



# National Early Childhood Education and Care Collection

Concepts, Sources and Methods

2013





# **National Early Childhood Education and Care Collection: Concepts, Sources and Methods**

**Australia**

**2013**

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AUSTRALIAN BUREAU OF STATISTICS

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# CONTENTS

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page

## INTRODUCTORY NOTES

<a href="#">Abbreviations</a>	6
<a href="#">Introduction</a>	7

## CONCEPTS, SOURCES AND METHODS

<a href="#">Chapter 1: Collection Scope and Coverage</a>	9
<a href="#">Chapter 2: Collection Overview</a>	15
<a href="#">Chapter 3: Concepts, Methods and Processes</a>	29
<a href="#">Data Concepts and Classifications</a>	29
<a href="#">Data Methods and Processes</a>	39
<a href="#">Chapter 4: Data Output Tables</a>	57
<a href="#">Chapter 5: Overview of Early Childhood Education and Care in Australia</a>	62
<a href="#">Chapter 6: Jurisdictional Data Quality Statements</a>	82
<a href="#">Australian Government</a>	84
<a href="#">New South Wales</a>	89
<a href="#">Victoria</a>	96
<a href="#">Queensland</a>	100
<a href="#">South Australia</a>	104
<a href="#">Western Australia</a>	107
<a href="#">Tasmania</a>	111
<a href="#">Northern Territory</a>	115
<a href="#">Australian Capital Territory</a>	119
<a href="#">Chapter 7: Data Availability</a>	127
<a href="#">Chapter 8: Collection Background and Governance</a>	129

## ADDITIONAL INFORMATION

<a href="#">List of References</a>	132
<a href="#">Glossary</a>	133

## ABBREVIATIONS

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<b>ABS</b>	Australian Bureau of Statistics
<b>ACECQA</b>	Australian Children's Education and Care Quality Authority
<b>ACT</b>	Australian Capital Territory
<b>AIHW</b>	Australian Institute of Health and Welfare
<b>ARIA</b>	Accessibility/Remoteness Index of Australia
<b>ASGC</b>	Australian Standard Geographical Classification
<b>ASGS</b>	Australian Statistical Geography Standard
<b>CCB</b>	Child Care Benefit
<b>CCMS</b>	Child Care Management System
<b>CCR</b>	Child Care Rebate
<b>CD</b>	Collection District
<b>CEaCS</b>	Childhood Education and Care Survey
<b>COAG</b>	Council of Australian Governments
<b>DEEWR</b>	former Australian Government Department of Education, Employment and Workplace Relations
<b>DoE</b>	Department of Education (used in relation to the state and territory departments responsible for education)
<b>ECE</b>	Early Childhood Education
<b>ECEC</b>	Early Childhood Education and Care
<b>ECEC NMDS</b>	Early Childhood Education and Care National Minimum Data Set
<b>ERP</b>	Estimated Resident Population
<b>LDC</b>	Long Day Care
<b>METeOR</b>	Metadata Online Registry
<b>NIA ECEC</b>	National Information Agreement on Early Childhood Education and Care
<b>NMDS</b>	National Minimum Data Set
<b>NP ECE</b>	National Partnership Agreement on Early Childhood Education
<b>NSSC</b>	National Schools Statistics Collection
<b>NSW</b>	New South Wales
<b>NT</b>	Northern Territory
<b>PPF</b>	Preschool Provider Frame
<b>Qld</b>	Queensland
<b>ROGS</b>	Report on Government Services
<b>SA</b>	South Australia
<b>SA1</b>	Statistical Area Level 1
<b>SCSEEC</b>	Standing Council on School Education and Early Childhood (previously known as MCEECDYA)
<b>SEIFA</b>	Socio-Economic Indexes for Areas
<b>SLK</b>	Statistical Linkage Key
<b>Tas.</b>	Tasmania
<b>UA</b>	Universal Access
<b>URL</b>	Unit Record Level
<b>Vic.</b>	Victoria
<b>WA</b>	Western Australia
<b>YBFS</b>	Year Before Full-time Schooling

## INTRODUCTION

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### PURPOSE OF THE COLLECTION

The National Early Childhood Education and Care Collection (the Collection) has been established to provide nationally comparable statistics on early childhood education and care (ECEC). The collection also enables improvements in the quality and accessibility of national ECEC data and assists in the progress reporting for the National Partnership Agreement on Early Childhood Education (NP ECE). [Chapter 8: Collection Background and Governance](#), provides further context to the Collection and background information, including information on governance and the NP ECE.

The collection is underpinned by standards specified within the Early Childhood Education and Care National Minimum Data Set (ECEC NMDS). Further information on the ECEC NMDS is available on the Australian Institute of Health and Welfare (AIHW) website: <http://meteor.aihw.gov.au/content/index.phtml/itemId/494143>.

Data standards and collection instructions for the National ECEC Collection are also outlined in detail within the *National Early Childhood Education and Care Collection: Data Collection Guide, 2013* (cat. no. 4240.0.55.002) (the Data Collection Guide).

Data collected through the Collection are published annually, with the fourth iteration being *Preschool Education, Australia, 2013* (cat. no. 4240.0).

Previous editions of this publication in 2010 and 2011 were labelled as *Experimental Estimates of Preschool Education, Australia, 2010 and 2011* (cat. no. 4240.0), due to data quality and coverage issues in the first two years of the collection.

Whilst there are still some jurisdictions not able to meet all of the standards set out in the ECEC NMDS, there has been substantial improvement by data providers to meet those standards. In 2012 the ABS determined the Collection no longer warranted the label of 'Experimental Estimates' due to the improvements in:

- the increase of the coverage of the collection (see [Chapter 6: Jurisdictional Data Quality Statements](#))
- an alignment of collection reference periods for all jurisdictions (see [Chapter 2: Collection Overview](#))
- increased alignment with the standards specified in the ECEC NMDS.

There has also been significant improvement in the quality of the statistical linkage variable, which has significantly allowed for the improvement of identification of both child counts, and the year before full-time schooling (YBFS) counts.

### PURPOSE OF THIS PUBLICATION

This National Early Childhood Education and Care Collection: Concepts, Sources and Methods (Concepts, Sources and Methods) publication details information for data users relating to the 2013 Collection. It includes an overview of the Collection and discussions on collection scope and coverage, key concepts and definitions, data quality, the availability of data, and background and governance information.

## INTRODUCTION

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The Data Collection Guide is published in conjunction with the Concepts, Sources and Methods publication. The Data Collection Guide provides detailed guidelines, instructions and definitions to assist in the collection and reporting of ECEC data collected using both URL and aggregate level data collection methodologies. The Data Collection Guide is primarily for the states and territories and Commonwealth data providers to assist with the collection of nationally comparable ECEC data and is released for general information. The Data Collection Guide is intended to be used in conjunction with the 2013 ABS National ECEC data request and the 2013 ECEC NMDS. The guidelines contained within the Data Collection Guide will facilitate the delivery of nationally comparable ECEC statistics.

## USE AND MAINTENANCE OF THIS PUBLICATION

The Concepts, Sources and Methods publication has been developed by the National Centre for Education and Training Statistics within the ABS. Further collection improvements are planned, and changes in data collection capabilities and methodologies across jurisdictions will necessitate updates to this publication on an annual basis.

## ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES

ABS terminology guidelines on the use of 'Aboriginal and Torres Strait Islander' and 'Indigenous' to describe Aboriginal and Torres Strait Islander peoples has recently been updated to better reflect current, common and recommended practice. The ABS adopted 'Aboriginal and Torres Strait Islander peoples' as the most precise and inclusive reference to use when referring to Australia's first peoples. For example 'Indigenous Status' is now 'Aboriginal and Torres Strait Islander status'. 'Aboriginal and Torres Strait Islander peoples' replaces 'Indigenous' in this publication except where 'Indigenous' directly relates to the input collection standard 'Indigenous' as specified in the 2013 ECEC NMDS or to a specific data element description in the ECEC NMDS. Consequently, references to 'Aboriginal and Torres Strait Islander peoples' in this publication will not always be consistent with the 2013 ECEC NMDS. ABS output tables have been amended to reflect the new terminology. Non-indigenous people will continue to be used to describe collectively Australians who are not Aboriginal and Torres Strait Islander peoples.

For further assistance or information, please contact the ABS National Information and Referral Service (NIRS) on 1300 135 070 or go to: <http://www.abs.gov.au>. For additional information on the Collection please see *the National Early Childhood Education and Care Collection: Data Collection Guide, 2013* (cat. no. 4240.0.55.002) and *Preschool Education, Australia, 2013* (cat. no. 4240.0).

## CHAPTER 1: COLLECTION SCOPE AND COVERAGE

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### SCOPE OF THE COLLECTION

The scope of the National Early Childhood Education and Care Collection (the Collection) consists of all service providers delivering a preschool program to children enrolled aged 3 to 6 (inclusive) during a reference period that includes the first Friday in August. See [Chapter 2: Collection Overview](#) for further information on the collection reference period.

For the Collection, a preschool program is defined as a structured, play based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full-time schooling. This is irrespective of the type of institution that provides it or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools, kindergartens or long day care centres or in association with a school. Terminology and definitions for preschool programs vary considerably across the jurisdictions. Further information on jurisdictional terminology and other key definitions for the Collection can be found in [Chapter 3: Concepts, Methods and Processes](#).

The Collection aims to compile service provider, child and worker statistics from all service providers delivering an in-scope preschool program. The following statistical entities are in-scope for the collection population:

#### Service provider

A service provider is considered to be in-scope if it was providing a structured, play based learning program, delivered by a degree qualified teacher, aimed at children in the year or two before they commence full-time schooling (a preschool program) during the reference period.

#### Child

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

#### Worker

A worker is considered in-scope if the worker is a paid contact ECEC worker who has delivered, or assisted in delivering, a preschool program at an in-scope service provider during the reference period.

## CHAPTER 1: COLLECTION SCOPE AND COVERAGE

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### COLLECTION COVERAGE

All state and territory governments of Australia, as well as the Australian Government, currently collect data on service providers who deliver preschool programs. The current governance responsibilities for ECEC within each jurisdiction are outlined in Table 1.1 below:

#### 1.1 GOVERNMENT DEPARTMENTS RESPONSIBLE FOR ECEC, 2013

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<i>Jurisdiction</i>	<i>Government Department</i>
Australian Government	Australian Government Department of Education (formerly the Department of Education, Employment and Workplace Relations (DEEWR))*
New South Wales	Department of Education and Communities
Victoria	Department of Education and Early Childhood Development
Queensland	Department of Education, Training and Employment
South Australia	Department for Education and Child Development
Western Australia	Department of Education
Tasmania	Department of Education
Northern Territory	Department of Education
Australian Capital Territory	Education and Training Directorate

\* Australian Government Department of Education created from DEEWR on 18 September 2013

In an effort to achieve complete coverage of all ECEC services delivering preschool programs in Australia, ECEC data were sourced from state and territory education departments and compiled together with data from the Australian Government. The collection coverage in each state and territory for the 2013 Collection is outlined below. For more detailed information on each jurisdiction's data collection activities, refer to [Chapter 6: Jurisdictional Data Quality Statements](#). Data sources for the Collection for each sector within the states and territories are outlined in [Chapter 2: Collection Overview](#).

#### SERVICE PROVIDER COVERAGE FOR THE 2013 NATIONAL ECEC COLLECTION BY STATE AND TERRITORY

The ABS and jurisdictions are continuing to work together to improve collection coverage by expanding the development of collections for future cycles. Outlined below are details of the coverage for each state and territory corresponding to the 2013 Collection.

## CHAPTER 1: COLLECTION SCOPE AND COVERAGE

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### Coverage in New South Wales

Within New South Wales (NSW), full collection coverage was achieved for all preschools delivered within government schools through the Government School Census.

Full coverage was achieved for all government funded preschools through the Early Childhood Education and Care (ECEC) Preschool Census. Within these preschools, only children who did not receive or were not eligible for the Child Care Benefit (CCB) or the Child Care Rebate (CCR) were included in the collection.

All services approved for the purposes of CCB were required to provide data through the CCMS. LDCs delivering preschool programs were not mandated to complete the preschool program component of the CCMS, which may have resulted in under-coverage due to levels of service non-response. In 2013 the Australian Government Department of Education (formerly DEEWR) also conducted the ECEC National Workforce Census (NWC) which was used to adjust for non-response in the CCMS data as it provided detailed information on the types of services provided by LDC services (specifically preschool programs) as well as detailed worker data. Service providers that were not approved for CCB purposes were not included in the CCMS so this may have resulted in under-coverage within NSW.

There were a small number of non-government preschools not reported in the 2013 Collection because they were not within scope of the NSW Department of Education and Communities data collection and not within the scope of the CCMS. Some of these providers are school-based preschools, associated with non-government schools.

See [Chapter 5: Overview of Early Childhood Education and Care in Australia](#) for further information on the sectors that deliver preschool programs in NSW.

### Coverage in Victoria

Within Victoria (Vic.), full collection coverage was achieved for all preschool programs delivered in services that were funded by Vic. Department of Education and Early Childhood Development (DEECD), through the August Census Data Collection. The majority of service providers delivering preschool programs in Vic. were covered within these collections, irrespective of their management type and service delivery setting.

A small number of LDC centres operating a preschool program were not funded or licensed by Vic. DEECD. All services approved for the purposes of CCB were required to provide data through the CCMS. LDCs delivering preschool programs were not mandated to complete the preschool program component of the CCMS, which may have resulted in under-coverage due to levels of service non-response. In 2013 the Australian Government Department of Education also conducted the ECEC NWC, which was used to adjust for non-response in the CCMS data as it provided detailed information on the types of services provided by LDC services (specifically preschool programs) as well as detailed worker data. Service providers that were not approved for CCB purposes were not included in the CCMS so this may have resulted in under-coverage within Vic.

See [Chapter 5: Overview of Early Childhood Education and Care in Australia](#) for further information on the sectors that deliver preschool programs in Vic.

## CHAPTER 1: COLLECTION SCOPE AND COVERAGE

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### Coverage in Queensland

Within Queensland (Qld), full collection coverage was achieved for all service providers in receipt of Qld Government preschool funding through the Early Childhood Education and Care Services Census (ECECSC). This included coverage of LDCs. Participation in the ECECSC was voluntary for providers not in receipt of Qld Government preschool funding and therefore complete coverage of this sector was not achieved.

All services approved for the purposes of CCB were required to provide data through the CCMS. LDCs delivering preschool programs were not mandated to complete the preschool program component of the CCMS, which may have resulted in under-coverage due to levels of service non-response. In 2013 the Australian Government Department of Education also conducted the ECEC NWC, which was used to adjust for non-response in the CCMS data as it provided detailed information on the types of services provided by LDC services (specifically preschool programs) as well as detailed worker data. Service providers that were not approved for CCB purposes were not included in the CCMS, so this may have resulted in under-coverage within Qld.

Historically, Qld have only been able to provide aggregate data for unfunded programs in Qld so only episode data was published for Qld. To improve coverage and maximise the available child URL data a new approach was undertaken in 2013. This approach involved Qld and the Australian Government Department of Education matching service providers for Qld unfunded providers (LDCs). The ABS then utilised CCMS URL records for 4 and 5 year old children identified in those matched service providers. Qld then adjusted their aggregate collection data to exclude those reported from the CCMS collection, ensuring no double-counting. The ABS acknowledges that this may result in a slight over-count of episodes and children in Qld.

See [Chapter 5: Overview of Early Childhood Education and Care in Australia](#) for further information on the sectors that deliver preschool programs in Qld.

### Coverage in South Australia

Within South Australia (SA), full collection coverage was achieved for all government managed and government funded preschools, Independent schools and Catholic schools with funded preschool programs through the Annual Census of Children's Services (ACCS). Participation in the ACCS was compulsory for all government managed and government funded preschool programs. Unfunded Independent and Catholic school managed preschool providers and LDC centres are not invited to participate in ACCS. As a result, there may be a small under-coverage of children who have received a preschool program delivered by one of these unfunded services within SA.

All services approved for the purposes of CCB were required to provide data through the CCMS. LDCs delivering preschool programs were not mandated to complete the preschool program component of the CCMS, which may have resulted in under-coverage due to levels of service non-response. In 2013 the Australian Government Department of Education also conducted the ECEC NWC, which was used to adjust for non-response in the CCMS data as it provided detailed information on the types of services provided by LDC services (specifically preschool programs) as well as detailed worker data. Service providers that were not approved for CCB purposes were not included in the CCMS, so this may have resulted in under-coverage within SA.

See [Chapter 5: Overview of Early Childhood Education and Care in Australia](#) for further information on the sectors that deliver preschool programs in SA.

## CHAPTER 1: COLLECTION SCOPE AND COVERAGE

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### Coverage in Western Australia

Within Western Australia (WA), full collection coverage was achieved for all preschool programs delivered in registered and funded schools (both government and non-government) and community-based preschools through the WA August School Census which included an additional component, the 2013 Kindergarten Provision Census.

All services approved for the purposes of CCB were required to provide data through the CCMS. LDCs delivering preschool programs were not mandated to complete the preschool program component of the CCMS, which may have resulted in under-coverage due to levels of service non-response. In 2013 the Australian Government Department of Education also conducted the ECEC NWC, which was used to adjust for non-response in the CCMS data as it provided detailed information on the types of services provided by LDC services (specifically preschool programs) as well as detailed worker data. Service providers that were not approved for CCB purposes were not included in the CCMS, so this may have resulted in under-coverage within WA.

See [Chapter 5: Overview of Early Childhood Education and Care in Australia](#) for further information on the sectors that deliver preschool programs in WA.

### Coverage in Tasmania

Within Tasmania (Tas.), full collection coverage was achieved for all preschool programs delivered in government and non-government schools through the Tas. 2013 ECEC Data Collection.

