
3 Early childhood education and care

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Attachment tables

Attachment tables are identified in references throughout this Indigenous Compendium by an 'A' prefix (for example, in this chapter, table 3A.1). As the data are directly sourced from the 2013 Report, the Compendium also notes where the original table, figure or text in the 2013 Report can be found. For example, where the Compendium refers to '2013 Report, p. 3.1' this is page 1 of chapter 3 of the 2013 Report, and '2013 Report, table 3A.1' is attachment table 1 of attachment 3A of the 2013 Report. A list of attachment tables referred to in the Compendium is provided at the end of this chapter, and the full attachment tables are available from the Review website at www.pc.gov.au/gsp.

The Early childhood education and care chapter (chapter 3) in the *Report on Government Services 2013* (2013 Report) reports on the performance of early childhood education and care services in each Australian state and territory. Data are reported for Indigenous Australians for a subset of the performance indicators reported in that chapter — those data are compiled and presented here.

Early childhood education and care aims 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 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.

The major improvements to reporting on early childhood education and care this year include:

- the name of the chapter has been changed from ‘Children’s services’, to reflect the scope of the chapter and to align with terminology being used in other Council of Australian Governments (COAG) activities across the early childhood reform agenda
- inclusion of a new measure, the proportion of Indigenous children enrolled and attending preschool, under the indicator ‘Indigenous preschool enrolment and attendance’. This measure aligns with performance data reported for the National Indigenous Reform Agreement (NIRA).

Indigenous data in the Early childhood education and care chapter

The Early childhood education and care chapter in the 2013 Report contains the following data items on Indigenous Australians:

- representation of Indigenous children attending Australian Government approved child care services, 2010
- representation of Indigenous children in State and Territory government child care and preschool services, 2011-12
- Indigenous children enrolled in State and Territory Government preschool services, 2006-07 to 2011-12
- Indigenous children absent from non-government preschools, 2011
- proportion of Indigenous children aged 4 and 5 years who are enrolled in and attending a preschool program in the year before full time schooling, by remoteness, 2011.

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 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* 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 are being implemented progressively from 2009–2013
- the *National Indigenous Reform Agreement* 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 are being 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* 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, Employment and Workplace Relations (DEEWR) (unpublished).

The Australian Government provides supplementary funding to support the participation of Indigenous children in eligible preschool programs. In 2011, \$13.0 million was provided on a per person and project basis to 1538 government and non-government preschools. The funding covered 9707 full time equivalent Indigenous preschool enrolments (DEEWR unpublished).

Framework of performance indicators

The Early childhood education and care performance indicator framework outlined in figure 3.1 identifies the performance indicators reported in the 2013 Report. Data for Indigenous Australians 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.

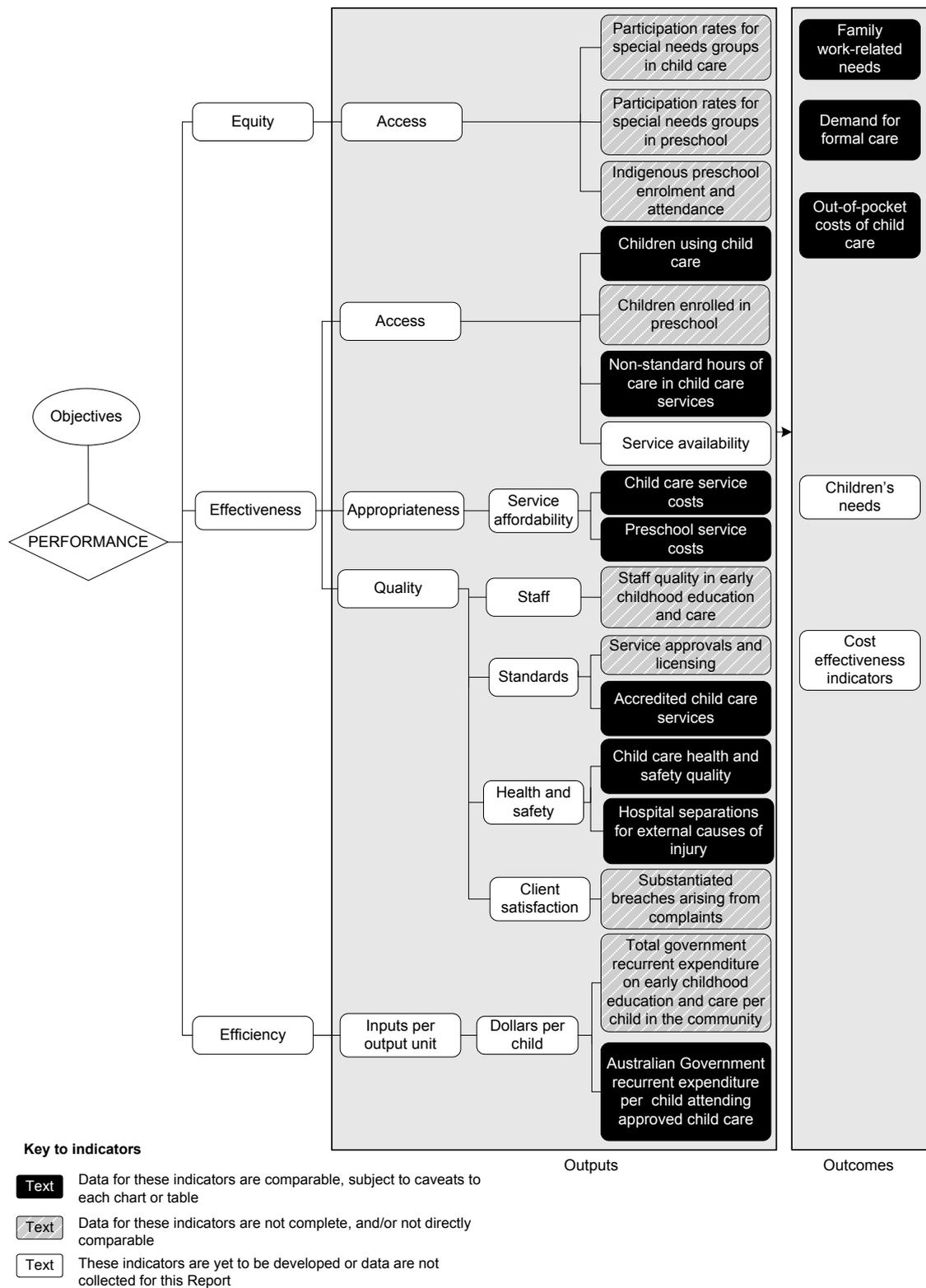
COAG has agreed to six National Agreements (NAs) to enhance accountability to the public for the outcomes achieved or outputs delivered by a range of government services, (see 2013 Report, chapter 1 for more detail on reforms to federal financial relations).

