachment tables are provided on the Review website (www.pc.gov.au/gsp).

Table 3A.1	Early Childhood Education and Care in Australia, as at 30 June 2010
Table 3A.2	Representation of special needs groups attending Australian Government approved child care services (per cent), by age group, 2010
Table 3A.3	Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (per cent)
Table 3A.4	Representation of children from special needs groups in State and Territory Government child care and preschool services, 2009-10
Table 3A.5	Indigenous children enrolled in State and Territory Government preschool services, 2005-06 to 2009-10
Table 3A.6	Children absent from non-government preschools, 2009

References

DEEWR (Department of Employment, Education and Workplace Relations) 2010, *National Quality Framework – National Workforce Census*, www.deewr.gov.au/EarlyChildhood/Pages/NationalWorkforceCensus.aspx (accessed 8 October 2010).

3A Children's services — attachment

Tables in this attachment are sourced from the Children's services attachment of the 2011 Report — table numbers from the 2011 Report are identified in the source information. For example, a source reference to '2011 Report, table 3A.15' refers to attachment table 15 of attachment 3A of the 2011 Report.

Definitions for indicators and descriptors in this attachment are in the Children's services chapter of the Compendium.

Data in this Report are examined by the Children's Services Working Group, but have not been formally audited by the Secretariat. Unsourced information was obtained from the Australian, State and Territory governments.

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

Attachment contents

Table 3A.1	Early Childhood Education and Care in Australia, as at 30 June 2010
Table 3A.2	Representation of special needs groups attending Australian Government approved child care services (per cent), by age group, 2010
Table 3A.3	Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (per cent)
Table 3A.4	Representation of children from special needs groups in State and Territory Government child care and preschool services, 2009-10
Table 3A.5	Indigenous children enrolled in State and Territory Government preschool services, 2005-06 to 2009-10
Table 3A.6	Children absent from non-government preschools, 2009

Table 3A.1

Table 3A.1 Early Childhood Education and Care in Australia, as at 30 June 2010 (a)

	Child care		Preschool			Transition to primary school	
	Agency (b)	Program	Age of entry	Agency (b)	School year	Year prior to	Age of entry
NSW (c)	Dept of Human Services	Preschool	generally 3 and 4 year olds	Dept of Human Services (licensing for all services, funding for community based services)	Kindergarten	Kindergarten	5 by 31 July
Vic	Dept of Education and Early Childhood Development	Kindergarten	4 by 30 April	Dept of Education & Training (funding for government run preschools)	Preparatory (Prep)	Preparatory (Prep)	5 by 30 April
Qld (d)	Dept of Education and Training	Kindergarten, Pre-Preparatory (Pre-Prep)	4 by 30 June	Dept of Education and Training	Preparatory Year (Prep)	Preparatory Year (Prep)	5 by 30 June
WA	Dept for Communities	Kindergarten	4 by 30 June	Dept of Education	Pre Primary	Pre Primary	5 by 30 June
SA (e)	Dept of Education and Children's Services	Preschool Kindergarten	entry after 4th birthday	Dept of Education and Children's Services	Reception	Reception	entry after 5 th birthday
Tas	Dept of Education	Kindergarten	4 by 1 January	Dept of Education	Preparatory	Preparatory	5 by 1 January
ACT (f)	Dept of Disability, Housing and Community Services	Preschool	4 by 30 April	Dept Education and Training	Kindergarten	Kindergarten	5 by 30 April
NT (g)	Dept of Education and Training	Preschool	4 by 30 June, or 3 for Indigenous children in remote areas	Dept of Education and Training	Transition	Transition	5 by 30 June

(a) The Children's services chapter reports data for child care and preschool services only. Data on primary school are reported in the School education chapter (2011 Report, chapter 4), but relate to 2009. 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 Early Childhood Education and Care in Australia, as at 30 June 2010 (a)

- (d) 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.
- (e) 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.
- (f) In the ACT, private preschools are licensed by Dept of Disability, Housing and Community Services.
- (g) In the NT, Indigenous children aged 3 years in remote Indigenous communities can attend preschool if accompanied by an adult.

Source: State and Territory governments (unpublished); 2011 Report, table 3A.1.