All services approved for the purposes of CCB were required to provide data through the CCMS. LDCs delivering preschool programs were not mandated to complete the preschool program component of the CCMS, which may have resulted in under-coverage due to levels of service non-response. In 2013 the Australian Government Department of Education also conducted the ECEC NWC, which was used to adjust for non-response in the CCMS data as it provided detailed information on the types of services provided by LDC services (specifically preschool programs) as well as detailed worker data. Service providers that were not approved for CCB purposes were not included in the CCMS, so this may have resulted in under-coverage within Tas.

See [Chapter 5: Overview of Early Childhood Education and Care in Australia](#) for further information on the sectors that deliver preschool programs in Tas.

### Coverage in the Northern Territory

Within the Northern Territory (NT), full collection coverage was achieved for all government and registered non-government preschools through the NT Age/Grade Census.

All services approved for the purposes of CCB were required to provide data through the CCMS. LDCs delivering preschool programs were not mandated to complete the preschool program component of the CCMS, which may have resulted in under-coverage due to levels of service non-response. In 2013 the Australian Government Department of Education also conducted the ECEC NWC, which was used to adjust for non-response in the CCMS data as it provided detailed information on the types of services provided by LDC services (specifically preschool programs) as well as detailed worker data. Service providers that were not approved for CCB purposes were not included in the CCMS, so this may have resulted in under-coverage within NT.

## CHAPTER 1: COLLECTION SCOPE AND COVERAGE

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See [Chapter 5: Overview of Early Childhood Education and Care in Australia](#) for further information on the sectors that deliver preschool programs in NT.

### Coverage in the Australian Capital Territory

Within the Australian Capital Territory (ACT), full collection coverage was achieved for all ACT Government managed schools and Catholic schools delivering a preschool program through the ACT Public School Census and the ACT Catholic Preschool Collection. Independent schools also reported to the ACT Education and Training Directorate separately. Community (not for-profit) and private for-profit managed preschools, were not covered in the collection and therefore full coverage in these sectors was not achieved.

All services approved for the purposes of CCB were required to provide data through the CCMS. LDCs delivering preschool programs were not mandated to complete the preschool program component of the CCMS, which may have resulted in under-coverage due to levels of service non-response. In 2013 the Australian Government Department of Education also conducted the ECEC NWC, which was used to adjust for non-response in the CCMS data as it provided detailed information on the types of services provided by LDC services (specifically preschool programs) as well as detailed worker data. Service providers that were not approved for CCB purposes were not included in the CCMS, so this may have resulted in under-coverage within ACT.

See [Chapter 5: Overview of Early Childhood Education and Care in Australia](#) for further information on the sectors that deliver preschool programs in ACT.

### PRESCHOOL PROVIDER FRAME

In 2013 the ABS continued to produce a Preschool Provider Frame (PPF), which was developed in the previous two cycles. The purpose of the PPF is to obtain a comprehensive national picture of the number of known service providers delivering a preschool program and establish a register of all Early Childhood and Education (ECE) service providers to accompany the Collection.

For the 2013 Collection, the ABS achieved close to complete collection coverage for all known service providers delivering a preschool program. Because LDCs delivering preschool programs are not mandated to complete the preschool component of the CCMS, an amount of under-coverage within the LDC sector is expected to still exist. Due to the use of the ECEC NWC, this under-coverage has been reduced for the 2013 Collection. The ABS has previously identified potential under-coverage of non-government preschools. Collection development activities have improved collection coverage within this sector however there still remains evidence to suggest that service provider under-coverage exists within the Collection. The non-government service provider under-coverage can be explained by funding and service provision arrangements and existing collection authority within the states and territories. Given that non-government under-coverage remains a problem for the Collection, states and territories continue to explore methods to improve non-government preschool collection for future collection cycles.

A summary of the results of the 2013 PPF is included as an appendix to the release of the publication *Preschool Education, Australia, 2013* (cat. no. 4240.0), released in March 2014.

## CHAPTER 2: COLLECTION OVERVIEW

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### COLLECTION DATE AND REFERENCE PERIOD

The collection date for the National Early Childhood Education and Care Collection (the Collection) is the first Friday in August of each year. In 2013, the collection date for all jurisdictions was Friday, 2 August 2013, with a recommended reference period of 29 July – 2 August 2013. Some jurisdictions preferred to incorporate a reference period of two weeks that included the collection date, which better reflects their preschool program delivery models. Jurisdictional collection dates and reference periods for 2013 are summarised in Table 2.1 below:

#### 2.1 JURISDICTIONAL COLLECTION DATES AND REFERENCE PERIODS, 2013

---

<i>Jurisdiction</i>	<i>Collection Date</i>	<i>Reference Period</i>
Australian Government	2 August 2013	29 July – 4 August 2013 20 May – 26 May 2013(a)
New South Wales	2 August 2013	29 July – 9 August 2013
Victoria	2 August 2013	29 July – 3 August 2013
Queensland	2 August 2013	29 July – 4 August 2013
South Australia	2 August 2013	22 July – 2 August 2013(b)
Western Australia	2 August 2013	22 July – 2 August 2013(b)
Tasmania	2 August 2013	29 July – 9 August 2013(b)
Northern Territory	2 August 2013	29 July – 2 August 2013
Australian Capital Territory	2 August 2013	29 July – 9 August 2013(b) 29 July – 2 August 2013(c)

(a) Australian Government Department of Education (formerly DEEWR) National Workforce Census reference week

(b) Jurisdiction collected data for a fortnightly reference period to reflect their preschool delivery model

(c) ACT Catholic Preschool Collection

For the Collection to be comparable across the states and territories, it is necessary for all jurisdictions to have consistent collection dates and overlapping reference periods. The use of the recommended collection date of the first Friday in August also aligns the Collection with the census date used for the National Schools Statistics Collection (NSSC) to ensure that children are only counted in one sector of education.

## CHAPTER 2: COLLECTION OVERVIEW

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### COLLECTION METHODS

The Collection aims to report accurately on the number of children who have received a preschool program within the collection reference period. To achieve this, an important goal of the Collection is to count each child once in the total number of children within each state and territory who are enrolled in and attending preschool programs. Given the complexity of the service delivery models for Early Childhood Education and Care Collection (ECEC) across Australia, it is a statistical challenge to ensure that children attending multiple preschool programs are only counted once in these total counts.

Jurisdictions collect and report data for the Collection using either a Unit Record Level (URL) collection methodology or combination of aggregate and URL collection methodologies.

#### Unit Record Level Data Collection

A URL data collection methodology supports the collection of information at an individual child unit record level. For the purposes of the Collection, a URL data collection methodology collects child level data and corresponding service provider for each child in the data set. A URL methodology also supports the collection of worker data. This collection methodology also includes worker level data corresponding to the service provider data for each worker in the data set. In 2013, all jurisdictions were able to collect worker data using a URL data collection methodology.

A URL collection with appropriate methodologies and protocols is the most appropriate method for ensuring a child who is enrolled in multiple preschool programs is only counted once in child level estimates. Aggregate data collection methodologies are limited in their capacity to identify children attending multiple preschool programs. Consequently all data from jurisdictions with a collection process that produced Aggregate data for the 2013 Collection could only be presented in terms of episodes of preschool program provision.

#### Aggregate Level Data Collection

An aggregate data collection methodology for the Collection supports the collection of child aggregated information at the service provider level.

An aggregate level data collection methodology contains data from statistical entities within the collection population that are grouped together and aggregated into broader categories. For the Collection, an aggregate data collection methodology collects totals of children enrolled in and attending preschool programs at the service provider level only. Unlike URL methodologies, data collected at this level does not contain detailed child level information. Therefore, it is not operationally possible to identify children enrolled and attending multiple services. All preschool data collected at the service provider level is therefore reported as an episode.

For further information on these concepts, including definitions for child, worker and service provider record level data, see [Chapter 3: Concepts, Methods and Processes](#).

Table 2.2 shows the collection methodologies adapted by each jurisdiction in 2013. Further information on each jurisdiction's collection capabilities are outlined in [Chapter 6: Jurisdictional Data Quality Statements](#).

## CHAPTER 2: COLLECTION OVERVIEW

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### 2.2 JURISDICTIONAL DATA COLLECTION METHODOLOGIES, 2013

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<i>Jurisdiction</i>	<i>Collection Method</i>
Australian Government	Unit Record Level
New South Wales	Unit Record Level
Victoria	Unit Record Level
Queensland	Unit Record Level / Aggregate(a)
South Australia	Unit Record Level
Western Australia	Unit Record Level(b)
Tasmania	Unit Record Level
Northern Territory	Unit Record Level
Australian Capital Territory	Unit Record Level

---

(a) Qld collected data from a number of unfunded preschools using an Aggregate data collection methodology

(b) WA provided some Aggregate data as pseudo URL data for community preschools

All jurisdictions are working towards enhancing the information that they collect and/or provide to the ABS for the Collection, where relevant, to improve child level estimates.

## CHAPTER 2: COLLECTION OVERVIEW

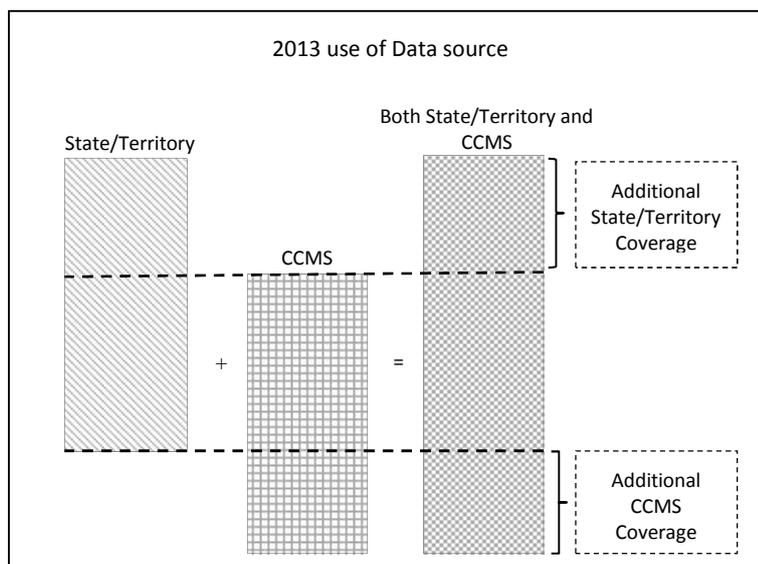
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### 2013 NATIONAL EARLY CHILDHOOD EDUCATION AND CARE DATA SOURCES

Due to the collection capabilities within each state and territory, data for the 2013 Collection were derived from a number of data sources. Child Care Management System (CCMS) data were used in addition to state and territory-supplied datasets as a supplementary data source for Long Day Care (LDC) centres in most states and territories. This is because state and territory data, where available, may not have sufficient coverage of the LDC sector.

In 2013, as in 2012, the data were sourced from both the state/territory data source and CCMS data source used to provide a wider coverage for each state and territory (see Figure 2.1).

Figure 2.1: Use of Data Sources 2013



Further information on the Collection coverage and methodology can be found in [Chapter 1: Collection Scope and Coverage](#).

Further information on the CCMS can be found in [Chapter 6: Jurisdictional Data Quality Statements – Australian Government](#).

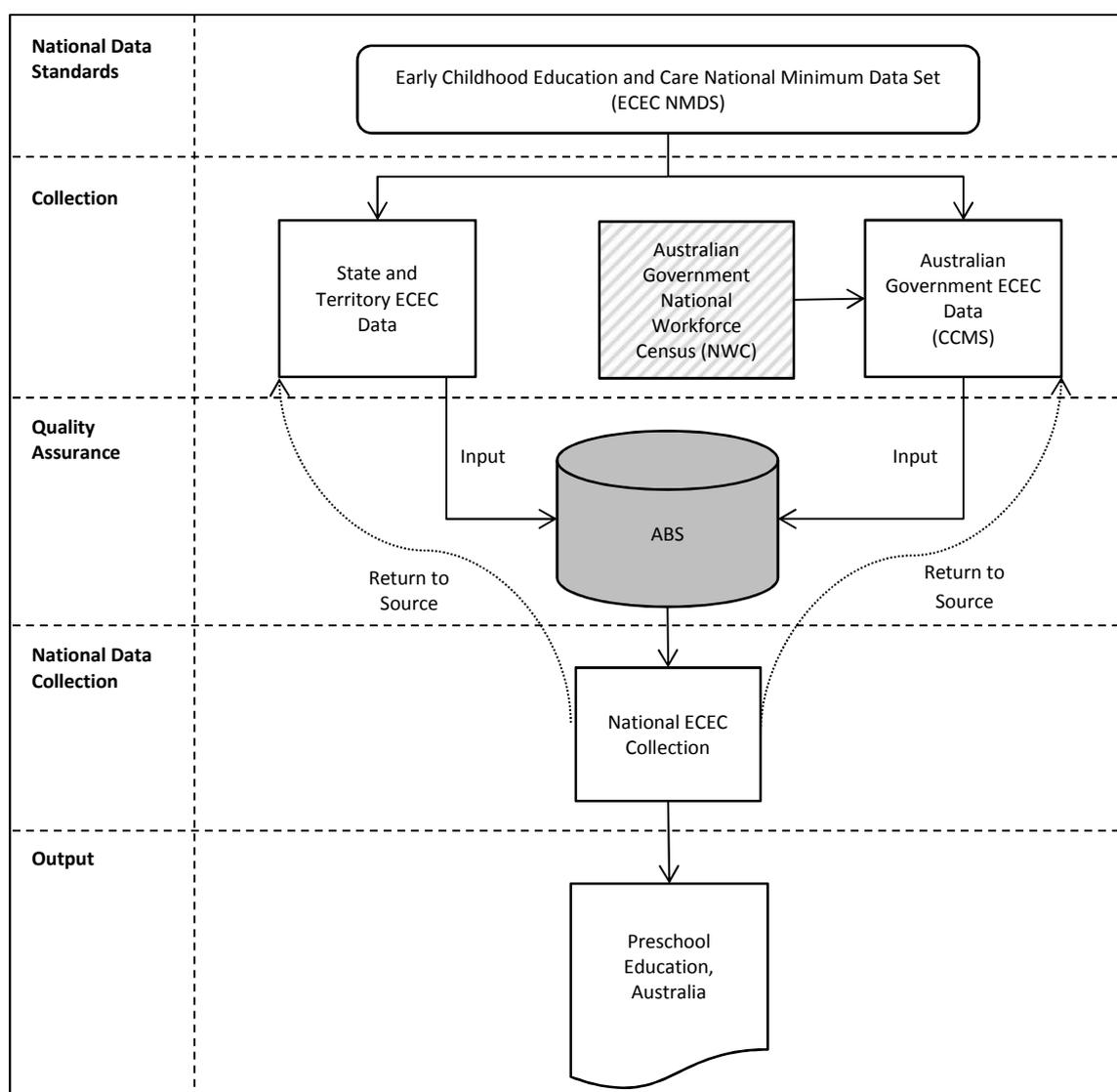
## CHAPTER 2: COLLECTION OVERVIEW

### DATA SOURCES

Due to collection capabilities within each state and territory, data for the Collection were derived from a number of data sources. In most state and territories, data from the Child Care Management System (CCMS) has been used as the data source for Long Day Care (LDC) centres. This is because state and territory data may not have sufficient coverage of that sector. In 2013, CCMS data has been enhanced with data from the National Workforce Census (NWC), a survey of the early childhood education and care workforce, Child Care Benefit (CCB) approved child care providers and preschools, which collected data on the early childhood workforce and the services they work in. An overview of the National ECEC Collection is provided in Figure 2.2 below.

Further information on the CCMS can be found in [Chapter 6: Jurisdictional Data Quality Statements – Australian Government](#).

Figure 2.2: Overview of National ECEC Collection



The following table and accompanying flow diagrams summarise the sources for ECEC data within each of the states and territories that have been used for the 2013 Collection.

## CHAPTER 2: COLLECTION OVERVIEW

Outlined in Table 2.3 is a summary of the data sources used from each state/territory for the Collection. In some instances a combination of both jurisdictional and CCMS data were used. For more information on the data sources used for each particular state/territory see [Chapter 6: Jurisdictional Data Quality Statements](#).