There are no service specific NAs that relate to early childhood education and care services. However, the NIRA includes an indicator relating to access to quality early childhood education for Indigenous children. Data for this indicator are available at the national level and are presented as supplementary information on ‘Indigenous preschool enrolment and attendance’.

A performance indicator framework consistent with the objectives for early childhood education and care is shown in figure 3.1. The performance indicator framework provides information on equity, efficiency and effectiveness, and distinguishes the outputs and outcomes of early childhood education and care. The framework shows which data are provided on a comparable basis in the 2013 Report. For data that are not considered directly comparable, the text includes relevant caveats and supporting commentary. Chapter 1 discusses data comparability from a Report-wide perspective (2013 Report, see section 1.6).

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).

Figure 3.1 Early childhood education and care performance indicator framework



Source: 2013 Report, figure 3.1, p. 3.15.

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 which can have special difficulty in accessing services (box 3.2).

Box 3.2 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 non-English speaking backgrounds, 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 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 2010 were drawn from the *National ECEC Workforce Census 2010* and DEEWR administrative systems. Box 3.3 contains more information on the census.

Box 3.3 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 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 data for 2010 from the 2010 National ECEC Workforce Census. The next National ECEC Workforce Census is planned for 2013, and results will be available for the 2014 Report.

The National ECEC 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 ECEC 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: DEEWR (unpublished).

At a national level, Indigenous children aged 0–12 years had a lower representation in child care services in 2010 (2.0 per cent) than their representation in the community in 2010 (4.7 per cent). This was the case for both the 0–5 years age group and the 6–12 years age group (tables 3.1 and 3A.15).

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.17.

Table 3.1 Proportion of children aged 0–12 years attending Australian Government approved child care services from special needs groups, 2010 (per cent)^{a, b, c}

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
<i>Children from non-English speaking backgrounds</i>									
In child care services	19.7	17.2	6.5	9.8	7.8	3.2	13.1	11.0	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	9.3	2.0
In the community, 2010	4.4	1.2	6.5	5.9	3.6	7.0	2.4	43.4	4.7
<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, 2009-10	28.4	26.6	26.9	23.8	23.9	30.5	11.5	23.0	26.6
<i>Children with disability</i>									
In child care services	3.3	2.2	1.9	2.2	3.6	2.0	1.9	2.7	2.6
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	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 2009*, the *2006 Census of Population and Housing*, the *Survey of Income and Housing 2009-10*, or *Experimental Estimates and Projections of the Aboriginal and Torres Strait Islander Population, 1991 to 2009*. ^b Data on children in child care services for 2010 are not directly comparable with previous years data (presented in table 3A.16) due to a change in data source. 2010 data in this Report are final from the National ECEC Workforce Census. Refer to box 3.4 and table 3A.16 for more information. ^c See table 3A.16 for complete footnotes and definitions. .. Not applicable. – Nil or rounded to zero.

Source: DEEWR (unpublished) administrative data collection and *National Early Childhood Education and Care Workforce Census, 2010*; ABS (unpublished) *Survey of Income and Housing 2009-10*, Cat. no. 6523.0, *2006 Census of Population and Housing*, Cat. no. 2031.0; *Survey of Disability, Ageing and Carers 2009*, Cat no. 4430.0 and *Experimental Estimates and Projections of the Aboriginal and Torres Strait Islander Population, 1991 to 2021 (Series B)*, Cat. no. 3238.0; table 3A.16; 2013 Report, table 3.4, p. 3.19.

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 difficulty in accessing services (box 3.4).