Table 3A.2

Table 3A.2 Representation of special needs groups attending Australian Government approved child care services (per cent), by age group, 2010 (a), (b), (c)

	Unit	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Children from non-English speaking backgrounds										
Children aged 0–5 in child care services	%	20.9	18.4	7.2	10.8	9.2	3.5	14.7	11.7	14.9
Children aged 0–5 in the community	%	24.6	23.2	12.8	16.8	14.8	8.1	17.8	37.0	20.1
Children aged 6–12 in child care services	%	16.4	15.2	4.8	6.5	6.0	2.7	10.6	9.3	11.1
Children aged 6–12 in the community	%	22.1	20.5	11.2	14.5	12.8	6.5	14.9	36.5	17.7
Indigenous children										
Children aged 0–5 in child care services	%	2.2	0.6	2.8	2.1	1.4	1.3	0.9	8.2	2.0
Children aged 0–5 in the community	%	4.1	1.2	6.4	5.6	3.4	6.6	2.2	38.9	4.4
Children aged 6–12 in child care services	%	1.8	0.7	3.1	2.0	1.3	1.9	0.9	11.5	1.9
Children aged 6–12 in the community	%	4.1	1.2	6.1	5.5	3.3	6.4	2.3	39.4	4.3
Children from low-income families										
Children aged 0–5 in child care services	%	25.6	24.2	26.1	22.5	24.3	26.3	9.6	14.9	24.8
Children aged 0–5 in the community	%	23.0	22.8	22.3	23.1	25.5	28.6	13.1	21.5	22.9
Children aged 6–12 in child care services	%	19.5	23.5	22.1	23.3	23.9	21.8	7.1	13.6	21.6
Children aged 6–12 in the community	%	25.8	23.3	19.6	19.3	27.4	37.8	8.6	16.1	23.3
Children with a disability										
Children aged 0–5 in child care services	%	3.4	2.1	1.6	2.1	2.9	2.1	1.8	2.0	2.5
Children aged 0–5 in the community	%	4.7	4.6	5.1	6.0	7.0	4.4	9.1	np	5.2
Children aged 6–12 in child care services	%	2.9	2.6	2.7	2.6	4.6	1.8	2.0	4.1	2.9
Children aged 6–12 in the community	%	10.7	8.5	9.5	11.4	10.2	7.7	6.2	np	9.8
Children from regional areas										
Children aged 0–5 in child care services	%	26.6	24.3	33.5	21.2	20.5	99.2	1.6	77.9	28.7
Children aged 0–5 in the community	%	27.0	26.5	44.3	23.8	25.7	97.8	0.1	50.6	31.5
Children aged 6–12 in child care services	%	23.6	22.1	29.6	18.5	15.7	99.8	0.0	84.3	25.8
Children aged 6–12 in the community	%	30.2	29.6	46.6	32.0	27.3	97.6	0.3	51.4	34.2
Children from remote areas										
Children aged 0–5 in child care services	%	0.2	–	1.2	3.8	2.2	0.8	–	22.4	1.0
Children aged 0–5 in the community	%	0.7	0.1	4.6	8.9	4.3	2.0	–	50.5	3.1
Children aged 6–12 in child care services	%	0.2	–	1.0	2.0	1.2	0.2	–	15.8	0.7
Children aged 6–12 in the community	%	0.7	0.1	4.2	8.3	4.4	2.1	–	50.1	3.0

(a) Refer to table 3A.3 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.

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

Source: DEEWR (unpublished) *National Early Childhood Education and Care Workforce Census, 2010* (preliminary data); administrative data collection, *Australian Government Census of Child Care Services 2006* and *Australian Government Child Care Provider Survey 2007-08*; ABS (unpublished) *Survey of Income and Housing Costs 2007-08*, Cat. no. 6523.0, *2006 Census of Population and Housing* and *Survey of Disability, Ageing and Carers 2003*, Cat. no. 4430.0, Canberra; 2011 Report, table 3A.14.