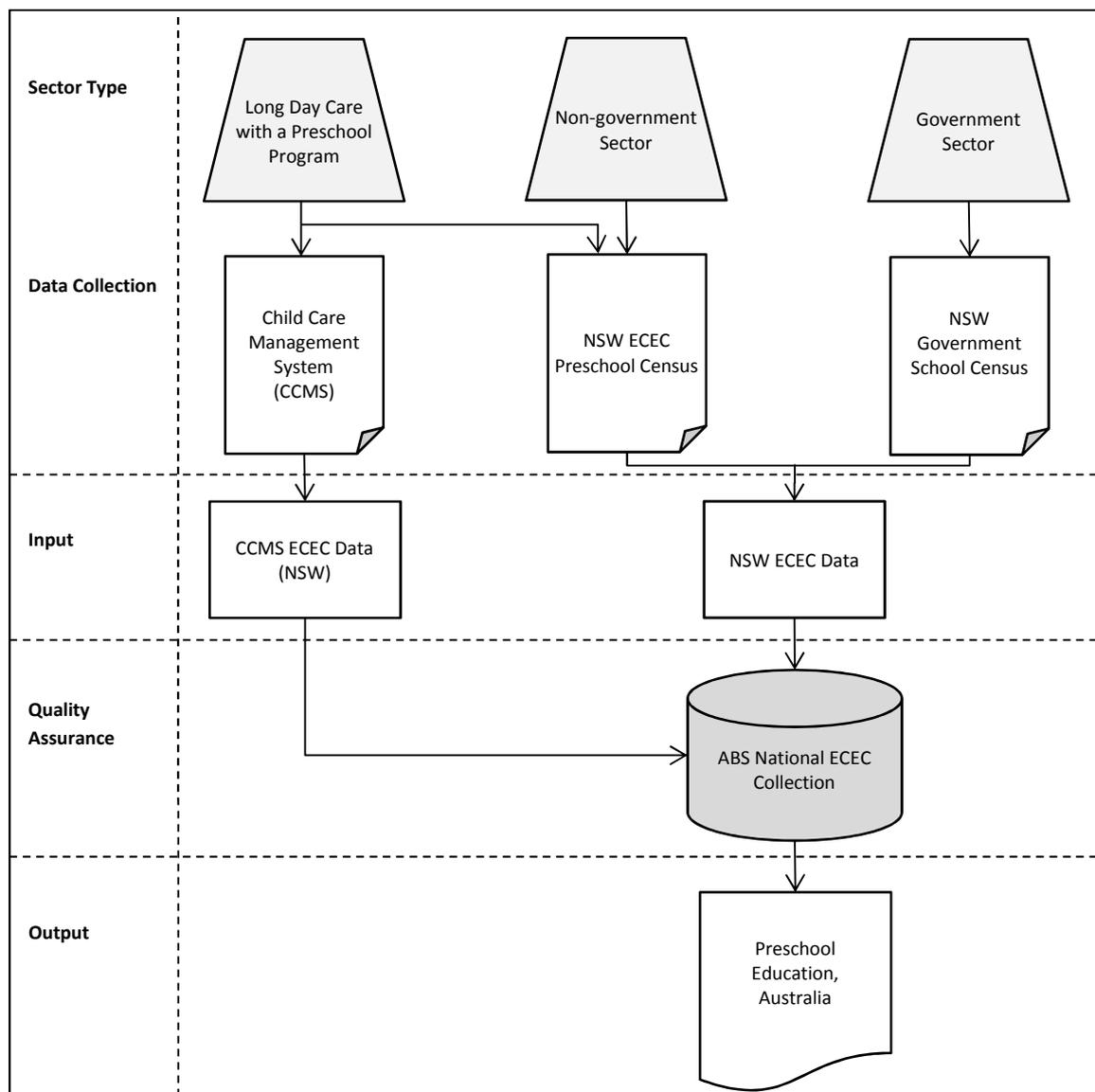
### 2.3 NATIONAL ECEC COLLECTION DATA SOURCES FOR EACH STATE & TERRITORY, 2013

<i>State/Territory</i>	<i>Sector</i>	<i>Data Source</i>
New South Wales	Government	NSW Government School Census
	Non-government	NSW Early Childhood Education and Care (ECEC) Preschool Census
	Long Day Care	CCMS and NSW Early Childhood Education and Care (ECEC) Preschool Census
Victoria	Government	Vic. August Census Collection
	Non-government	Vic. August Census Collection
	Long Day Care	CCMS and Vic. August Census Collection
Queensland	Government	Qld Early Childhood Education and Care Services Census
	Non-government	Qld Early Childhood Education and Care Services Census
	Long Day Care	Qld Early Childhood Education and Care Services Census / CCMS
South Australia	Government	SA Annual Census of Children's Services
	Non-government	SA Annual Census of Children's Services
	Long Day Care	CCMS and SA Annual Census of Children's Services
Western Australia	Government	WA August School Census/ Kindergarten Provision Census
	Non-government	WA August School Census/ Kindergarten Provision Census
	Long Day Care	CCMS
Tasmania	Government	Tas. ECEC Collection
	Non-government	Tas. ECEC Collection
	Long Day Care	CCMS
Northern Territory	Government	NT Age/Grade Census
	Non-government	NT Age/Grade Census
	Long Day Care	CCMS
Australian Capital Territory	Government	ACT Public School Census
	Non-government	ACT Catholic Preschool Collection/Independents Collection
	Long Day Care	CCMS

## CHAPTER 2: COLLECTION OVERVIEW

Figure 2.3 summarises the source for ECEC data within NSW that have been used for the 2013 Collection.

Figure 2.3: Data Sources – New South Wales



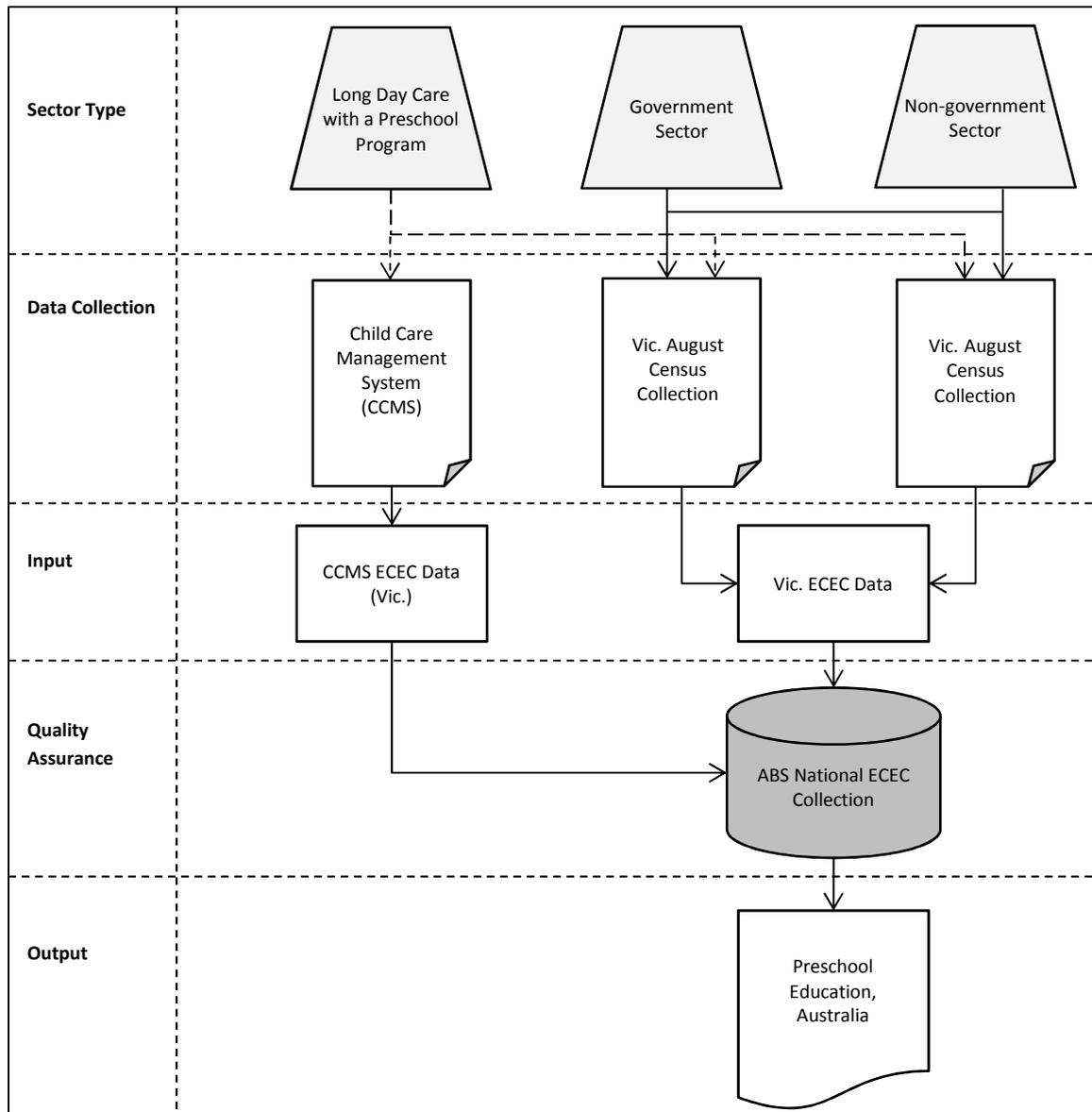
A data quality statement for the NSW Government School Census and the NSW Early Childhood Education and Care (ECEC) Preschool Census can be found in [Chapter 6: Jurisdictional Data Quality Statements – New South Wales](#).

A data quality statement for the Child Care Management System can be found in [Chapter 6: Jurisdictional Data Quality Statements – Australian Government](#).

## CHAPTER 2: COLLECTION OVERVIEW

Figure 2.4 summarises the source for ECEC data within Vic. that have been used for the 2013 Collection.

Figure 2.4: Data Sources – Victoria



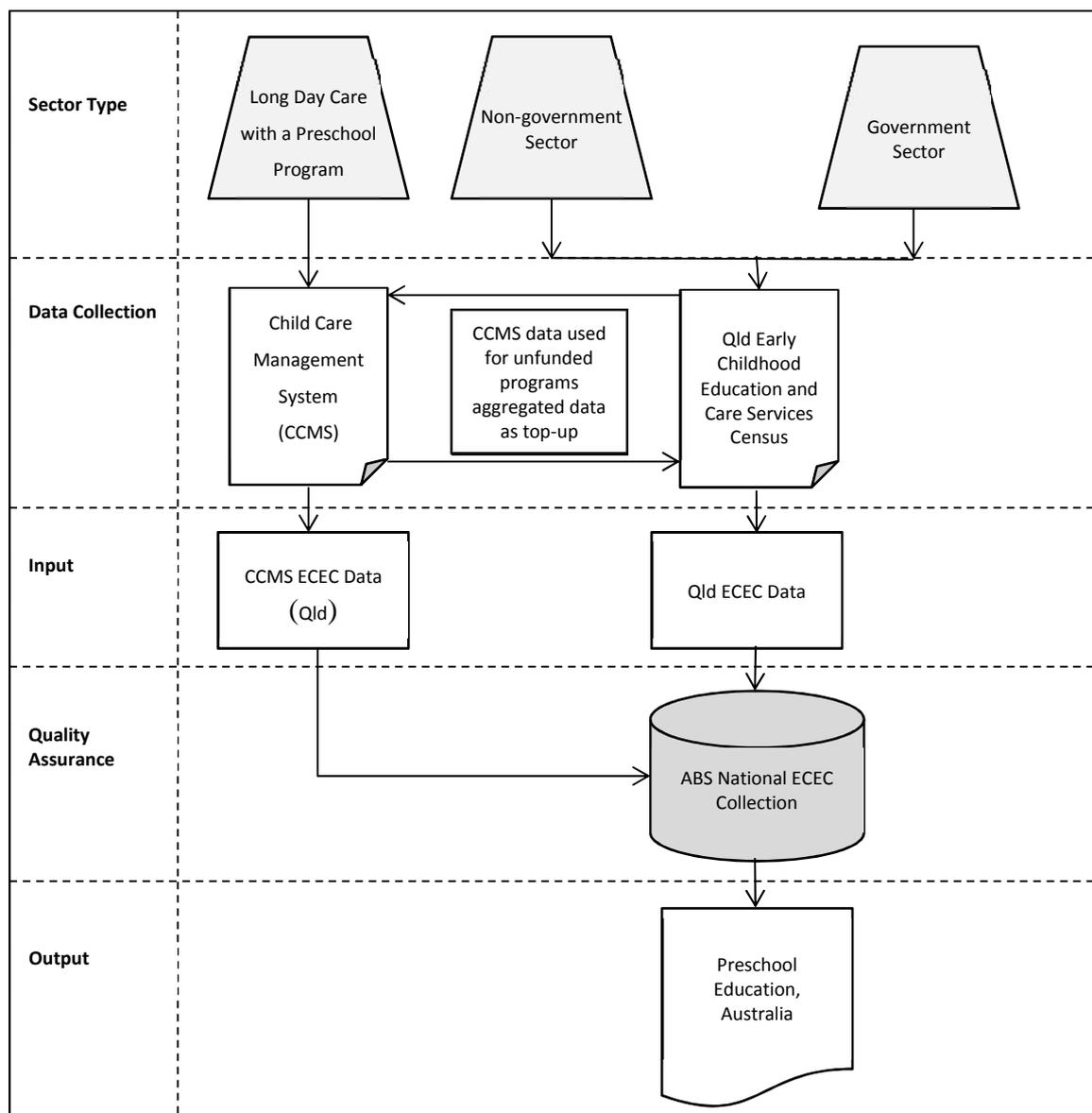
A data quality statement for the Victorian August Census Collection can be found in [Chapter 6: Jurisdictional Data Quality Statements – Victoria](#).

A data quality statement for the Child Care Management System can be found in [Chapter 6: Jurisdictional Data Quality Statements – Australian Government](#).

## CHAPTER 2: COLLECTION OVERVIEW

Figure 2.5 summarises the source for ECEC data within Qld that have been used for the 2013 Collection. To maximise the available child URL episodes CCMS data is included to report URL episodes for Qld unfunded programs. Data at the aggregate level from the Qld Early Childhood Education and Care Services Census is used to top-up identified additional episodes. This new approach involves Qld and the Australian Government Department of Education (formerly DEEWR) matching service providers for those Qld aggregate only providers (LDCs) and utilising CCMS URL records for the number of 4 and 5 year old children in those services. Qld adjust their aggregate collection data to exclude those reported from the CCMS collection, ensuring no double-counting.

Figure 2.5: Data Sources – Queensland



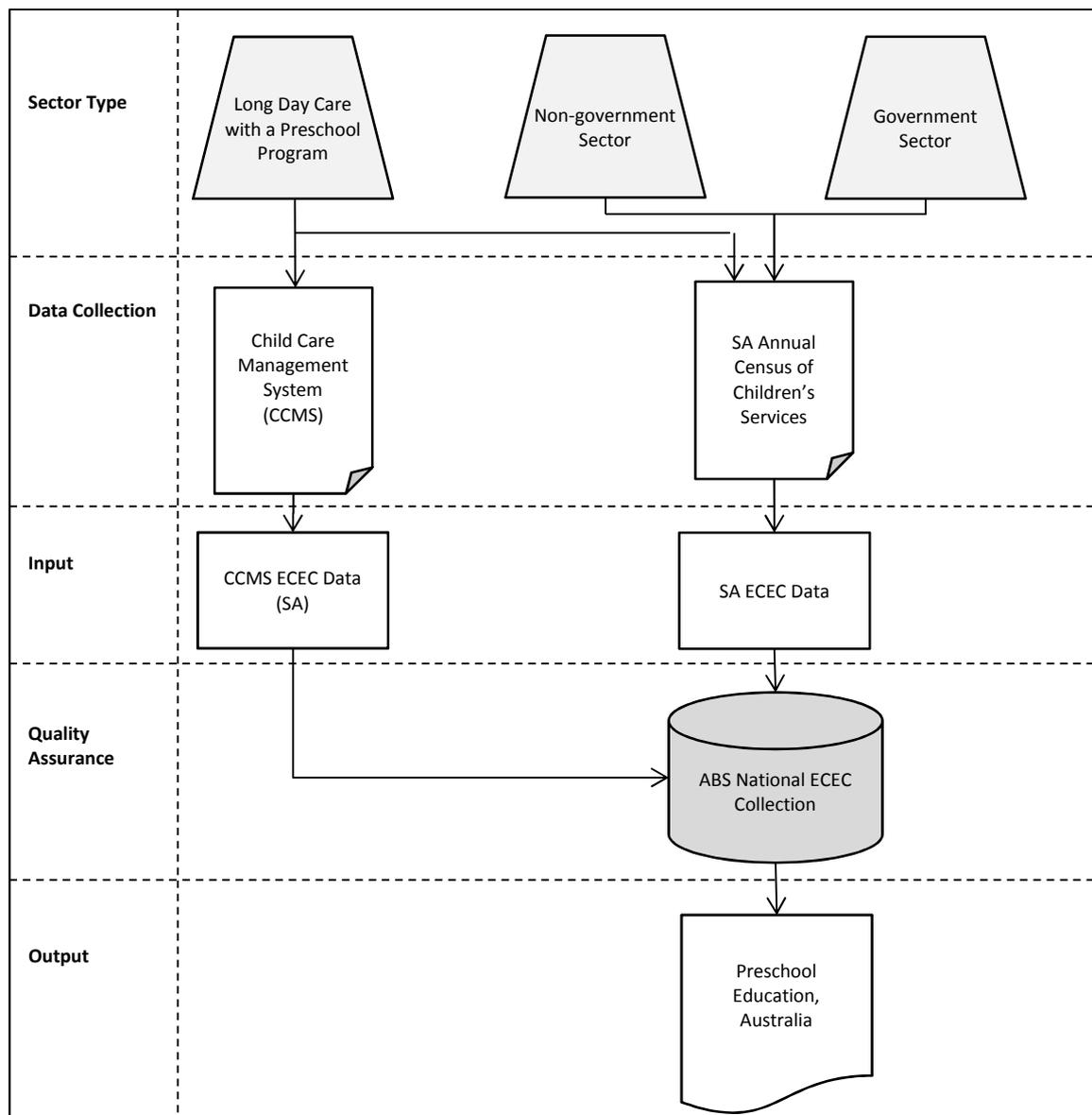
A data quality statement for the Queensland Early Childhood Education and Care Services Census can be found in [Chapter 6: Jurisdictional Data Quality Statements - Queensland](#).

A data quality statement for the Child Care Management System can be found in [Chapter 6: Jurisdictional Data Quality Statements – Australian Government](#).

## CHAPTER 2: COLLECTION OVERVIEW

Figure 2.6 summarises the source for ECEC data within SA that have been used for the 2013 Collection.