Box 3.4 Participation rates for special needs groups in preschool

'Participation rates for special needs groups in preschool' is defined as the proportion of children using preschool services who are from targeted special needs groups, compared with the representation of these groups in the community. Data are reported for children aged 3–5 years enrolled in preschool services.

Targeted special needs groups include children from non-English speaking backgrounds, Indigenous children, children with disability, and children from regional, remote and very remote areas.

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

Data reported for this indicator are not directly comparable.

Data quality information for this indicator is under development.

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. Nationally, the representation of Indigenous children aged 3–5 years in preschool (5.2 per cent) was higher than their representation in the community (4.8 per cent), although 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.17.

Table 3.2 Proportion of children (aged 3–5 years) enrolled in State and Territory government funded or provided preschools from special needs groups, 2011-12 (per cent)^{a, b, c}

	NSW ^d	Vic	Qld	WA	SA	Tas	ACT	NT	Aust ^e
Children from non-English speaking backgrounds									
In preschool services	12.1	14.1	8.0	na	10.9	na	24.6	na	12.4
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	5.2	1.7	5.9	6.5	7.3	7.4	4.7	43.0	5.2
In the community, 2012	4.6	1.2	6.7	5.7	3.6	7.0	2.5	40.9	4.8
Children with disability									
In preschool services ^f	6.7	3.9	3.0	3.6	10.1	na	3.6	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
Children from regional areas									
In preschool services	32.3	25.1	35.0	21.4	24.8	98.4	2.1	48.4	29.7
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	1.1	0.1	5.1	7.5	5.1	1.6	..	51.6	3.3
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 2011-12. 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 2009*, *2006 Census of Population and Housing* and the *Experimental Estimates and Projections of the Aboriginal and Torres Strait Islander Population, 1991 to 2009*. ^b See table 3A.17 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 NSW children undertaking a preschool program in a long day care (LDC) centre not in receipt of State government funding are excluded from this table. The majority of NSW children undertake a preschool program in a LDC setting. ^e Data for Australia for children from non-English speaking backgrounds, children with disability and children from remote 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 Indigenous children in preschool, and data on the representation in the community represent all states and territories and can be interpreted as national data. ^f 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; *Survey of Disability, Ageing and Carers 2009*, Cat. no. 4430.0 and *Experimental Estimates and Projections of the Aboriginal and Torres Strait Islander Population, 1991 to 2021 (Series B)*, Cat. no. 3238.0; table 3A.17; 2013 Report, table 3.5, p. 3.21.

Access — Indigenous preschool enrolment and attendance

‘Indigenous preschool enrolment and attendance’ 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 Indigenous preschool enrolment and attendance

Indigenous preschool attendance' is defined by two measures.

Enrolled children absent from a non-government preschool

This measure 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. 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.

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

Data reported for this measure are not complete.

Data quality information for this measure is under development.

Indigenous children enrolled in and attending a preschool program in the year before full time school

This measure is defined as the number of Indigenous children aged 4 and 5 years enrolled in and attending a preschool program, divided by the number of Indigenous children aged 4 years. Attendance is counted as attending for at least one hour in the reference week.

These data are provided on a national basis by remoteness categories 'major cities', 'inner/outer regional areas' and 'remote/very remote' areas. Data for the numbers of Indigenous children enrolled and attending preschool are from the National Early Childhood Education and Care Collection. The data cover government and non-government preschools and reflect attendance at the August reference period. The number of Indigenous children is derived from ABS population data.

Data for this measure are not provided on a jurisdiction basis.

Data quality information for this measure is at www.pc.gov.au/gsp/reports/rogs/2013.

Indigenous preschool enrolments provide a broad indication of access to preschool. Data on Indigenous preschool enrolments are available for all jurisdictions. Nationally in 2011-12, 12 239 Indigenous children were enrolled in State and Territory government funded and/or provided preschool. Of these Indigenous children, at least 8077 were enrolled in preschool in the year before full time school (table 3A.17). Data on Indigenous children's representation in preschool compared with their representation in the community are presented in table 3.2. Data on

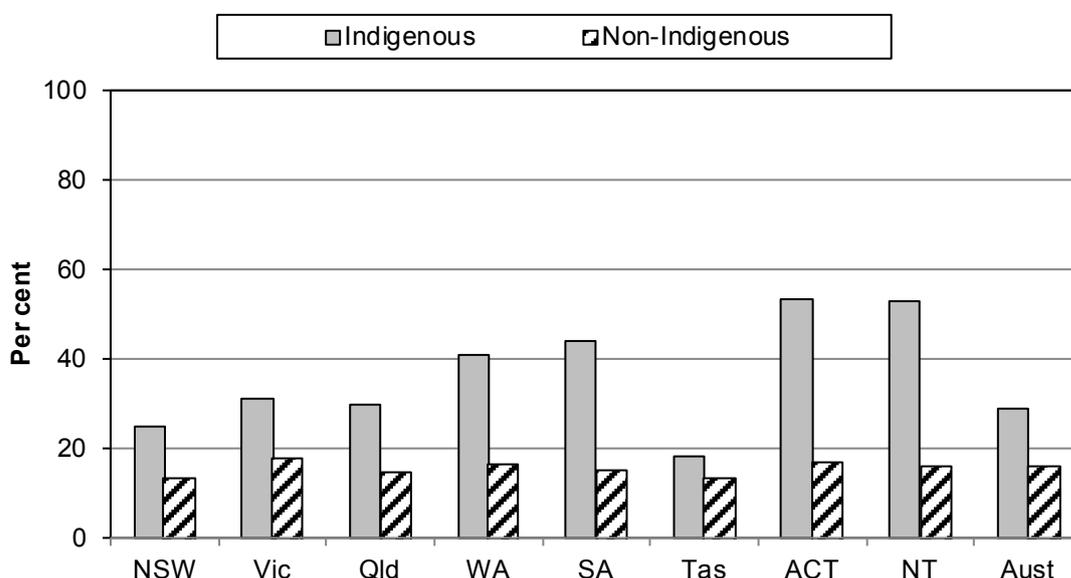
Indigenous children enrolled in preschool for the period 2007-08 to 2011-12 are presented in 3A.18.