Table 3A.3

Table 3A.3 Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (per cent) (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>
Children from non-English speaking backgrounds (c), (d), (e), (f)									
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	17.4	6.5	9.6	7.8	3.3	12.9	10.8	13.7
Representation in the community (g)	23.2	21.7	11.9	15.5	13.7	7.2	16.2	36.8	18.8
Indigenous children (c), (d), (h)									
Representation in child care services									
2004	1.6	0.6	2.5	1.8	1.3	1.0	0.7	10.7	1.6
2006	1.6	0.7	2.2	2.1	2.1	1.4	0.7	11.1	1.7
2008-09	2.5	0.9	3.1	2.4	2.1	1.8	1.4	10.6	2.3
2010	2.1	0.6	2.9	2.1	1.4	1.5	0.9	9.4	1.9
Representation in the community (h)	4.1	1.2	6.2	5.6	3.3	6.5	2.3	39.2	4.4
Children from low-income families (i)									
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
Representation in the community (j)	24.5	23.1	20.9	21.0	26.6	33.8	10.8	18.9	23.2
Children with a disability (c), (d), (k)									
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	2.0	2.2	3.6	2.1	1.9	2.8	2.6
Representation in the community (k)	8.0	6.8	7.6	8.9	8.8	6.2	7.5	np	7.7
Children from regional and remote areas (l)									
Regional									
Representation in child care services									
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
Representation in the community (g)	28.8	28.2	45.6	24.7	26.6	97.7	0.2	51.0	33.0

Table 3A.3

Table 3A.3 Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (per cent) (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>
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
Representation in the community (g)	0.7	0.1	4.4	8.6	4.4	2.0		50.3	3.0

- (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 for 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 and 2010 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 use.
- (d) Data for 2010 are weighted data drawn from the *National Early Childhood Education and Care Workforce Census*. 2010 Data were collected for all services except vacation care during the reference week 31 May- 6 June (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).
- (e) Excludes Aboriginal Playgroups and Enrichment Programs, Mobile and Toy Library services and Aboriginal Playgroups as data from these service types were not available.
- (f) 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 the community refer to the proportion of children who do not speak English as their main language at home.
- (g) Data for representation in the community are estimated from the ABS 2006 Census of Population and Housing.
- (h) Indigenous children in child care services are children who child care services identified as being of Aboriginal or Torres Strait Islander origin. The representation in the community data from the 2006 Census of Population and Housing refer to children of an Indigenous descent who identify as being Indigenous. The ABS Census Post Enumeration Survey has estimated an undercount of Indigenous people in the 2006 Census, and the data on the proportion of Indigenous represented in children in the community should be treated with caution.
- (i) Children from low income families include those families in receipt of the maximum rate of Child Care Benefit (CCB). The maximum CCB rate was \$31755 in 2003-04, \$33361 in 2005-06, \$35478 in 2007-08, and \$36573 in 2008-09.
- (j) The data showing representation children from low income families in the community are drawn from the *ABS Survey of Income and Housing 2007-08*.
- (k) Children with a disability in child care services are children who child care services identify as having a continuing disability including intellectual, sensory or physical impairment. 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 the *ABS Survey of Disability, Ageing and Carers 2003*. Due to the small sample size, data for the NT are not published.

Table 3A.3

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

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
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(l) Regional and remote areas based on the Australian Standard Geographical Classification of Remoteness Areas (ASGC) (ABS 2006). Regional areas include inner regional and outer regional areas. Remote areas include remote, very remote and migratory areas. Children can use care in multiple regions and states, and may be counted in more than one region.

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

Source: DEEWR (unpublished) *National Early Childhood Education and Care Workforce Census, 2010* (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) *Survey of Income and Housing Costs 2007-08*, Cat. no. 6523.0, *2006 Census of Population and Housing* and *Survey of Disability, Ageing and Carers 2003*, Cat. no. 4430.0, Canberra; 2011 Report, table 3A.15.