Figure 2.6: Data Sources – South Australia



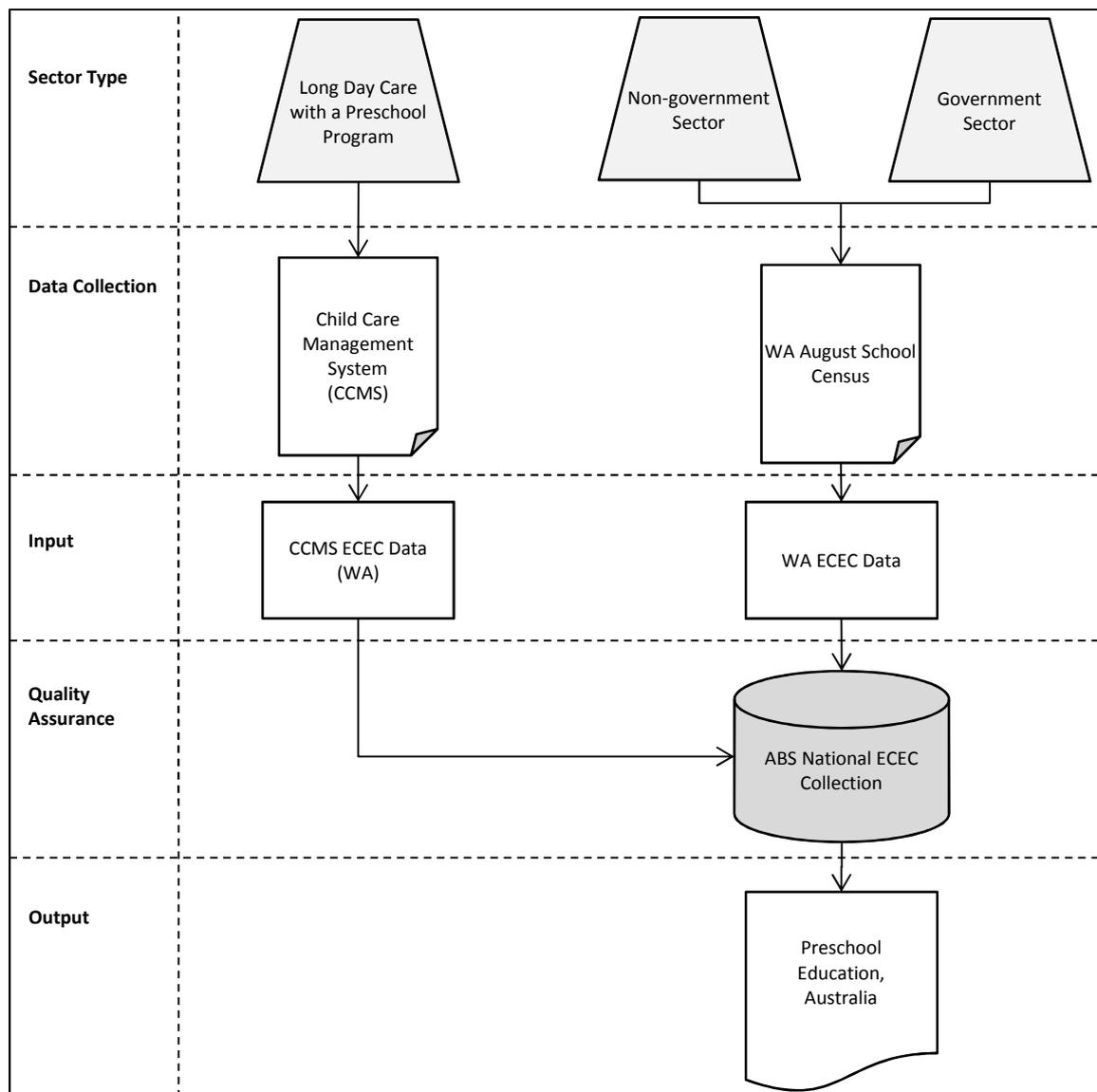
A data quality statement for the South Australian Annual Census of Children's Services can be found in [Chapter 6: Jurisdictional Data Quality Statements – South Australia](#).

A data quality statement for the Child Care Management System can be found in [Chapter 6: Jurisdictional Data Quality Statements – Australian Government](#).

## CHAPTER 2: COLLECTION OVERVIEW

Figure 2.7 summarises the source for ECEC data within WA that have been used for the 2013 Collection.

Figure 2.7: Data Sources – Western Australia



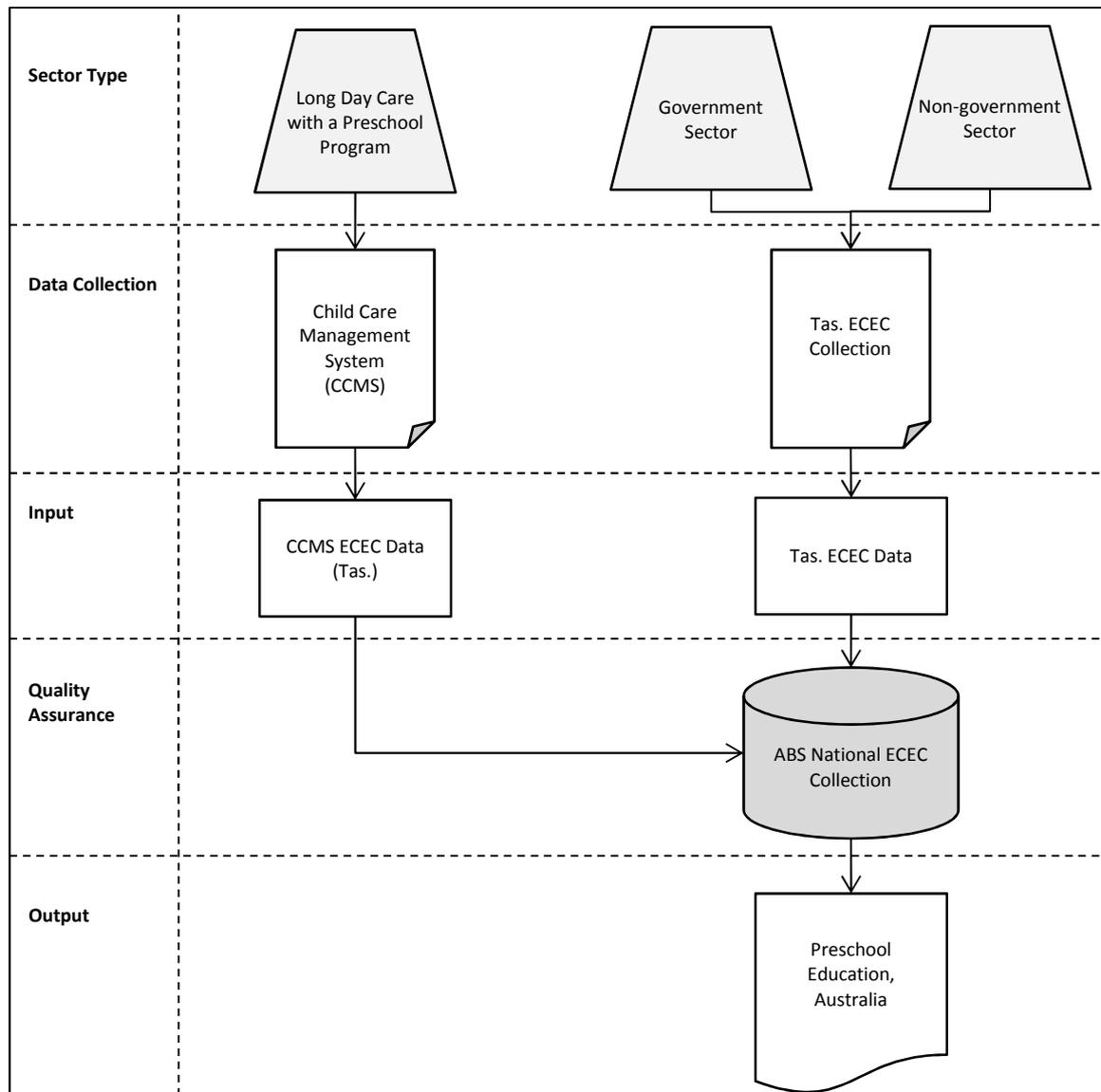
A data quality statement for the Western Australian August School Census can be found in [Chapter 6: Jurisdictional Data Quality Statements – Western Australia](#).

A data quality statement for the Child Care Management System can be found in [Chapter 6: Jurisdictional Data Quality Statements – Australian Government](#).

## CHAPTER 2: COLLECTION OVERVIEW

Figure 2.8 summarises the source for ECEC data within Tas. that have been used for the 2013 Collection.

Figure 2.8: Data Sources – Tasmania



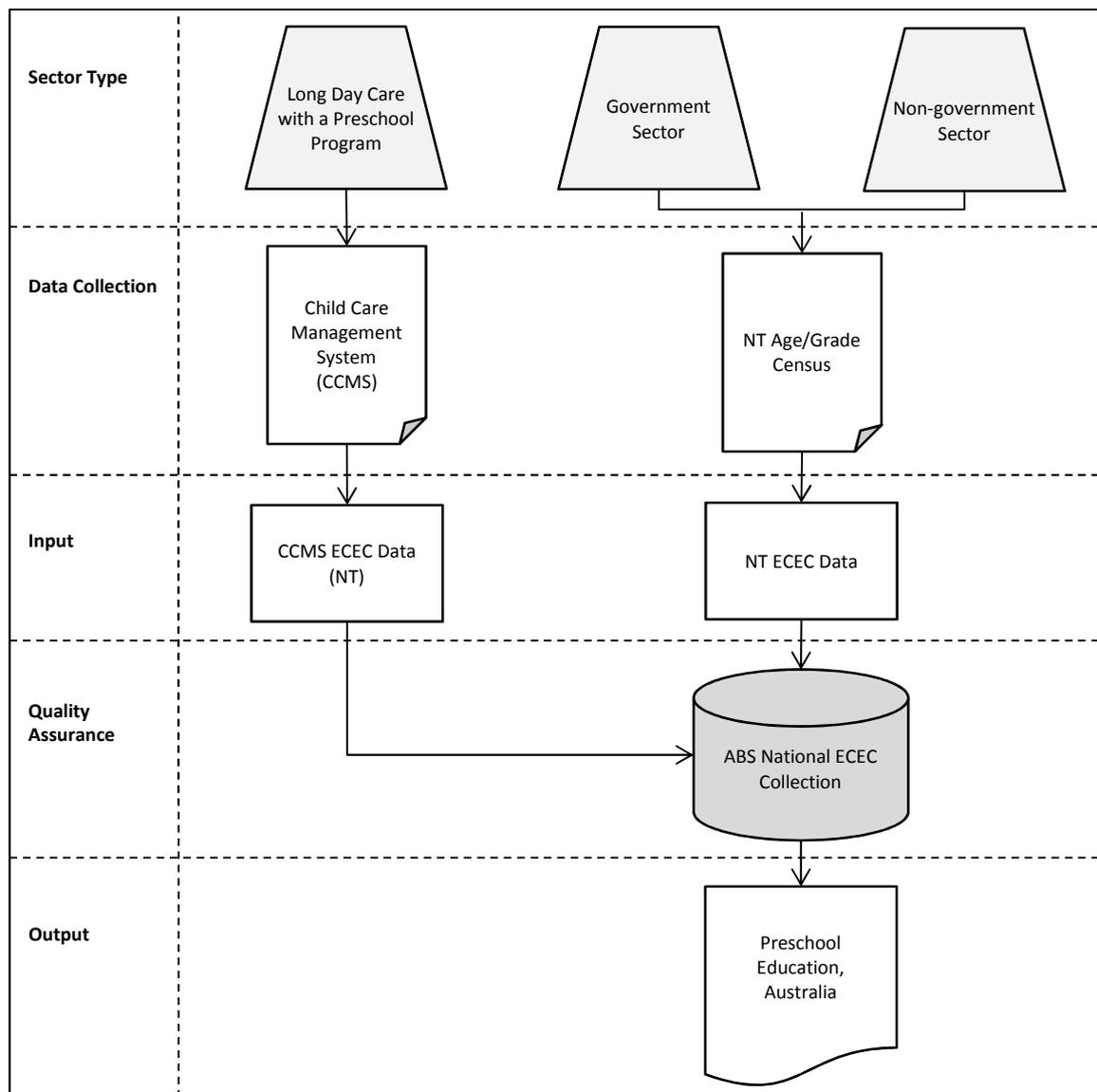
A data quality statement for the Tasmanian ECEC Collection can be found in [Chapter 6: Jurisdictional Data Quality Statements – Tasmania](#).

A data quality statement for the Child Care Management System can be found [Chapter 6: Jurisdictional Data Quality Statements – Australian Government](#).

## CHAPTER 2: COLLECTION OVERVIEW

Figure 2.9 summarises the source for ECEC data within NT that have been used for the 2013 Collection.

Figure 2.9: Data Sources – Northern Territory



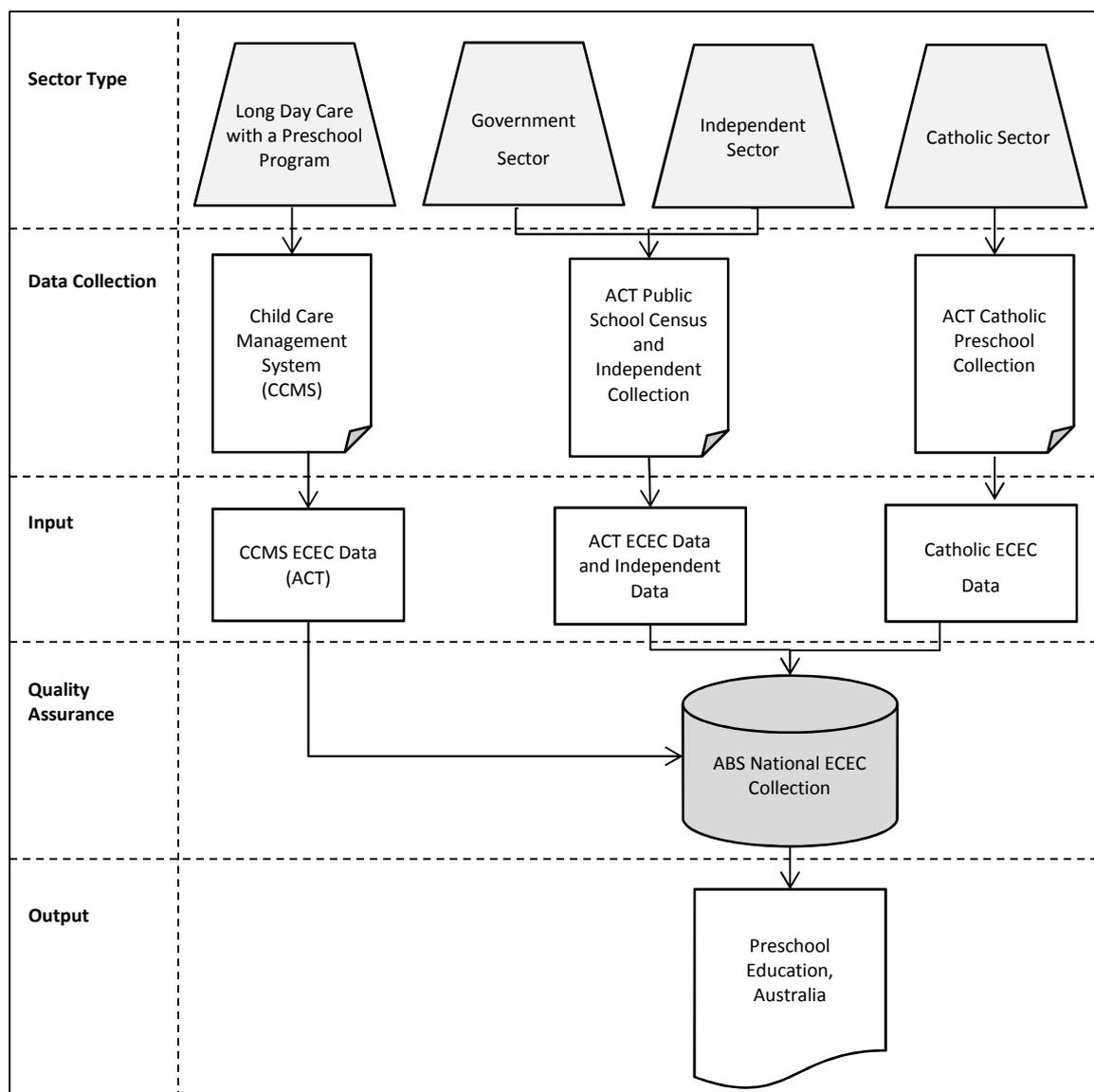
A data quality statement for the Northern Territory Age/Grade Census can be found in [Chapter 6: Jurisdictional Data Quality Statements – Northern Territory](#).

A data quality statement for the Child Care Management System can be found in [Chapter 6: Jurisdictional Data Quality Statements – Australian Government](#).

## CHAPTER 2: COLLECTION OVERVIEW

Figure 2.10 summarises the source for ECEC data within ACT that have been used for the 2013 Collection. Data for the Independent sector has been included with the ACT Education and Training Directorate data submission.

Figure 2.10: Data Sources – Australian Capital Territory



A data quality statement for the ACT Public School Census can be found in [Chapter 6: Jurisdictional Data Quality Statements – Australian Capital Territory](#).

A data quality statement for the ACT Catholic Preschool Collection can be found in [Chapter 6: Jurisdictional Data Quality Statements – Australian Capital Territory](#).

A data quality statement for the ACT Independents Preschool Collection can be found in [Chapter 6: Jurisdictional Data Quality Statements – Australian Capital Territory](#).

A data quality statement for the Child Care Management System can be found in [Chapter 6: Jurisdictional Data Quality Statements – Australian Government](#).