Enrolled children absent from a non-government preschool

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 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 97.0 per cent of the 3494 non-government preschools in scope for the 2011 NPC (DEEWR unpublished). This represents approximately 69.1 per cent of all government and non-government preschools, though this proportion varies considerably across jurisdictions (table 3A.19). Data for jurisdictions with a small number of non-government preschools should be interpreted with care.

In 2011, non-attendance by Indigenous children was higher than non-attendance by non-Indigenous children in all jurisdictions and nationally (figure 3.2).

Figure 3.2 **Enrolled children absent from non-government preschools, 2011^{a, b, c, d}**



^a Data on attendance are limited to non-government preschools. At the national level, approximately 69 per cent of children are in preschools deemed to be non-government, though this percentage varies across jurisdictions: 89.8 per cent in NSW, 100 per cent in Victoria, 93.3 per cent in Queensland, 27.6 per cent in WA, 16.2 per cent in SA, 26.3 per cent in Tasmania, 15.2 per cent in the ACT, and 7.7 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 1-5 August 2011. 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: DEEWR (unpublished) *National Preschool Census 2011*; table 3A.19; 2013 Report, figure 3.2, p. 3.24.

Indigenous children enrolled in and attending a preschool program in the year before full time schooling

National data are also available on the proportion of Indigenous children enrolled and attending a preschool program in the year before full time schooling. These data are presented by remoteness areas (major cities; inner/outer regional areas; remote/very remote areas). At July 2011, amongst Indigenous children aged 4 and 5 years in major cities, 63.0 per cent were enrolled in a preschool program, with 62.0 per cent attending for at least one hour in the reference week. In regional areas, 76.0 per cent of Indigenous children aged 4 and 5 years were enrolled in a preschool program, with 71.0 per cent attending. In remote and very remote areas, 91.0 per cent of Indigenous children aged 4 and 5 years were enrolled in a preschool program, with 82.0 per cent attending for at least one hour in the reference week (table 3A.20).

Definitions of key terms

Australian Government approved child care service	A service approved by the Australian Government to receive Child Care Benefit (CCB) on behalf of families.
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 from non-English speaking backgrounds	Children living in situations where the main language spoken at home is not English.
Children's services	All government funded and/or provided child care and preschool services (unless otherwise stated).
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 children's services (for example, Child Care Benefit).
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 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.
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.
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 0-5 year olds. Centres providing these services usually employ a mix of qualified and other staff.
Other services	Comprise 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). 'Other services' include in-home care which comprises services where an approved carer provides care in the child's home.

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.
Preschool services	Comprises services that deliver early childhood education programs provided by a qualified teacher that are aimed at children in the year before they commence full time schooling, although different starting ages occur across 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.
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 a '3A' prefix (for example, table 3A.1 is table 1 in the Early childhood education and care attachment). Attachment tables are on the Review website (www.pc.gov.au/gsp).

Table 3A.1	Early Childhood Education and Care in Australia, as at 30 June 2012
Table 3A.15	Representation of special needs groups attending Australian Government approved child care services (per cent), by age group, 2010
Table 3A.16	Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (per cent)
Table 3A.17	Representation of children from special needs groups in State and Territory government child care and preschool services, 2011-12
Table 3A.18	Indigenous children enrolled in State and Territory government preschool services, 2006-07 to 2011-12
Table 3A.19	Children absent from non-government preschools, 2011
Table 3A.20	Proportion of Indigenous children aged 4 and 5 years who are enrolled in and attending a preschool program in the year before full time schooling, by remoteness, 2011

References

- COAG (Council of Australian Governments) 2009a, *Investing in the Early Years — A National Early Childhood Development Strategy. An initiative of the Council of Australian Governments*, 2 July 2009, www.coag.gov.au/coag_meeting_outcomes/2009-07-02/docs/national_ECD_strategy.pdf (accessed 7 October 2011).
- 2009b, *Communique 7 December 2009 Brisbane Meeting*, Canberra, www.coag.gov.au/coag_meeting_outcomes/2009-12-07/docs/20091207_communique.pdf (accessed 7 October 2011)

3A Early childhood education and care — attachment

Tables in this attachment are sourced from the Early childhood education and care attachment of the 2013 Report. Table numbers refer to the 2013 Report, for example, a reference to ‘2013 Report, table 3A.15’ refers to attachment table 15 of attachment 3A of the 2013 Report.