Table 3A.4

Table 3A.4 Representation of children from special needs groups in State and Territory Government child care and preschool services, 2009-10 (a), (b)

	Unit	NSW (c)	Vic	Qld (d)	WA (e)	SA (f)	Tas	ACT (g)	NT (h)	Aust (i)
Children from non-English speaking backgrounds										
Number of children										
Child care services	no.	12 362	603	49	na	260	6	na	na	13 280
Preschool services	no.	7 138	11 467	608	na	2 550	na	835	na	22 598
Preschool in the year before full time school	no.	1 679	11 467	504	na	na	na	771	na	14 421
Representation in children's services										
Child care services	%	11.6	11.7	4.2	na	10.2	0.9	na	na	11.4
Preschool services	%	11.1	17.1	3.8	na	11.4	na	21.0	na	10.6
Preschool in the year before full time school	%	3.3	17.2	3.7	na	na	na	20.7	na	7.6
Representation in the community										
Children aged 3-5 years	%	23.2	21.6	11.6	15.6	13.5	7.2	16.1	38.7	18.7
Children aged 0-12 years	%	23.2	21.7	11.9	15.5	13.7	7.2	16.2	36.8	18.8
Indigenous children										
Number of children										
Child care services	no.	4 179	8	265	na	80	5	na	na	4 537
Preschool services	no.	3 187	876	1 240	2 862	1 420	303	128	1 391	11 407
Preschool in the year before full time school	no.	452	731	978	2 676	na	na	85	1 108	6 030
Representation in children's services										
Child care services	%	3.9	0.2	22.8	na	3.1	0.7	na	na	3.9
Preschool services	%	4.9	1.3	7.8	9.3	6.3	5.2	3.2	43.2	5.3
Preschool in the year before full time school	%	0.9	1.1	7.1	9.3	na	na	2.3	39.6	3.2
Representation in the community										
Children aged 3-5 years	%	4.1	1.2	6.4	5.8	3.5	6.4	2.3	41.8	4.5
Children aged 0-12 years	%	4.1	1.2	6.2	5.6	3.3	6.5	2.3	39.2	4.4

Table 3A.4

Table 3A.4 Representation of children from special needs groups in State and Territory Government child care and preschool services, 2009-10 (a), (b)

	Unit	NSW (c)	Vic	Qld (d)	WA (e)	SA (f)	Tas	ACT (g)	NT (h)	Aust (i)
Children with a disability (j)										
Number of children										
Child care services	no.	4 492	173	23	na	260	20	na	na	4 968
Preschool services	no.	3 546	4 139	956	950	3 100	na	179	128	12 998
Preschool in the year before full time school	no.	114	4 139	811	888	na	na	128	95	6 175
Representation in children's services										
Child care services	%	4.2	3.4	2.0	na	10.2	2.9	na	na	4.3
Preschool services	%	5.5	6.2	6.0	3.1	13.8	na	4.5	4.0	6.1
Preschool in the year before full time school	%	0.2	6.2	5.9	3.1	na	na	3.4	3.4	3.3
Representation in the community										
Children aged 3-5 years	%	7.7	6.5	8.6	10.2	8.3	7.2	14.3	np	8.0
Children aged 0-12 years	%	8.0	6.8	7.6	8.9	8.8	6.2	7.5	np	7.7
Children from regional areas										
Number of children										
Child care services	no.	28 338	5 137	477	na	700	644	na	na	35 296
Preschool services	no.	20 175	16 013	6 364	5 991	5 910	5 763	na	1 432	61 648
Preschool in the year before full time school	no.	4 002	16 013	5 402	5 601	15 850	na	na	1 337	48 205
Representation in children's services										
Child care services	%	26.6	99.8	41.0	na	27.3	92.3	na	na	30.4
Preschool services	%	31.3	23.9	40.2	19.5	26.3	98.3	na	44.4	28.9
Preschool in the year before full time school	%	7.8	24.0	39.3	19.5	95.1	na	na	47.8	25.4
Representation in the community										
Children aged 3-5 years	%	28.0	27.5	45.1	24.5	26.2	97.7	0.1	48.2	32.3
Children aged 0-12 years	%	28.8	28.2	45.6	24.7	26.6	97.7	0.2	51.0	33.0

Table 3A.4

Table 3A.4 Representation of children from special needs groups in State and Territory Government child care and preschool services, 2009-10 (a), (b)