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

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### KEY COLLECTION CONCEPTS, METHODS AND PROCESSES

This chapter outlines key collection concepts, methods and processes of the National Early Childhood Education and Care Collection (the Collection). This chapter is divided into two sections, concepts and classifications and methods and processes. The data concepts and classifications section explores the core concepts and classifications within the Collection while the methods and processes section explores the operational methodology utilised and processes used to assemble the Collection's core data. The chapter also outlines where these core concepts are presented within the publication output of *Preschool Education, Australia, 2013* (cat. no. 4240.0).

### DATA CONCEPTS AND CLASSIFICATIONS

This section describes key data collection concepts and classifications used in the 2013 Collection. Further terms and definitions are provided in the [Glossary](#).

### EARLY CHILDHOOD EDUCATION AND CARE

'Early childhood education and care' (ECEC) incorporates all early childhood education and child care programs. ECEC programs are delivered by a variety of service providers such as preschools, schools and Long Day Care (LDC) centres, and may be delivered to children of all ages.

Responsibility for ECEC is shared between the Australian Government and the state and territory governments and is administered through a wide range of service provider management types including government, local government, community, schools (both government and non-government) and private organisations.

### PRESCHOOL PROGRAM

A preschool program, also referred to as an Early Childhood Education (ECE) program, for the purposes of the Collection is defined as a structured, play based learning program, delivered by a degree qualified teacher, aimed primarily at children in the year or two before they commence full-time schooling. This is irrespective of the type of institution that provides it or whether it is government funded or privately provided. This manual uses the term 'preschool program', notwithstanding that the terminology varies considerably across state and territories.

A preschool program can be delivered in a variety of settings such as stand-alone preschools, pre-schools co-located as part of a school (both government and non-government), and preschools within a LDC centre. A child may attend both a preschool and a separate or adjoined child care facility, such as family day care, outside school hours care, vacation care, in-home care and occasional care services. LDC centres may or may not offer a preschool program as part of their service offering. Participation in preschool is not compulsory and is influenced by parental preference and other factors, such as school starting age in the particular jurisdiction.

Terminology and age entry requirements differ across states and territories. These differences are summarised in Table 3.1.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

### 3.1 PROGRAM TERMINOLOGY AND AGE ENTRY REQUIREMENTS, BY STATE AND TERRITORY, 2013(a)

<i>Jurisdiction</i>	<i>Preschool (Year before full-time schooling)</i>		<i>First year of School (Year prior to Grade 1)</i>	
	<i>Program name</i>	<i>Age entry requirement</i>	<i>Program name</i>	<i>Age entry requirement</i>
New South Wales	Preschool	Generally aged 3 and 4	Kindergarten(b)	5 by 31 July
Victoria	Kindergarten	4 by 30 April	Preparatory (Prep)(b)	5 by 30 April
Queensland	Kindergarten/Pre-Preparatory (Pre-Prep)	4 by 30 June	Preparatory Year (Prep)(c)	5 by 30 June
South Australia	Preschool/Kindergarten	4 by 30 April (d)(e)	Reception(b)	5 by 30 April
Western Australia	Kindergarten	4 by 30 June	Pre Primary(f)	5 by 30 June
Tasmania	Kindergarten	4 by 1 January	Preparatory(g)	5 by 1 January
Northern Territory	Preschool	4 by 30 June(h)	Transition(b)	5 by 30 June
Australian Capital Territory	Preschool	4 by 30 April	Kindergarten(b)	5 by 30 April

(a) Sourced from the 2014 Report on Government Services (SCRGSP, 2014)

(b) Program is compulsory from age 6

(c) Program is non-compulsory. Children starting school from age 6 can enrol into Year 1

(d) Aboriginal and Torres Strait Islander children and children under the guardianship of the Minister may commence preschool from 3 years of age

(e) Entry in Term 1 if 4th birthday prior to 29 Jan, otherwise entry in Term 2 (2013 transitional arrangement only)

(f) Program is compulsory. Children who turn 5 years of age on or before 30 June must be enrolled in a school

(g) Program is compulsory from age 5

(h) For Aboriginal and Torres Strait Islander children in remote areas, age requirement is 3 years old by 30 June

#### *Age Reference Date*

The age reference date for child data is 1 July in the collection reference year. Jurisdictions that utilised an aggregate data collection methodology for any part of their collection were required to derive children's ages as at 1 July in the reference year. Jurisdictions that utilised a Unit Record Level (URL) data methodology collected and supplied the date of birth for every child episode record. The ABS then derived the age of each child as at 1 July in the reference year.

#### ENROLMENT AND ATTENDANCE

Enrolment and attendance in a preschool program are two fundamental concepts for the Collection. The nominal definitions are outlined below.

#### Enrolment in a preschool program

For the purposes of the Collection, a child is considered to be enrolled in a preschool program if the child has been offered a place and has formally enrolled or registered in a preschool program and is actively attending. A child is considered to be actively attending preschool if they attended the preschool program for at least one hour in the reference period or were absent during the reference period due to illness or extended holiday leave, but expected to return.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

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### Attendance in a preschool program

For the purposes of the Collection, a child is considered to be attending if the child is enrolled in a preschool program and has attended the preschool program for at least one hour during the reference period.

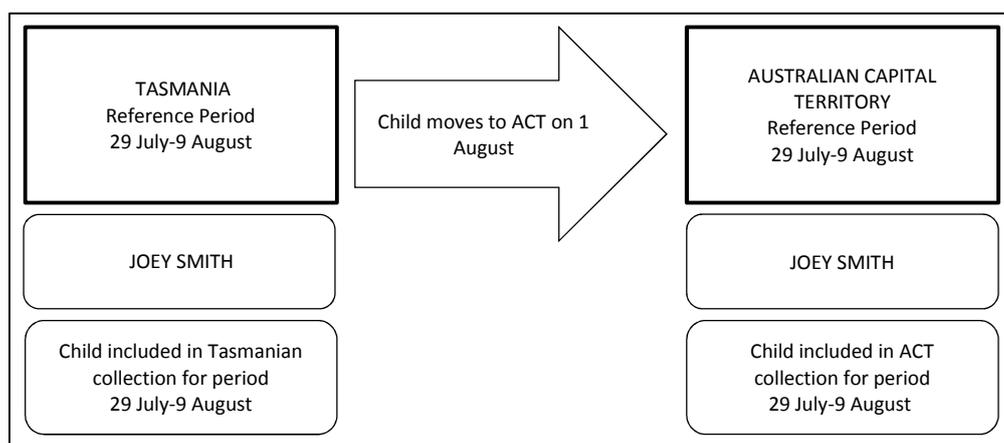
### REASONS CHILDREN COULD BE ENROLLED IN AND ATTENDING MULTIPLE PRESCHOOL PROGRAMS

Below is a summary of the different ways that a child could be included more than once in the Collection.

#### *Across jurisdictions*

When children move interstate during the reference period, they may still be on the enrolment list of their former preschool as well as on the enrolment list of their new preschool. In this situation, the child would be recorded legitimately in both jurisdictional data sets (Refer to Figure 3.1). In the 2013 Collection this occurrence was significantly reduced due to the alignment of collection reference periods for each jurisdiction.

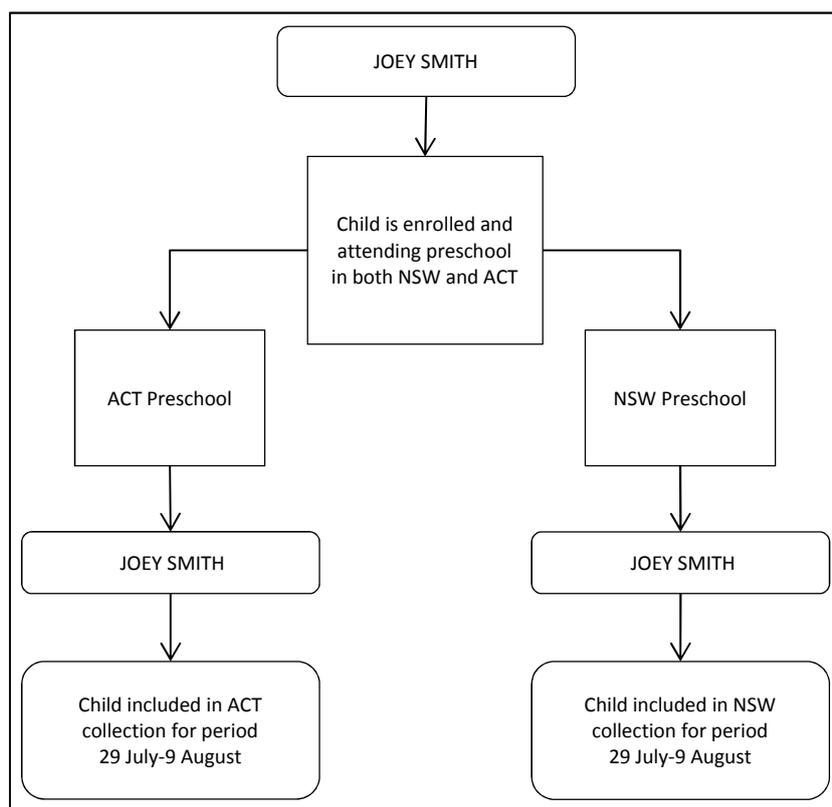
Figure 3.1 Multiple Enrolments – Across Jurisdictions



#### *Cross border issues*

Where a child is enrolled in and attending two or more preschools in two separate jurisdictions (e.g. NSW and ACT), the child would be recorded in two different jurisdictional data sets. This could occur when a family chooses a mixed preschool program delivery model that spans different states/territories. Refer to Figure 3.2.

Figure 3.2 Multiple Enrolments – Cross Border Issues

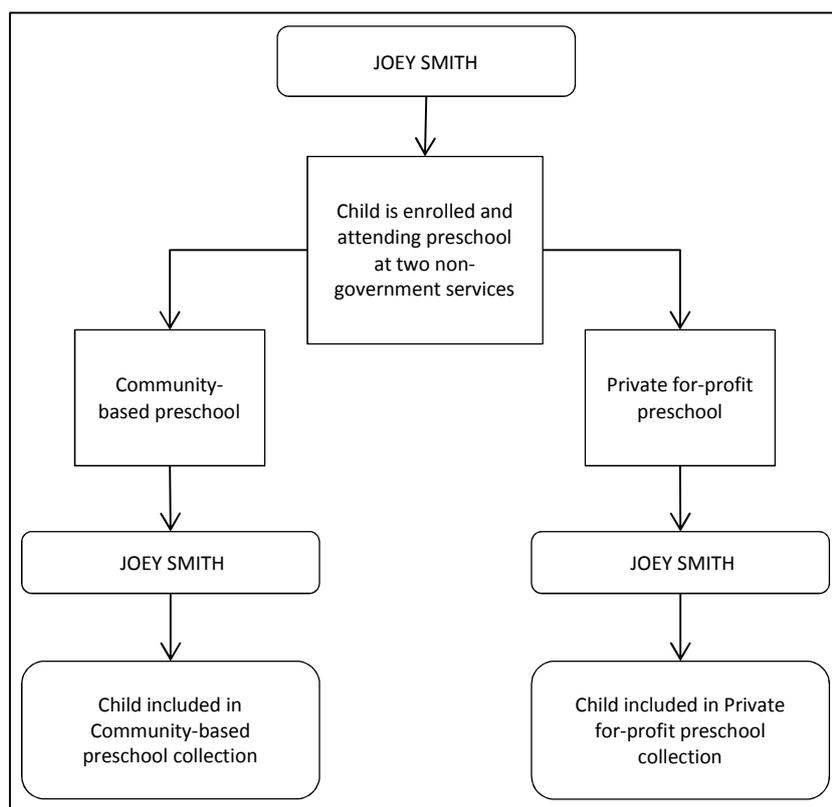


In the instance described in Figure 3.2 a child is enrolled in and attending two preschools and therefore this child would be included in both jurisdictional collections.

### *Within a sector*

Where a child is enrolled in and attending two or more preschool programs within a sector, the child would be recorded for each enrolment within a jurisdictional data set. This could occur because a child's family has decided to use two or more non-government services, two or more government services, or two or more LDCs, reflecting work-life arrangements, or to increase their child's preschool attendance hours. Refer to Figure 3.3.

Figure 3.3 Multiple Enrolments – Within Sector

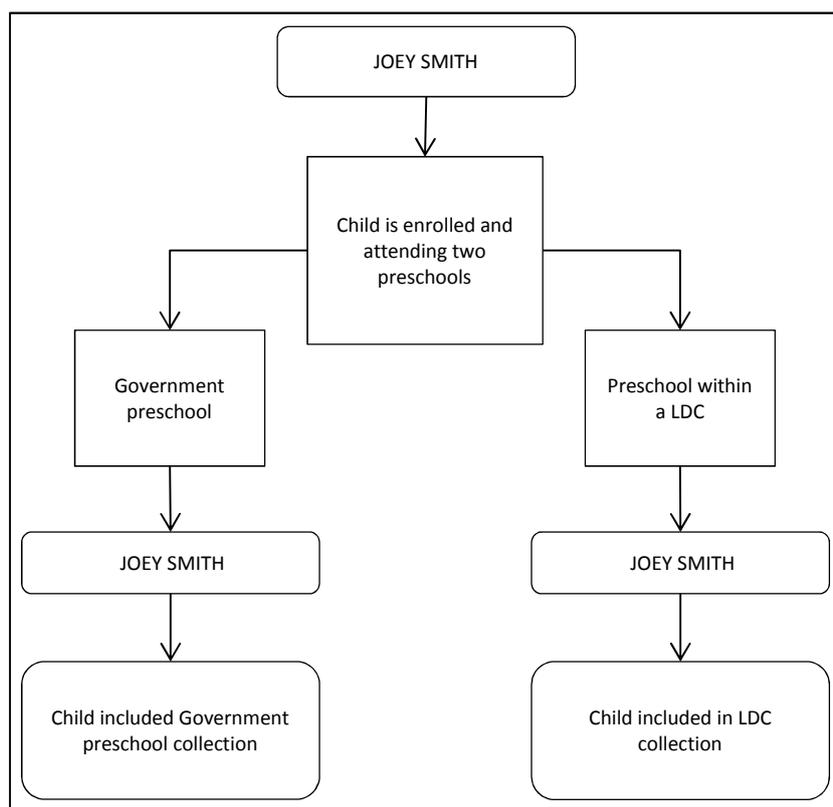


When jurisdictions can collect data using a URL methodology and a child/client database and/or Statistical Linkage Key (SLK) is available, these records could be linked to produce a unique child record. Although this is an instance where a child is enrolled in and attending two preschools, this child should only be counted once within ‘Counts of Children’. For further information on SLKs please see the *National Early Childhood Education and Care Collection: Data Collection Guide 2013* (cat. no. 4240.0.55.002).

*Across sectors*

Where a child is enrolled in and attending two or more preschool programs across sectors the child would be recorded for each enrolment within a jurisdictional data set. This may occur because a child’s family has chosen to use a combination of government preschool, non-government preschool or preschool in a LDC, reflecting work-life arrangements, or to increase their child’s preschool attendance hours. Refer to Figure 3.4.

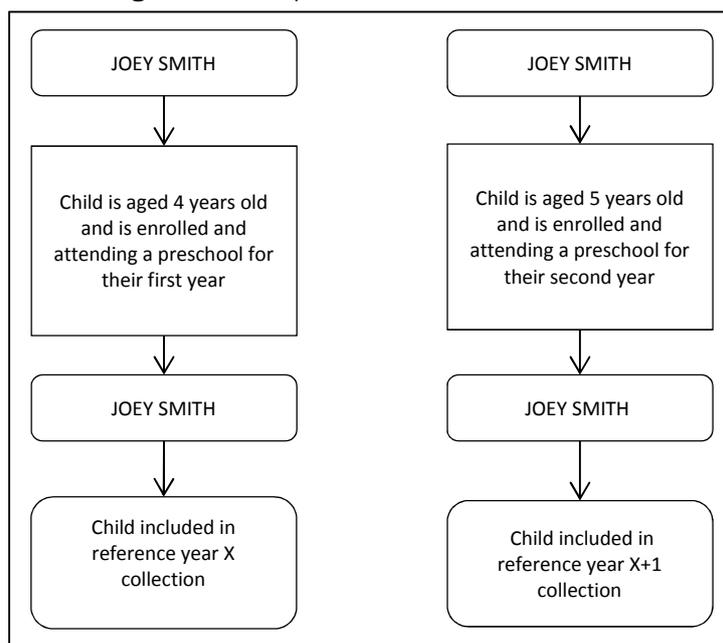
Figure 3.4 Multiple Enrolments – Across Sectors



*Across time*

Where a child attends preschool for more than one year (e.g. a child who was enrolled in an 'early entry' preschool program) the child would be recorded when counting the number of children enrolled in and attending preschool in 2013 and 2014, however, the child would only be counted once (in the 2013 count) when counting the number of children enrolled in and attending preschool in the year before full-time schooling (YBFS). Refer to Figure 3.5.

Figure 3.5 Multiple Enrolments – Across Time



### CHILD COUNTING CONCEPTS

This section describes the key child counting concepts used in the 2013 Collection. Further supporting terms and definitions are provided in the [Glossary](#).