Definitions for indicators and descriptors in this attachment are in the Early childhood education and care chapter of the Compendium.

Data in this Compendium 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

All jurisdiction data

- Table 3A.1** Early Childhood Education and Care in Australia, as at 30 June 2012
- Table 3A.15** Representation of special needs groups attending Australian Government approved child care services (per cent), by age group, 2010
- Table 3A.16** Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (per cent)
- Table 3A.17** Representation of children from special needs groups in State and Territory government child care and preschool services, 2011-12
- Table 3A.18** Indigenous children enrolled in State and Territory government preschool services, 2006-07 to 2011-12
- Table 3A.19** Children absent from non-government preschools, 2011
- Table 3A.20** Proportion of Indigenous children aged 4 and 5 years who are enrolled in and attending a preschool program in the year before full time schooling, by remoteness, 2011

All jurisdiction data

TABLE 3A.1

Table 3A.1 **Early Childhood Education and Care in Australia, as at 30 June 2012 (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	Dept of Education and Early Childhood Development	Kindergarten	4 by 30 April	Dept of Education and Early Childhood Development	Preparatory (Prep)	5 by 30 April
Qld (d)	Department of Education, Training and Employment	Kindergarten, Pre-Preparatory (Pre-Prep)	4 by 30 June	Department of Education, Training and Employment	Preparatory Year (Prep)	5 by 30 June
WA	Dept for Communities	Kindergarten	4 by 30 June	Dept of Education	Pre Primary	5 by 30 June
SA (e)	Dept for Education and Child Development	Preschool Kindergarten	entry after 4th birthday	Dept for Education and Child Development	Reception	entry after 5 th birthday
Tas	Dept of Education	Kindergarten	4 by 1 January	Dept of Education	Preparatory	5 by 1 January
ACT (f)	Community Services Directorate	Preschool	4 by 30 April	Education and Training Directorate	Kindergarten	5 by 30 April
NT (g)	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 2011. 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.
- (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.

TABLE 3A.1

Table 3A.1 Early Childhood Education and Care in Australia, as at 30 June 2012 (a)

- (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 monitored and assessed by the ACT Community Services Directorate.
- (g) 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.15

Table 3A.15 **Representation of special needs groups attending Australian Government approved child care services (per cent), by age group, 2010 (a), (b), (c)**

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Children from non-English speaking backgrounds									
Children aged 0–5 in child care services	21.0	18.5	7.2	10.8	9.2	3.5	14.5	11.7	15.0
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	15.3	4.8	6.6	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	4.5	1.2	6.6	5.7	3.6	7.2	2.4	41.9	4.7
Children aged 6–12 in child care services	1.8	0.6	3.1	2.0	1.3	1.9	0.9	11.5	1.9
Children aged 6–12 in the community	4.2	1.3	6.5	6.0	3.6	6.8	2.5	44.8	4.7
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	30.3	26.4	26.7	22.5	25.2	35.0	8.8	18.0	27.1
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	26.7	26.8	27.1	24.8	22.6	26.5	14.3	28.0	26.1
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	4.6	2.8	4.0	5.2	3.4	4.7	3.7	np	4.0
Children aged 6–12 in child care services	2.9	2.6	2.7	2.6	4.7	1.8	2.0	4.1	2.9
Children aged 6–12 in the community	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	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	–	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.16 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.
– Nil or rounded to zero.

Source: DEEWR (unpublished) *National Early Childhood Education and Care Workforce Census, 2010*; administrative data collection, ABS (unpublished) *Survey of Income and Housing Costs 2009-10*, Cat. no. 6523.0, *2006 Census of Population and Housing and Survey of Disability, Ageing and Carers 2009*, Cat. no. 4430.0, Canberra. *Experimental Estimates and Projections of the Aboriginal and Torres Strait Islander Population, 1991 to 2021 (Series B)*, Cat. no. 3238.0, Canberra.

TABLE 3A.16

Table 3A.16 **Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (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>
Children from non-English speaking backgrounds (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	17.2	6.5	9.8	7.8	3.2	13.1	11.0	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 (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	9.3	2.0
Representation in the community (h)	4.4	1.2	6.5	5.9	3.6	7.0	2.4	43.4	4.7
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)	28.4	26.6	26.9	23.8	23.9	30.5	11.5	23.0	26.6
Children with disability (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	1.9	2.2	3.6	2.0	1.9	2.7	2.6
Representation in the community (k)	7.4	5.7	5.8	8.2	5.9	8.4	8.3	5.4	6.6
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.16

Table 3A.16 **Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (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>
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 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 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 used.
- (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 are from the ABS Experimental Estimates and Projections of the the Aboriginal and Torres Strait Islander population.
- (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 \$31 755 in 2003-04, \$33 361 in 2005-06, \$35 478 in 2007-08, \$36 573 in 2008-09 and \$37 960 in 2010-11.
- (j) The data showing representation children from low income families in the community are drawn from the *ABS Survey of Income and Housing 2009-10*.
- (k) 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 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 2009*.
- (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 territories, and may be counted in more than one region.
- .. Not applicable. – Nil or rounded to zero.