	Unit	NSW (c)	Vic	Qld (d)	WA (e)	SA (f)	Tas	ACT (g)	NT (h)	Aust (i)
Children from remote areas										
Number of children										
Child care services	no.	893	9	329	na	230	54	..	na	1 515
Preschool services	no.	777	42	1 966	2 539	1 280	97	..	1 790	8 491
Preschool in the year before full time school	no.	91	42	1 589	2 374	820	na	..	1 463	6 379
Representation in children's services										
Child care services	%	0.8	0.2	28.3	na	9.0	7.7	..	na	1.3
Preschool services	%	1.2	0.1	12.4	8.3	5.7	1.7	..	55.6	4.0
Preschool in the year before full time school	%	0.2	0.1	11.6	8.3	4.9	na	..	52.3	3.4
Representation in the community										
Children aged 3-5 years	%	0.7	0.1	4.7	9.0	4.4	2.0	..	53.1	3.2
Children aged 0-12 years	%	0.7	0.1	4.4	8.6	4.4	2.0	-	50.3	3.0

(a) Data for representation in the community are estimated from the ABS *Census of Population and Housing 2006*, except for 'children with a disability'. Data for the representation of children with a disability in the community were obtained from the ABS *Survey of Disability, Ageing and Carers 2003*. Due to the various data sources used in different years, caution should be used when making comparisons across the years.

(b) Data in italics have relative standard errors above 25 per cent, and need to be used with caution.

(c) As NSW does not discriminate between child care and preschool services, special needs children counted in child care services includes the count of children accessing designated preschool services. Data are for children attending funded licensed services during the survey week in September. In NSW, total special needs children using child care services and total special needs children using preschool services should not be added together as a total and should be interpreted with caution.

(d) Queensland child care data are based on an annual voluntary census and response rates are variable by service type and over time. Preschool data include Indigenous Community Pre-Preparatory services and C&K community kindergarten services. Data on regional and remote areas are children attending in the census week, based on location of services according to the Australian Standard Geographic Classification.

(e) For WA, it is assumed that the ratio of disabled students in the non-government system is the same as the government system.

(f) In SA, children in preschool in the year before full time school include 4 and 5 year old children only.

(g) In the ACT there are no regions classified as remote. In the ACT preschool students may be counted in more than one special needs groups.

Table 3A.4

Table 3A.4 Representation of children from special needs groups in State and Territory Government child care and preschool services, 2009-10 (a), (b)

	Unit	NSW (c)	Vic	Qld (d)	WA (e)	SA (f)	Tas	ACT (g)	NT (h)	Aust (i)
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(h) NT preschools data include Catholic Remote schools. Data for children from non-English speaking backgrounds are of a quality too poor to report. Indigenous children and children with a disability in preschools include 3 year old children. Indigenous children aged 4 years in preschool are a proxy for children in preschool in the year before full time school. Children with a disability aged 4 and 5 years in preschool are a proxy for children in preschool in the year before full time school.

(i) Data for Australia for children in services are the total of the sum of the states and territories for which data are available, and should not be interpreted as national data. All other data for Australia represent all states and territories and can be considered a national data.

(j) Data are not directly comparable between jurisdictions because there is no national definition or standard on children with a disability. In Victoria, children with a disability in preschool services are children identified as having additional needs by the qualified early childhood teacher delivering the funded kindergarten program. In Queensland, the definition of disability refers to a diagnosed disability.

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

Source: State and Territory governments (unpublished); ABS (unpublished) *Survey of Income and Housing Costs 2007-08*, Cat. no. 6523.0, 2006 *Census of Population and Housing and Survey of Disability, Ageing and Carers 2003*, Cat. no. 4430.0, Canberra; 2011 Report, table 3A.16.

Table 3A.5

Table 3A.5 Indigenous children enrolled in State and Territory Government preschool services, 2005-06 to 2009-10

	Unit	NSW (a)	Vic (b)	Qld (c)	WA	SA	Tas (d)	ACT	NT (e)	Aust (f)	
2005-06											
	Number of Indigenous children in preschool	no.	1 912	na	3 894	2 523	1 210	337	108	1 414	11 398
	Representation of Indigenous children in preschool (g)	%	3.1	na	6.1	9.6	5.7	5.5	3.1	42.5	6.1
2006-07											
	Number of Indigenous children in preschool	no.	2 384	na	3 858	2 322	1 240	285	106	1 389	11 584
	Representation of Indigenous children in preschool (g)	%	3.6	na	6.1	9.1	5.9	4.8	3.0	42.3	6.1
2007-08											
	Number of Indigenous children in preschool	no.	2 341	na	1 326	2 494	1 280	310	102	1 477	9 330
	Representation of Indigenous children in preschool (g)	%	3.7	na	7.7	9.1	5.9	5.2	2.7	43.5	6.5
2008-09											
	Number of Indigenous children in preschool	no.	2 608	561	1 268	2 622	1 370	285	122	1 364	10 200
	Representation of Indigenous children in preschool (g)	%	4.0	0.9	8.0	8.9	6.3	4.9	3.0	43.2	4.9
2009-10											
	Number of Indigenous children in preschool	no.	3 187	876	1 240	2 862	1 420	303	128	1 391	11 407
	Representation of Indigenous children in preschool (g)	%	4.9	1.3	7.8	9.3	6.3	5.2	3.2	43.2	5.3