#### Episode

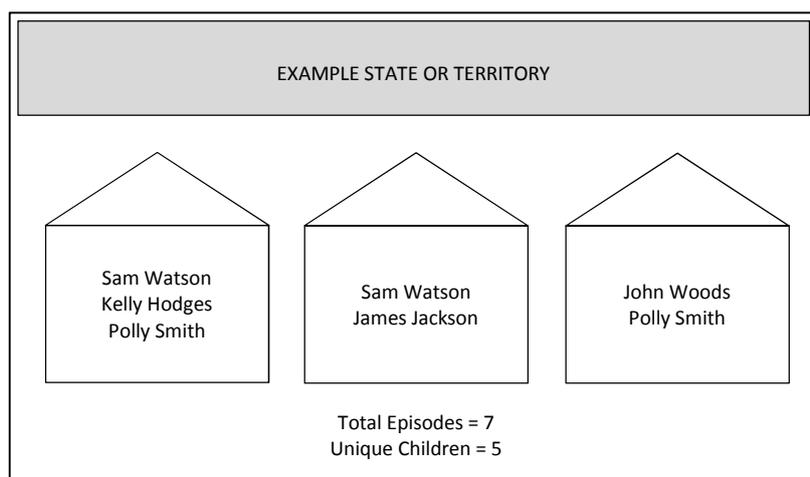
An episode is the count of a single occurrence of a child attending a preschool program. When a child attends two different preschool programs, this is described as a child attending two episodes of preschool. For this reason, the concept of child episode produces the largest count of observations.

#### Child

The count of children represents the count of unique children, irrespective of the number of separate preschool episodes any one child may receive. When a child attends two different preschool programs, the child will only be counted once where unit record level information is available to support this. In any given collection year, the number of unique children will be less than the number of child episodes. These concepts are further demonstrated in Figure 3.6 below.

In Figure 3.6, there are 7 separate episodes of preschool but 5 unique children in preschool. Sam Watson and Polly Smith both attend two different service providers where they receive two separate episodes of preschool. James Jackson, Kelly Hodges and John Woods each experience only one episode of preschool. See the [Glossary](#), for further information on the concept of an 'episode'.

Figure 3.6 Relationship of Episode counts and Child counts



### Year before full-time schooling

The YBFS, (also referred to as the 'year before formal schooling') is a concept used to describe the 'preschool cohort' of children who are in the year before commencing full-time schooling. Despite the varying delivery models of early childhood education across jurisdictions (McEwin and Ryan, 2009), the year before a child begins full-time schooling may be conceptualised as Year 1 (or Grade 1) minus 2 years, or Foundation year (national curriculum) minus 1 year. This cohort may be a combination of children aged 3, 4, 5 and sometimes 6 years old. However, for the purposes of the Collection counts of children in the YBFS cohort are reported for children aged 4 and 5 only.

Children who are 5 or 6 years old and attending a preschool program have usually attended more than one year of a preschool program, or may have been delayed from starting preschool at the usual age. The 3 year old children include those that are eligible for early entry due to special needs or giftedness, or who will attend the first year of full-time schooling as four year old children due to certain state or territory school starting age exemptions. Children eligible for early entry to preschool aged 3 years and who remain for a second year of preschool as children aged 4 years (e.g. early entry for Aboriginal and Torres Strait Islander children or children with special needs), are in the YBFS cohort when they attend preschool as 4 year old children.

Operationally for the Collection, children were only included in the YBFS cohort if the child was 4 or 5 years old. To be included as a 5 year old, the child record must have been supplied with a preschool repeater indicator flagged in the negative. Five year old children with a repeater indicator flagged in the affirmative were excluded within the YBFS population. Refer to Figure 3.12 Creating a Unique Child Record for the Year Before Full-time Schooling Concept.

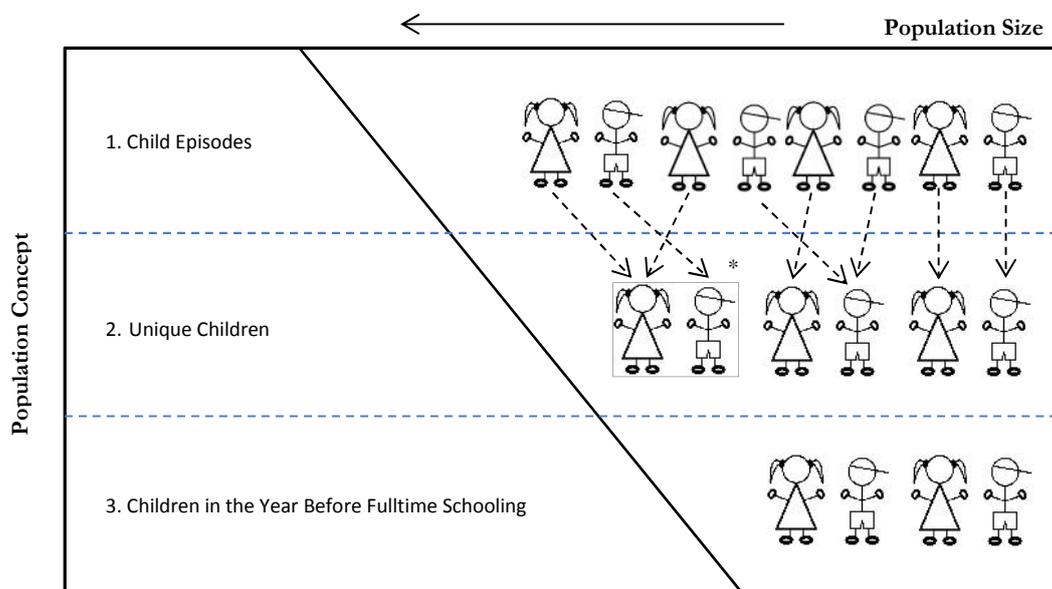
Unique child counts produce fewer totals than episodes as this population counts each child only once, irrespective of the number of preschool episodes they have received during the reference period. This population includes instances of children who are enrolled in a preschool program across multiple years, that is, they will be counted in both the 2012 and 2013 collections if they were enrolled in a preschool program and attended the preschool program for at least one hour during the reference period.

YBFS counts of children produce even lower totals than unique children as the count removes children aged 5 or 6 years old who undertook preschool in the previous year as these children would have been included in the 2012 YBFS counts. This population includes 4 and 5 year olds who are enrolled in their first year of a preschool program.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

Figure 3.7 below depicts the impact on population size in relation to the logic associated with each of the 3 population counting concepts. A unique child can have more than one episode of preschool during the reference week. The number of episode counts will be higher than the number of unique child counts, which in turn will be greater than the number of children in the YBFS.

Figure 3.7 Counting Concepts on population size



\* Excluded from the current cycle YBFS counts since they were included in the previous cycle YBFS count.

### WORKER

For 2013 Collection output, an 'ECEC worker' is defined as a contact worker who has paid employment with an ECEC service provider (including full-time, part-time and contract workers) and has delivered, or assisted in delivering, a preschool program within the collection reference period.

### TEACHER

The formal definition of a teacher is 'an ECEC contact worker who has completed at least a three year university qualification in early childhood education and are employed as a teacher'. Relevant qualifications to qualify as a teacher include:

- Postgraduate degree
- Graduate diploma or graduate certificate level
- Bachelor degree (honours)
- Bachelor degree pass (4 years or equivalent)
- Bachelor degree pass (3 years or equivalent).

An equivalent four year university qualification includes workers who have been deemed to have the necessary skills and qualifications to be employed as a four year degree equivalent teacher by the jurisdiction.

For 2013 Collection output, an 'ECEC teacher' is defined as an ECEC contact worker who has completed a three year university qualification in early childhood education or equivalent and has delivered, or assisted in delivering, a preschool program in the reference period.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

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More information on worker and teacher specifications can be found in Chapter 1: *'Collection Specifications' of the National Early Childhood Education and Care Collection: Data Collection Guide, 2013* (cat. no. 4240.0.55.002).

For more information on how a worker/teacher is defined for each state and territory see [Chapter 5: Overview of ECEC in Australia](#).

### SERVICE PROVIDER

For the purposes of the Collection, a service provider is defined as an organisation that directly provides an ECEC service to children at a specific geographical location. These services could include LDC, stand-alone preschool, preschool as part of a school, occasional care, outside of school hours care and vacation care services. Providers may offer multiple services within a single geographical location; however, for the purposes of the Collection, only service providers delivering preschool programs are considered in-scope.

A service provider may deliver multiple preschool programs from the same premises. Due to legislative requirements in some jurisdictions, separate licences may be issued for each preschool program that a service provider is authorised to deliver, even though those programs are delivered from the one location. For the purposes of the Collection, this would be considered as a single service provider delivering multiple preschool programs.

There are also instances where two unrelated service providers can operate from the same location. An example of this is a LDC with a preschool program that is located in the grounds of a school, and that school also operates a preschool program; however each provider has different management types. For the purposes of the Collection, these would be considered as separate service providers delivering separate preschool programs irrespective of implied or perceived service integration.

### GEOGRAPHY FOR THE NATIONAL ECEC COLLECTION

The Australian Statistical Geography Standard (ASGS) is the ABS' new geographical framework, which came into effect from July 2011. The ASGS replaced the Australian Standard Geographical Classification (ASGC). For the 2013 Collection, data have been classified to the ASGS Statistical Area Level 1 (SA1) for Remoteness Areas and Socio-economic Index for Areas (SEIFA). Accordingly, data may be output from the 2013 Collection using aggregations of ASGS SA1s and higher statistical areas.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

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### DATA METHODS AND PROCESSES

This section describes the interactions and business rules within the Collection as they relate to key output collection populations. Further terms and definitions are provided in the [Glossary](#).

#### DATA COLLECTION METHODS

Most jurisdictions supplied data for the Collection using a URL data collection methodology. A small proportion of data for certain preschools in some states and territories were provided at aggregate level.

#### Unit Record Level Data Collection

A URL data collection methodology contains data for individual statistical entities in a collection population. For the purposes of the Collection, a URL data collection methodology collects child level data and corresponding service provider data for each child in the data set. This collection methodology also includes worker level data corresponding to service provider data for each worker in the data set. In 2013, all jurisdictions were able to collect worker data using a URL data collection methodology.

#### Aggregate Level Data Collection

An Aggregate level data collection methodology contains data from statistical entities within the collection population that are grouped together and aggregated into broader categories. For the Collection, an Aggregate data collection methodology collects totals of children enrolled in and attending preschool programs at the service provider level only. Unlike URL collection methodologies, data collected at this level does not contain detailed child level information. Therefore, it is not operationally possible to identify children enrolled and attending multiple services. All preschool data collected at the service provider level is therefore reported as an episode.

#### Statistical Entities

Within each jurisdiction's collection, data were collected for the following statistical entities:

- Child level data
- Worker level data
- Service Provider level data.

#### *Child Level Data*

Child level data contains information for each individual child in the data set and includes personal characteristics, enrolment and attendance information for each child. Aggregate level data contains data from statistical entities within the collection population, which are grouped together into broader categories therefore individual child record information is not available.

The primary aim of collecting data at the child level is to enable reporting of numbers of children who have received a preschool program in the year before full-time schooling. Child level data that includes a non-unique identifier, such as a statistical linkage key (SLK), assists to ensure that each child is counted only once. The importance of child counts is explained further, later in this Chapter.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

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### *Worker Level Data*

Worker level data contains confidentialised data for individual workers at each service provider within the data set. Data at the worker level includes educational qualifications, role and type of work activity, and information on whether the worker delivered, or assisted in delivering, a preschool program. It is possible for a single worker to be employed across multiple service providers within the same jurisdictional file where a worker may be employed by two or more preschools, two or more LDCs or a combination of Preschool and LDC. It is also possible for a single worker to be employed by the same service provider across different jurisdictional files, CCMS and a state or territory file. As no worker level data supplied for the 2013 Collection included a unique identifier which could be used to link episodes, as occurs for child level data, all worker data was output as episodes of workers delivering preschool programs. See the [Glossary](#), for further information on the concept of an 'episode'.

### *Service Provider Level Data*

Service provider level data contains information for each individual service provider delivering a preschool program. Data at the service provider level includes geographic information, management type, activity type and service delivery setting, as well as aggregate information on preschool programs (for child aggregate collections only). Service provider data are also available from child URL data sets (preferred collection method). In a child URL dataset, a service provider's characteristics are replicated for every child episode associated with that service.

## CREATING UNIQUE CHILD RECORDS FROM EPISODE RECORDS

The Collection utilises and combines different data sources or 'files' in order to process the data. The following discussion outlines the various stages of the ABS matching and linking utilised for the 2013 Collection. See [Chapter 2: Collection Overview](#) for more information.

### Background

To derive estimates of the 'number of children' enrolled in and attending preschool, a collection methodology is required to transform episodes of preschool to the child level data and to link records across files to estimates of unique children.

For the 2012 National ECEC Collection, the ABS implemented an enhanced methodology for linking of child records within and between source data files. This methodology was introduced to improve the Collection further by maximising the coverage of data provided to the ABS. In 2013 a similar enhanced methodology was adopted to process the Collection.

The following discussion provides information on the 2013 methodological procedures in relation to how child data were reconciled into the collection output populations: 'Episodes of preschool', 'Children' and 'Children in the Year before Full-time schooling' (YBFS).

A child record consists of one or more episodes. For more information refer to Figure 3.6 Relationship of Episode counts and Child counts, earlier in this chapter.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

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### *Matching and Linking Terminology*

For the purposes of the Collection, match or matching relates to the scenario where two or more records can be identified to belong to the same unique child. Linked or linking relates to the scenario where two or more records are linked but are not necessarily a true match for a unique child. The Collection only adopts the linkage methodology because the Collection linking methodology uses a Statistical Linkage Key (SLK), which is not a unique identifier. In a majority of cases, the SLK may be unique but in some instances, more than one child may have the same SLK due to similar characteristics. For further information about the SLK please see *National Early Childhood Education and Care Collection: Data Collection Guide 2013* (cat. no. 4240.0.55.002).

### Statistical Linkage Key

Identification of unique child records can be achieved through the SLK to identify linking child episode records. The SLK can only provide estimated counts of unique child records as it is possible for two or more children to have coincidental identical SLKs. The application by data providers of a child/client database, which contains across year child details including name, date of birth and address information for each child in the data set can further assist in identifying coincidental links of SLK. This process only assists in the identification of coincidental links within a jurisdictional data submission for the Collection.

Consistent with the 2012 methodology, in 2013 the ABS utilised an 'SLK Match Code' to support improved accuracy of unique child counts. An SLK Match Code is assigned by data providers to a child only where two or more episode records are related to that child. The SLK Match Code facilitates the correct handling of scenarios where identical SLKs belong to two or more children.

### Identification of identical SLK Child records across data sources

The following data elements were used for linking the multiple data sources for the 2013 Collection:

- Statistical Linkage Key (SLK)
- Geographic location of child (SA1 and Collection District (CD))
- SLK Match Code
- ABS Service provider ID.

For 2013, a goal was set to achieve SA1 level reporting for child and service provider by all jurisdictions. As a contingency CD level data was also requested in case SA1 data was not available. The goal of SA1 level reporting was achieved in 2013 by all jurisdictions therefore CD data was not used in 2013 Collection processing. To show the transition from CD to SA1 data reporting the following diagrams in this chapter continue to show CD level data although it was not utilised in 2013 Collection. Further supporting information relating to these data elements can be found within Chapter 2: Data Element – Unit Record Level of the *National Early Childhood Education and Care Collection: Data Collection Guide 2013* (cat. no. 4240.0.55.002).

### Stages of Linking Methodology

Episode linking processes operate within each state and territory and consist of two key processes:

- Linking within-file: Linking episodes of preschool within a supplied URL data file.
- Linking between files: Linking episodes of preschool across different URL data files.

The following discussion outlines how these concepts are operationally implemented for the 2013 Collection.

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## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

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### *Linking Within-File*

The first stage of the linking methodology was performed on each episode level file provided for the Collection. To determine if multiple episodes belong to the same child, the following logic was applied to produce child level records within a file. Refer to Figure 3.8 Within file episode linking methodology.

*For multiple episodes identified as belonging to the same child based solely on their SLK:*

#### *SLK Match code is supplied:*

If two episodes have the same SLK and the same SLK Match code, then they are considered as belonging to the same child. If the same SLK does not link on the SLK Match code, they are considered as being separate children. Linked records through 'Linking within-file' and SLK Match code methods may be considered matches (i.e. episode belonging to the child). This can occur where the SLK Match code has been supplied by a data provider with the application of a child/client database.