TABLE 3A.16

Table 3A.16 Representation of special needs groups attending Australian Government approved child care services, children aged 0–12 (per cent) (a), (b), (c), (d)

	NSW	Vic	Qld	WA	SA	Tas	ACT	NT	Aust
Source:	DEEWR (unpublished) <i>National Early Childhood Education and Care Workforce Census, 2010</i> ; administrative data collection, <i>Australian Government Census of Child Care Services 2006</i> and <i>Australian Government Child Care Provider Survey 2007-08</i> ; FaCSIA (unpublished) <i>Australian Government Census of Child Care Services 2004</i> ; ABS (unpublished) <i>Survey of Income and Housing Costs 2009-10</i> , Cat. no. 6523.0, <i>2006 Census of Population and Housing and Survey of Disability, Ageing and Carers 2009</i> , Cat. no. 4430.0, <i>Experimental Estimates and Projections of the Aboriginal and Torres Strait Islander Population, 1991 to 2009 (Series B)</i> , Cat. no. 3238.0, Canberra.								

TABLE 3A.17

Table 3A.17 **Representation of children from special needs groups in State and Territory government child care and preschool services, 2011-12 (a)**

		Unit	NSW (b), (c), (d)	Vic (e)	Qld (f)	WA (g)	SA (h)	Tas	ACT (i)	NT (j)	Aust (k)
Children from non-English speaking backgrounds											
Number of children											
Child care services	no.		15 625	na	178	na	200	3	na	na	16 006
Preschool services	no.		8 245	10 229	2 121	na	2 290	na	1 052	na	23 937
Preschool in the year before full time school	no.		6 000	10 229	1 908	na	na	na	973	na	19 110
Representation in early childhood education and care services											
Child care services	%		13.8	na	10.7	na	6.6	0.6	na	na	13.5
Preschool services	%		12.1	14.1	8.0	na	10.9	na	24.6	na	12.4
Preschool in the year before full time school	%		11.7	14.2	8.0	na	na	na	23.9	na	12.6
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.		6 141	na	242	na	80	6	na	na	6 469
Preschool services	no.		3 552	1 210	1 556	2 250	1 520	481	199	1 471	12 239
Preschool in the year before full time school	no.		2 337	861	1 386	2 061	na	na	140	1 292	8 077
Representation in early childhood education and care services											
Child care services	%		5.4	na	14.6	na	2.6	1.1	na	na	5.5
Preschool services	%		5.2	1.7	5.9	6.5	7.3	7.4	4.7	43.0	5.2
Preschool in the year before full time school	%		4.5	1.2	5.8	6.5	na	na	3.4	41.5	4.3
Representation in the community											
Children aged 3–5 years	%		4.6	1.2	6.7	5.7	3.6	7.0	2.5	40.9	4.8
Children aged 0–12 years	%		4.5	1.3	6.7	5.8	3.7	7.2	2.5	42.8	4.8
Children with a disability (l)											
Number of children											
Child care services	no.		5 837	na	73	na	160	4	na	na	6 074

TABLE 3A.17

Table 3A.17 **Representation of children from special needs groups in State and Territory government child care and preschool services, 2011-12 (a)**

	Unit	NSW (b), (c), (d)	Vic (e)	Qld (f)	WA (g)	SA (h)	Tas	ACT (i)	NT (j)	Aust (k)
Preschool services	no.	4 544	2 806	783	1 249	2 110	na	154	145	11 791
Preschool in the year before full time school	no.	3 374	2 806	741	1 144	na	na	117	112	8 294
Representation in early childhood education and care services										
Child care services	%	5.1	na	4.4	na	5.3	0.7	na	na	5.1
Preschool services	%	6.7	3.9	3.0	3.6	10.1	na	3.6	4.2	5.1
Preschool in the year before full time school	%	6.6	3.9	3.1	3.6	na	na	2.9	3.6	4.5
Representation in the community										
Children aged 3–5 years	%	7.3	3.9	7.3	6.8	5.5	7.2	7.3	np	6.3
Children aged 0–12 years	%	7.4	5.7	5.8	8.2	5.9	8.4	8.3	5.4	6.6
Children from regional areas										
Number of children										
Child care services	no.	29 657	na	777	na	790	529	na	na	31 753
Preschool services	no.	22 080	18 175	9 272	7 462	5 180	6 433	91	1 655	70 348
Preschool in the year before full time school	no.	14 732	18 175	8 309	6 836	19 790	na	na	1 566	69 408
Representation in early childhood education and care services										
Child care services	%	26.2	na	46.9	na	26.2	98.1	na	na	26.8
Preschool services	%	32.3	25.1	35.0	21.4	24.8	98.4	2.1	48.4	29.7
Preschool in the year before full time school	%	28.6	25.3	34.8	21.4	110.4	na	na	50.3	34.7
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
Children from remote areas										
Number of children										
Child care services	no.	1 096	na	360	na	220	na	na	na	1 676
Preschool services	no.	750	52	1 339	2 602	1 070	103	na	1 765	7 681
Preschool in the year before full time school	no.	492	52	1 152	2 383	1 130	na	na	1 549	6 758
Representation in early childhood education and care services										