(a) As NSW does not discriminate between child care and preschool services, children counted in child care services includes the count of children accessing designated preschool services. Data are for children attending funded licensed services during the survey week in September. In NSW, children using child care services and children using preschool services should not be added together as a total and should be interpreted with caution. All NSW licensed and funded long day care centres offer a preschool program. There is an under-representation of Indigenous children attending preschool in NSW data, as Indigenous children attending long day care centres in the year before school are not included.

(b) In Victoria in 2009-10, 145 Indigenous children attended a program as part of the Early Start Kindergarten for the Three Year Old Aboriginal and Torres Strait Islander Children initiative.

(c) Queensland data from 2007-08 include Indigenous Community Pre-Preparatory and C&K community kindergarten services. Data for C&K community kindergarten services from 2008-09 are not comparable to data for previous years, as these data relate to children attending in the census week (as reported by the services responding to Child Care Services Census). Data for previous years were enrolment data. 2010 data for Queensland relate to attendance at community kindergarten services and enrolment in pre-preparatory services.

(d) Tasmanian preschool services includes data for government preschools only.

Table 3A.5

Table 3A.5 Indigenous children enrolled in State and Territory Government preschool services, 2005-06 to 2009-10

	<i>Unit</i>	NSW (a)	Vic (b)	Qld (c)	WA	SA	Tas (d)	ACT	NT (e)	Aust (f)
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(e) NT preschools data from 2006-07 include Catholic Remote Schools.

(f) The totals for Australia are calculated as the sum of the states and territories for which data are available.

(g) Representation in preschool is Indigenous children enrolled in preschool as a proportion of all children enrolled in preschool.
na Not available.

Source: State and Territory governments (unpublished); ABS (unpublished) 2006 *Census of Population and Housing*; 2011 Report, table 3A.17.

Table 3A.6

Table 3A.6 Children absent from non-government preschools, 2009 (a), (b), (c)

	Unit	NSW	Vic	Q/ld	WA	SA	Tas	ACT (d)	NT	Aust
Number of children enrolled										
Indigenous children	no.	2 616	860	841	240	289	46	np	126	np
Non-Indigenous children (e)	no.	53 294	77 645	16 359	8 073	4 561	1 615	np	152	np
All children	no.	55 910	78 505	17 200	8 313	4 850	1 661	686	278	167 403
Number of children absent										
Indigenous children	no.	764	288	277	109	135	13	np	81	np
Non-Indigenous children (e)	no.	6 092	14 049	2 752	1 668	753	256	np	39	np
All children	no.	6 856	14 337	3 029	1 777	888	269	132	120	27 408
Proportion of children absent										
Indigenous children	%	29.2	33.5	32.9	45.4	46.7	28.3	np	64.3	np
Non-Indigenous children (e)	%	11.4	18.1	16.8	20.7	16.5	15.9	np	25.7	np
All children	%	12.3	18.3	17.6	21.4	18.3	16.2	19.2	43.2	16.4
Non-government preschools										
Number of non-government preschools	no.	893	1519	365	238	83	57	14	9	3178
Proportion of all preschools (f)	%	90.0	100.0	93.4	27.4	17.5	25.8	17.3	6.9	68.0

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

(b) Attendance measured during the Census week of 3–7 August 2009. 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) ACT Indigenous data for 2009 are not provided for privacy reasons.

(e) Data for Non-Indigenous children are derived from data on Indigenous children and All children.

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

np Not published.

Source: DEEWR (unpublished) *National Preschool Census 2010*; 2011 Report, table 3A.18.