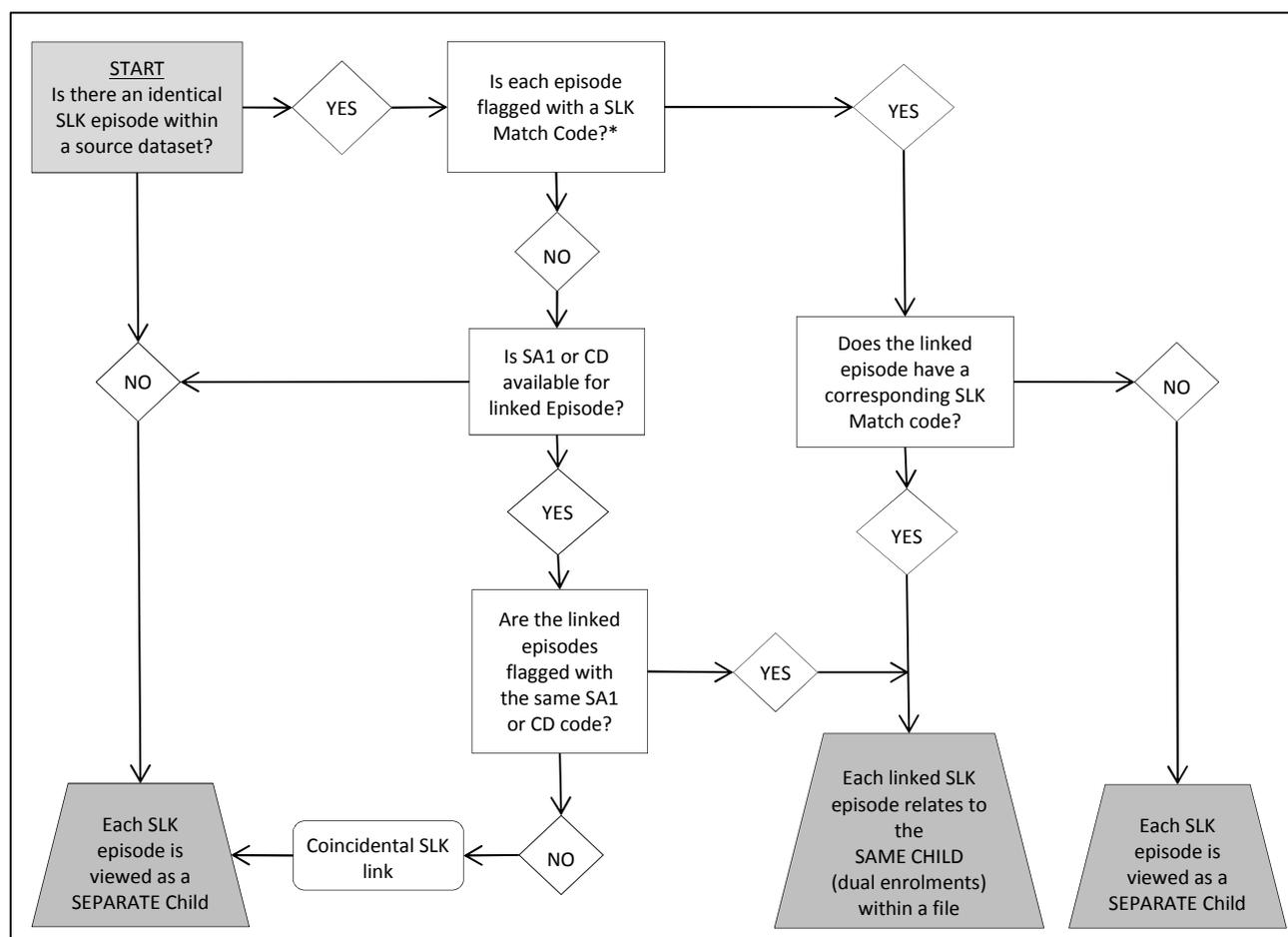
#### *SLK Match code is not supplied:*

If no SLK Match code is supplied, then a link on SLK and the child SA1 geography code is used to identify linking child records. If two episodes have the same SLK and both are located in the same child geographical statistical area, they are considered as belonging to the same child.

#### *No SLK Match code and no SA1 supplied:*

If no SLK Match code and no SA1 codes are supplied, then a link on SLK and CD code is used. If two episodes have the same SLK and the same CD, then they are considered as belonging to the same child. If they do not link, they are treated as separate episodes.

Figure 3.8 'Within file' episode linking methodology



\* All state and territory and CCMS data provided was provided with a SLK match code

### Linking Between-Files

The second stage in the methodology links two child level files. This occurs when linking a state and territory file to the CCMS file. This process was performed on a state-by-state basis, i.e. only the NSW children in the CCMS file will be compared with the NSW state file. To determine if two child records on different files were the same child, the following logic was applied to between-file linking.

*Multiple child records (between files) identified as being the same child based on their Statistical Linkage Key (SLK):*

#### *Link on SLK and on SA1.*

If a child record from each file has the same SLK and both are located in the same SA1, then both records are considered as belonging to the same child. If they don't link, they are treated as separate episodes.

#### *Link on SLK and on CD*

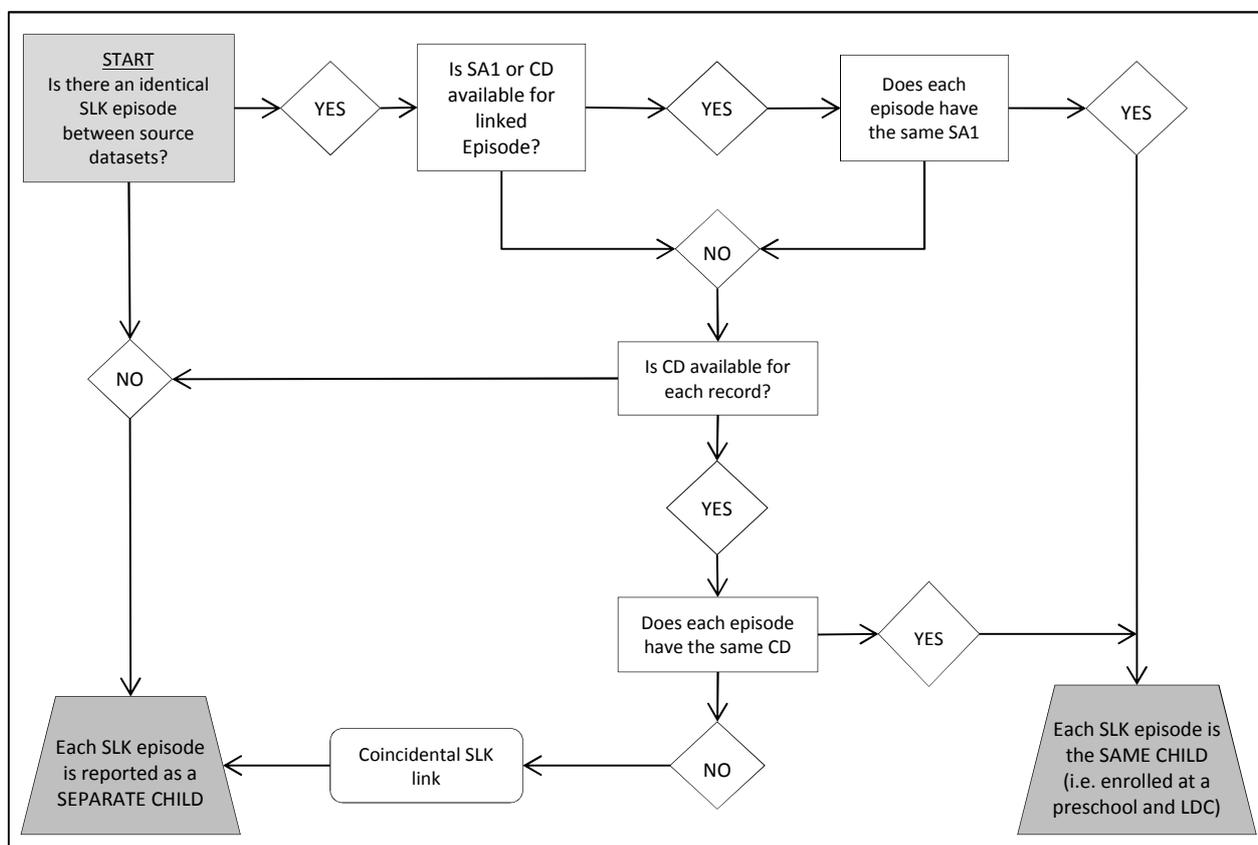
Figure 3.9 shows that if a child's SA1 code is not supplied, the linking is completed by comparing SLK and child's CD. If a child record from each file has the same SLK and the same CD, then the records are considered as belonging to the same child. If they don't link, they belong to different children.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

### *Link on SLK only*

If a child's SA1 or CD is not supplied by the data provider or is of a poor quality, then linking is conducted using SLK alone. In this scenario, child records from two different files who share the same SLK are considered as belonging to the same child. If the SLKs do not link, they are considered to belong to different children.

Figure 3.9 'Between file' episode linking methodology



Between-file episode linking was completed for each individual state and territory and conducted between a state and territory file and the CCMS.

### *Duplicate episode records for a unique child at a service provider:*

A child who is enrolled within a service provider can be reported within both a state and territory collection and the CCMS. In some scenarios, each data source may be reporting about different preschool experiences within the same service provider. The different data sources could also be reporting the same preschool experience. Due to the nature of state and territory collections and the CCMS, there is no way to definitively know what these linked episode records at a service provider represent. Operationally, for the 2013 Collection, linked episode records at a service provider were considered duplicates. To determine if two or more episodes linked to a child were unique or duplicates of each other, the following business rules were applied. This process applied for each state and territory after both the 'Within File' and 'Between File' linking processes had been completed.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

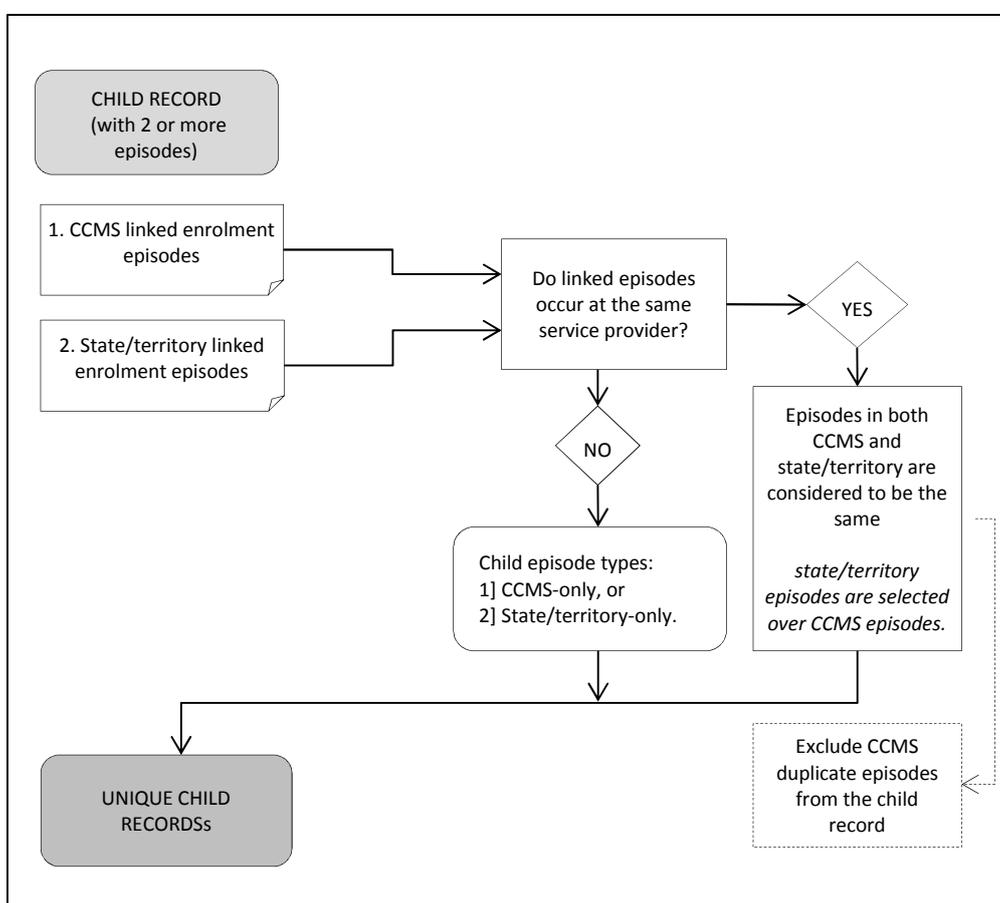
*Duplicate episode record checking within a service provider:*

The ABS as part of the Preschool Provider Frame (PPF) (for more information on the PPF refer to [Chapter 1: Collection Scope and Coverage](#)) allocates a unique identifier (ABS provider ID) to each unique service. The ABS provider ID is used to identify service providers within and across data files, and across collection years.

Figure 3.10 below, outlines how a child record with two or more episodes that share the same ABS provider ID code were considered as being a duplicate of each other.

In this scenario, the state/territory-supplied episode is selected over the CCMS source episode and the duplicate episode is removed from the child record. If a child enrolled in one service provider has multiple episodes originating from the same state and territory file, these episode duplicates are not removed from the child record. For a child record with corresponding episodes that have different ABS provider ID codes, each episode is considered to be unique and remain a component of the child record.

Figure 3.10 Child-episode reporting business rules for two or more episodes (a)



(a) This process will occur for each state/territory after the 'Within file' and 'Between file' linking process has been completed.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

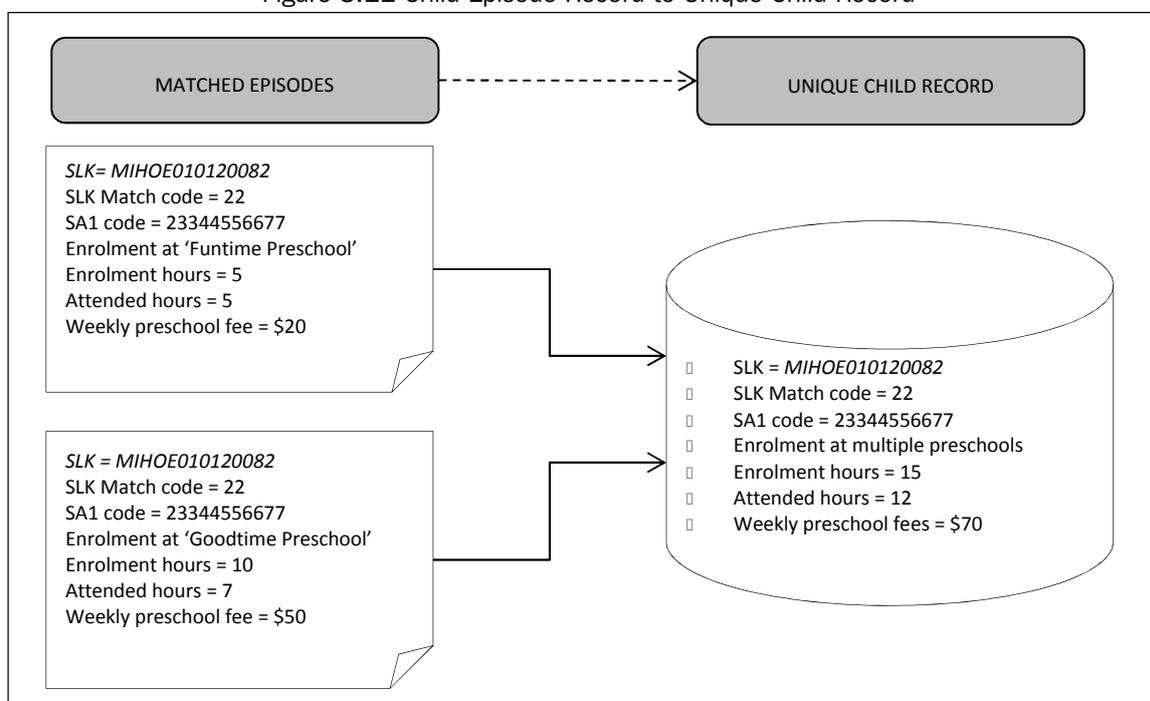
### Reporting Child Counts

After completing within-file linking, between-file linking, and child-episode linking, the Collection contains the unique child level records, which are used in all child level tables in the publication. These records can be of the following three types:

- a child with records solely from a state/territory source
- a child with records solely from a CCMS source
- a child with records from both a state/territory and a CCMS source.

Where two or more child episodes are linked, the unique characteristics within each episode are used to formulate the characteristics of the corresponding unique child record. Figure 3.11 outlines two linked episodes from two different preschool programs with weekly preschool fees, enrolment and attendance hours. This information is used to create a unique child record from the same data source supplied for the Collection.

Figure 3.11 Child Episode Record to Unique Child Record



For the purpose of output reporting on hours enrolled, hours attended and preschool fees, the child's multiple episode records are combined to obtain the total preschool program hours and total preschool program fees.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

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### Identification of Unique Child Records in the Year Before Full-time Schooling

The final stage of the linking methodology was to identify children in the YBFS.

For the 2013 Collection, children who were enrolled for more than one year of a preschool program were identified and if these children were aged 5 or 6 years old, their records were excluded from the YBFS population. Those 4 year old children who were previously enrolled in a preschool program were not excluded, because they would not have been attending a program intended for children in the YBFS in the previous year (i.e. they would have been attending preschool as a 3 year old child in 2012, but were out of scope to be included in the count of children enrolled in, and attending in the YBFS population).

Operationally, for the 2013 Collection, the identification of unique child records in the YBFS could only be achieved when 2 years of data had been collected using a URL data collection methodology and, a preschool repeater indicator applied through a jurisdictional child/client database.

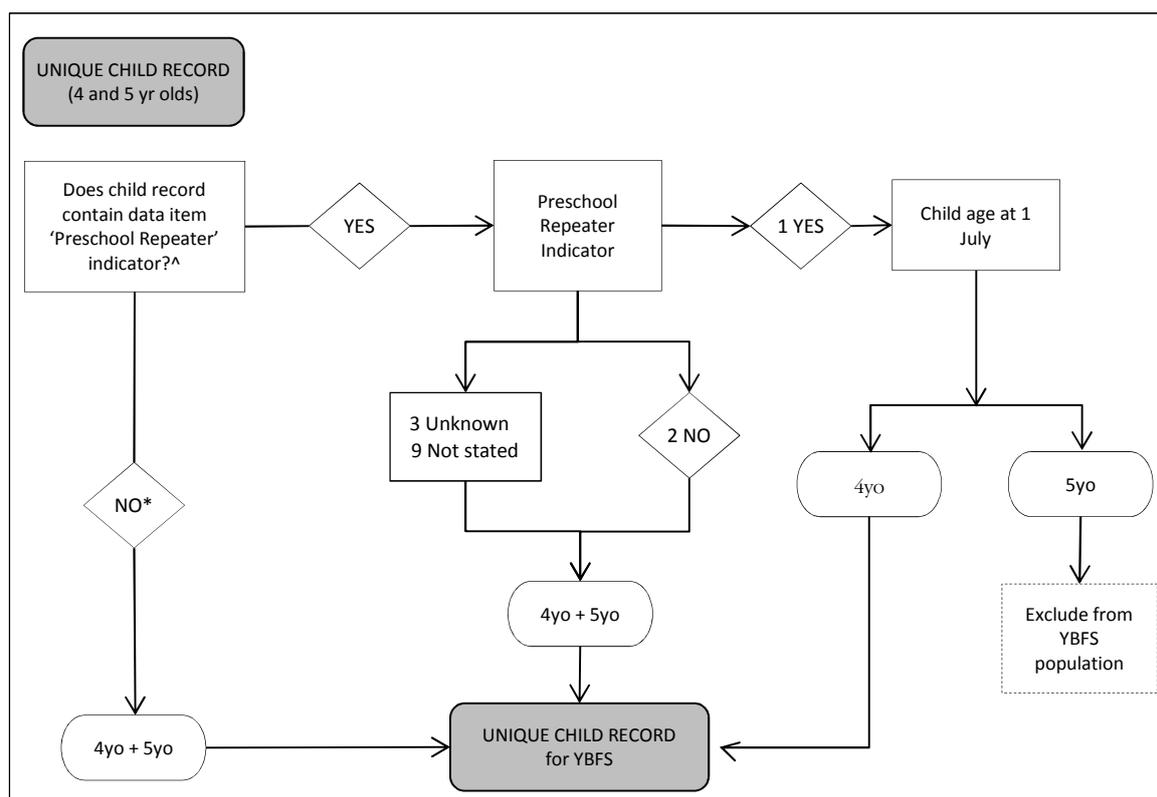
The following discussion outlines the identification of a YBFS child through the application of a preschool repeater indicator and without a preschool repeater indicator.