TABLE 3A.17

Table 3A.17 **Representation of children from special needs groups in State and Territory government child care and preschool services, 2011-12 (a)**

	Unit	NSW (b), (c), (d)	Vic (e)	Qld (f)	WA (g)	SA (h)	Tas	ACT (i)	NT (j)	Aust (k)
Child care services	%	1.0	na	21.7	na	7.3	na	..	na	1.4
Preschool services	%	1.1	0.1	5.1	7.5	5.1	1.6	..	51.6	3.3
Preschool in the year before full time school	%	1.0	0.1	4.8	7.5	6.3	na	..	49.7	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 disability and Indigenous children. Data for the representation of children with disability in the community were obtained from the ABS *Survey of Disability, Ageing and Carers 2009*, while Indigenous data are from ABS *Experimental Estimates and Projections*. Due to the various data sources used in different years, caution should be used when making comparisons.
- (b) For numbers of children in child care services, data were not collected for 2011-12. The 2011-12 value is an estimate based on the compounded annual growth rate from 2007-08. For numbers of children in preschool services, the count is derived from DEC Preschool Mid-Year Census for government preschools and Children's services annual data collection for community funded preschools. For the numbers of children in the year before full time school, the Count is derived from DEC Preschool Mid-Year Census for government preschools and Children's services annual data collection for community funded preschools. Reporting for 2011-12 is different from previous years because community funded preschools were not included.
- (c) 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. In fact, the majority of preschool services in NSW are delivered by Long Day Care centres. This report classifies the services provided by Long Day Care centres as 'childcare services' as opposed to 'preschool services', and also makes a distinction between service providers funded at state and/or commonwealth level. As a result, there is a significant undercount in the number of NSW children participating in preschool programs in this Report as the majority of preschool services in NSW are delivered by Long Day Care centres and the majority of these are licensed but not funded by the state government. Due to the underrepresentation of NSW preschool service provision in this report, NSW data are not comparable with other jurisdictions and any inter-jurisdictional comparisons should be made with caution.
- (d) For numbers of children in child care services, data were not collected for 2011-12. The 2011-12 value is an estimate based on the compounded annual growth rate from 2007-08. For numbers of children in preschool services, the count is derived from DEC Preschool Mid-Year Census for government preschools and Children's services annual data collection for community funded preschools. For the numbers of children in the year before full time school, the Count is derived from DEC Preschool Mid-Year Census for government preschools and Children's services annual data collection for community funded preschools. Reporting for 2011-12 is different from previous years because community funded preschools were not included.
- (e) In Victoria, for 2011-12, the representation of children from special needs groups is based on data collected in April 2012. The number of Indigenous children attending preschool services includes Aboriginal and/or Torres Strait Islander children who attend kindergarten in the year before school and the three year old Aboriginal and/or Torres Strait Islander children who are part of the Early Start Kindergarten Initiative.

TABLE 3A.17

Table 3A.17 **Representation of children from special needs groups in State and Territory government child care and preschool services, 2011-12 (a)**

	<i>Unit</i>	<i>NSW (b), (c), (d)</i>	<i>Vic (e)</i>	<i>Qld (f)</i>	<i>WA (g)</i>	<i>SA (h)</i>	<i>Tas</i>	<i>ACT (i)</i>	<i>NT (j)</i>	<i>Aust (k)</i>	
(f)	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.										
(g)	For WA, it is assumed that the ratio students with disability in the non-government system is the same as the government system. Numbers of children from an Indigenous background and children with disability in the year before full time school are apportioned. The numbers of Indigenous children and children with disability in preschools are actual numbers for 2011-12. These were previously apportioned.										
(h)	In SA, children in preschool in the year before full time school include 4 and 5 year old children only.										
(i)	In the ACT there are no regions classified as remote. Preschool students may be counted in more than one special needs groups.										
(j)	Data include remote Catholic preschools funded by the NT Government. All other non-government preschools are excluded. Data on 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 disability aged 4 and 5 years in preschool are a proxy for children in preschool in the year before full time school.										
(k)	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.										
(l)	Data are not directly comparable between jurisdictions because there is no national definition or standard on children with disability. Victorian data were collected in a disaggregated format for the first time in 2010-11. Therefore this may result in data quality issues. In Queensland, the definition of disability refers to a diagnosed disability.										

na Not available. .. Not applicable.

Source: State and Territory governments (unpublished); ABS (unpublished) *2006 Census of Population and Housing, Cat. no. 2031.0; Survey of Disability, Ageing and Carers 2009*, Cat. no. 4430.0, and *Experimental Estimates and Projections of the Aboriginal and Torres Strait Islander Population, 1991 to 2009 (Series B)*, Cat. no. 3238.0, Canberra.

TABLE 3A.18

Table 3A.18 **Indigenous children enrolled in State and Territory government preschool services, 2006-07 to 2011-12**

	<i>Unit</i>	<i>NSW (a)</i>	<i>Vic (b)</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust (g)</i>
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 (h)	%	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 (h)	%	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 (h)	%	4.9	1.3	7.8	9.3	6.3	5.2	3.2	43.2	5.3
2010-11										
Number of Indigenous children in preschool	no.	3 346	957	1 369	2 912	1 450	393	191	1 434	12 052
Representation of Indigenous children in preschool (h)	%	5.1	1.4	6.8	8.8	6.3	6.3	4.6	42.9	5.4
2011-12										
Number of Indigenous children in preschool	no.	3 552	1 210	1 556	2 250	1 520	481	199	1 471	12 239
Representation of Indigenous children in preschool (h)	%	5.2	1.7	5.9	6.5	7.3	7.4	4.7	43.0	5.2

- (a) 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 classifies the services provided by Long Day Care centres as "childcare services". As a result, a large number of NSW Indigenous children participating in preschool programs in Long Day Care centres are excluded from the above table and preschool service provision to Indigenous children in NSW is under-represented. For 2011-12, NSW data are derived from the Department of Education and Communities preschool mid year census for government preschools and the Children's services annual data collection for community funded preschools.
- (b) Victoria data for 2011-12 includes 349 Indigenous children who attended a program as part of the Early Start 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. Queensland data for 2011 relate to attendance at community kindergarten services and enrolment in pre-preparatory services.
- (d) The decrease in number of Indigenous children in preschool for 2011-12 in WA is due to a change in the calculation method and represents a break in the time series.
- (e) Tasmanian preschool services includes data for government preschools only.
- (f) Data includes remote Catholic preschools funded by the NT government. All other non-government preschools are excluded.

TABLE 3A.18

Table 3A.18 **Indigenous children enrolled in State and Territory government preschool services, 2006-07 to 2011-12**

	<i>Unit</i>	<i>NSW (a)</i>	<i>Vic (b)</i>	<i>Qld (c)</i>	<i>WA (d)</i>	<i>SA</i>	<i>Tas (e)</i>	<i>ACT</i>	<i>NT (f)</i>	<i>Aust (g)</i>
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(g) The totals for Australia are calculated as the sum of the States and Territories for which data are available.

(h) 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)

TABLE 3A.19

Table 3A.19 **Children absent from non-government preschools, 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>
Number of children enrolled										
Indigenous children	no.	3 122	1 031	798	272	293	49	15	130	5 710
Non-Indigenous children (d)	no.	53 308	83 348	16 323	8 336	3 967	1 619	754	159	167 814
All children	no.	56 430	84 379	17 121	8 608	4 260	1 668	769	289	173 524
Number of children absent										
Indigenous children	no.	780	323	237	111	129	9	8	69	1 666
Non-Indigenous children (d)	no.	6 976	14 714	2 349	1 350	604	214	125	25	26 357
All children	no.	7 756	15 037	2 586	1 461	733	223	133	94	28 023
Proportion of children absent										
Indigenous children	%	25.0	31.3	29.7	40.8	44.0	18.4	53.3	53.1	29.2
Non-Indigenous children (d)	%	13.1	17.7	14.4	16.2	15.2	13.2	16.6	15.7	15.7
All children	%	13.7	17.8	15.1	17.0	17.2	13.4	17.3	32.5	16.1
Non-government preschools										
Number of non-government preschools	no.	876	1 693	363	239	74	56	14	10	3 325
Proportion of all preschools (e)	%	89.8	100.0	93.3	27.6	16.2	26.3	15.2	7.7	69.1

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

(b) Attendance measured during the Census week of 1-5 August 2011. 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 schools should be interpreted with care.

Source: DEEWR (unpublished) *National Preschool Census 2011*.

TABLE 3A.20

Table 3A.20 **Proportion of Indigenous children aged 4 and 5 years who are enrolled in and attending a preschool program in the year before full time schooling, by remoteness, 2011**

	<i>Unit</i>	<i>Major cities</i>	<i>Inner/outer regional areas</i>	<i>Remote/very remote areas</i>
Projected number of Indigenous children aged 4 years	000	4 360	6 069	2 998
Enrolled				
Number of Indigenous children aged 4 and 5 years as at 1 July 2011, who are enrolled in a preschool program in the YBFTS (a), (b)	000	2 747	4 593	2 737
Proportion of Indigenous children aged 4 and 5 years who are enrolled in a preschool program in the YBFS		63.0	76.0	91.0
Attending (c)				
Number of Indigenous children aged 4 and 5 years as at 1 July 2011, who are attending a preschool program in the YBFS (d), (e)	000	2 681	4 318	2 462
Proportion of Indigenous children aged 4 and 5 years who are attending a preschool program in the YBFS	%	62.0	71.0	82.0

- (a) 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, so that duplication may occur across time.
- (b) 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 2011 is to be assigned using the address of the service at which the child is enrolled.
- (c) 'Attending' is defined as at least one hour in the reference week.
- (d) 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 a preschool for more than 1 year, so that duplication may occur across time.
- (e) 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 2011 is assigned using the address of the service at which the child is enrolled.

Source: ABS (unpublished) *2011 National Early Childhood Education and Care Collection*; ABS (unpublished) *Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021* (cat. no. 3238.0).