#### *For a YBFS child record with a 'Preschool Program Repeater Indicator'*

If the preschool repeater flag had been supplied by data providers (indicating that the child undertook preschool in more than one year on either the jurisdictional or CCMS files), and the child was five years old as at the 1 July age reference date, the child was not included in the tables presenting the 'Children in the Year Before Full-time Schooling'.

This process ensures that each child is only counted in one year of the Collection for the purposes of the data relating to the total number of children enrolled in and attending a preschool program in the YBFS population. The process to create a unique child record for the YBFS population is outlined in Figure 3.12 below.

Figure 3.12 Creating a Unique Child Record for the YBFS Concept



^ A valid Preschool repeater indicator includes where there was a valid response as per the ECEC NMDS

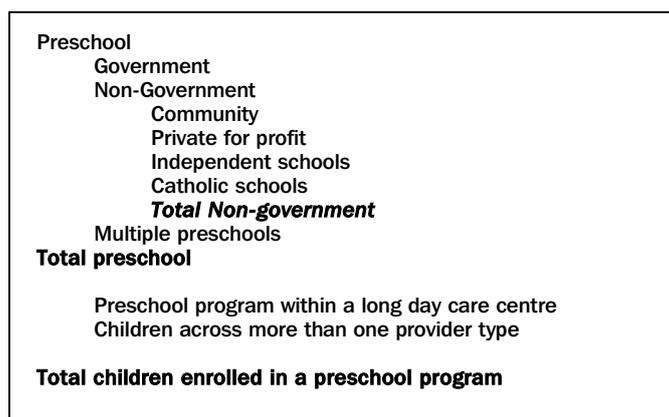
\* Represents blank value

Please see [Chapter 6: Jurisdictional Data Quality Statements](#) for each jurisdiction for more information on the capacity of data providers to supply the preschool repeater indicator.

### SECTOR CLASSIFICATION

The 'Sector' classification is a key derived classification that is used within the reporting of the Collection in *Preschool Education, Australia, 2013* (cat. no. 4240.0). This classification is a combination of the 'service activity type' classification and the 'management type' data items. Further information about these individual data elements can be found within *National Early Childhood Education and Care Collection: 2013 Data Collection Guide* (cat. no. 4240.00.55.002). The relationship in the 'Sector' derived classification as it relates to child counts is shown in Figure 3.13.

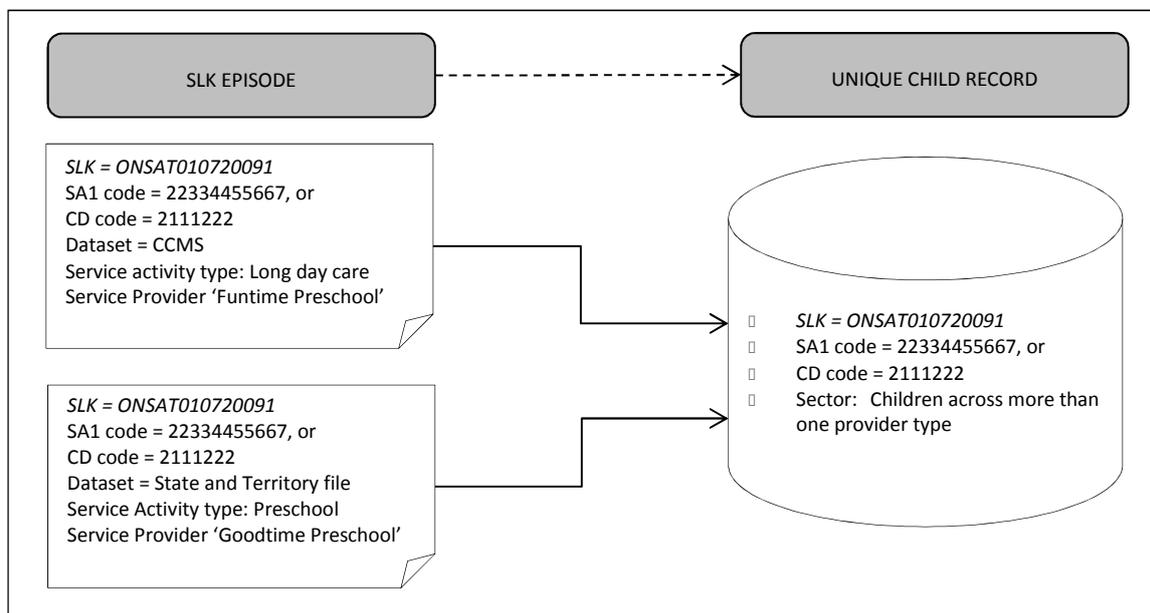
Figure 3.13 Sector Classifications



Management type is not disaggregated within the long day care (LDC) classification due to data availability issues associated with the Child Care Management System (CCMS). A data quality statement for the CCMS can be found in [Chapter 6: Jurisdictional Data Quality Statements – Australian Government](#).

The child classification category 'Children across more than one provider type' within the sector classification is derived by the ABS. The example outlined in Figure 3.14 shows how a child may be enrolled in both 'preschool' and 'long day care'. In this scenario, unique child records would be presented under the sector classification 'Children across more than one provider type'.

Figure 3.14 Derived 'Sector Classification' from 2 two episodes



### Sector Classification Reporting

In 2013, as in previous years, many children were identified as being enrolled in and attending multiple services. More information on child linking methodologies can be found earlier in this chapter.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

Table 3.2 outlines various patterns of preschool participation and the corresponding output categories in which they appear in the 2013 Child tables and in the 2013 Year Before Full-time Schooling (YBFS) Child tables within *Preschool Education, Australia, 2013* (cat. no. 4240.0).

### 3.2 Output sectors for different patterns of preschool participation

<i>Preschool usage scenario</i>	<i>Enrolled and Attending at: PRESCHOOL 1</i>	<i>Enrolled and Attending at: PRESCHOOL 2</i>	<i>Enrolled and Attending at: 1st LDC with a PSP*</i>	<i>Enrolled and Attending at: 2nd LDC with a PSP*</i>	<i>Sector type in 2013 Child and YBFS Tables</i>
Child A	✓	-	-	-	'Preschool'
Child B	✓	✓	-	-	'Multiple preschools'
Child C	✓	-	✓	-	'Children across more than one provider type'
Child D	✓	✓	✓	-	'Children across more than one provider type'
Child E	✓	-	✓	✓	'Children across more than one provider type'
Child F	-	-	✓	-	'Preschool program within a long day care <b>centre</b> '
Child G	-	-	✓	✓	'Preschool program within a long day care <b>centre</b> '

\*Preschool Program

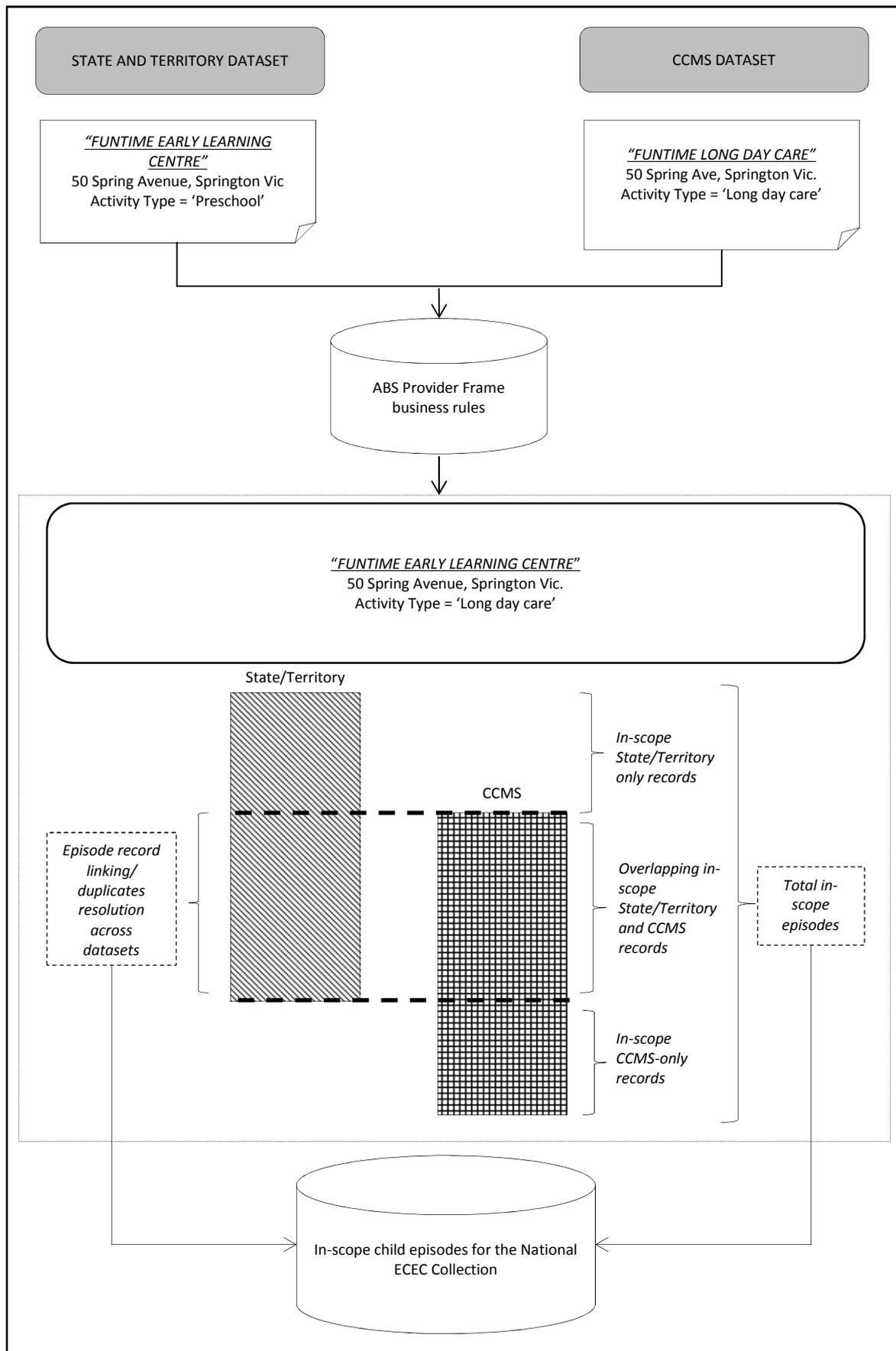
#### Derived Sector Classification

The development of the ECEC provider frame infrastructure, that supports the broader National Collection, facilitates the merging of multiple sources of service provider information to identify unique service providers delivering ECEC services in Australia.

The example presented in Figure 3.15 shows how the same service provider may be reported by a state and territory collection as well as the CCMS. A state or territory may report a state/territory funded 'preschool' at a particular location. At the same centre, a long day care program may also operate with enrolled children receiving a preschool program within both preschool and child care components. In this example, a child may be reported by both a state or territory and the CCMS. While the management types for the two programs may be different (i.e. a government preschool and a community LDC), the two programs operate from the same service provider. In these scenarios, the ABS has reclassified the service provider activity type as 'Preschool program within a long day care centre' to best reflect the nature of activities delivered by these service providers, within the current framework of the National ECEC Collection Standards.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

Figure 3.15 Service provider determination from ABS Provider Frame and associated child episodes



## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

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### Methodological Implications on the New Derived Service Provider Classification

This section outlines the output implications of the derivation of service provider classifications in the 2013 Collection.

#### *Service Providers*

This methodology for the Collection, which first occurred in 2012, results in the movement of service provider records across service activity type categories. This has a potentially significant impact on service activity output with an increase in 'Preschool program within a long day care' and a decrease in preschools.

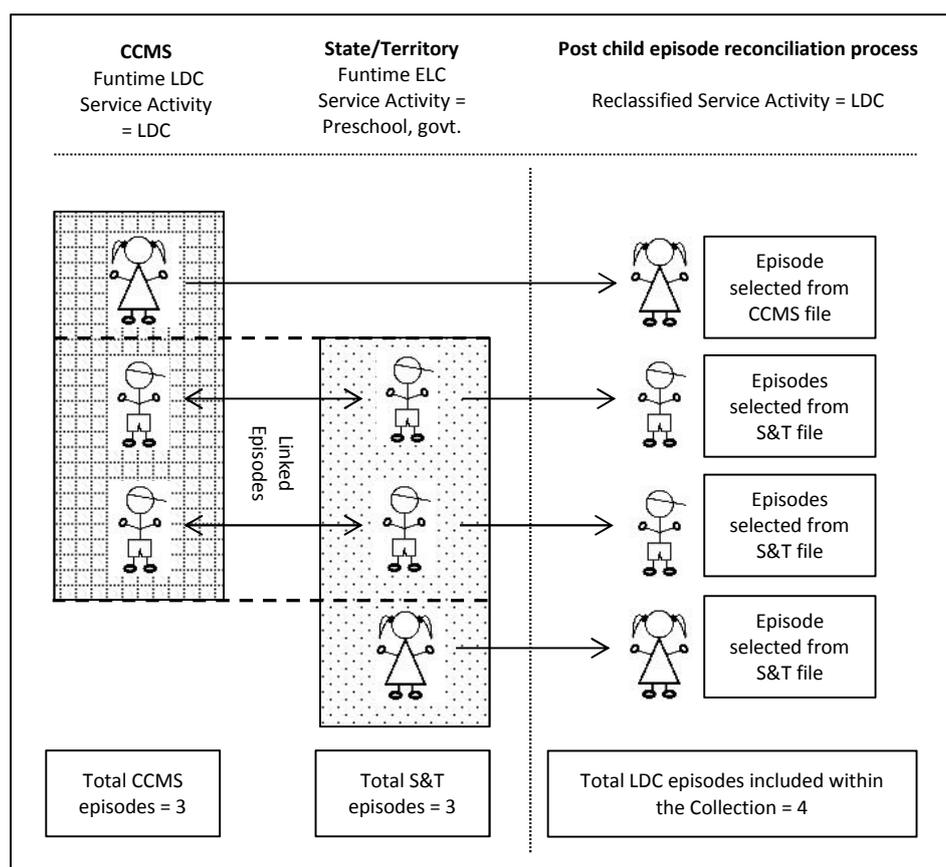
This change in collection methodology will have no impact to states and territories where there is no service provider overlap with CCMS and their collections in 2013.

For 2013 there will be one table of service provider counts produced for the Collection. Table A in the Appendix to *Preschool Education, Australia, 2013* (cat. no. 4240.0) the 'Number of Service Providers delivering an Early Childhood Education and Care Program' is a count of all service providers in ECEC. The 2013 service provider count was developed by processing service provider information from 2013 state and territory ECEC collections and the 2013 CCMS data submission. The 2013 ECEC count excludes service providers sourced from the National Preschool Census (NPC) as no NPC data were included in the 2013 Collection. Service provider data from the different data sources were compared and service provider characteristics were updated to make use of the best available data. Where the same service provider was located within multiple data files, duplicated records of the same service provider were removed. The same methodology from the 2012 Collection was utilised in the 2013 Collection, which results in some movements across service activity type to more accurately reflect the main activity type occurring at a service provider. For the 2013 service provider count, where a service provider was categorised as a 'preschool' within a state or territory collection but concurrently categorised as 'long day care' within the CCMS collection, the service activity type 'Preschool program within a long day care centre' was adopted. This has resulted in a number of services being re-classified from 'preschool' to 'Preschool program within a long day care centre' within the overall population of service providers. The count of ECEC service providers published in Table A1 relates directly to the published episode and child statistics. For further information please refer to the *National Early Childhood Education and Care Collection: Data Collection Guide 2013* (cat. no. 4240.0.55.002).

#### *Child Episode Records*

The 2013 Collection utilised as many available episode records attached to a service provider as possible, irrespective of data source. Figure 3.16 below shows how child episodes are utilised in the new collection methodology to increase the accuracy of the number of episodes for inclusion.

Figure 3.16 Child Episode reconciliation from multiple data sources for a single service provider



In-scope episodes used in output populations include a combination of state and territory-only, CCMS-only and overlapping state and territory and CCMS records. Of the overlapping episode records, only one episode (always from a state and territory collection) is chosen if they are for the same child at the same service provider.

Based on this methodology, episode and child level data presented can be sourced from state and territory-only episodes and/or CCMS-only episodes as well as the overlapping episodes.

### *Child Episode reconciliation from multiple data sources*

Figure 3.16 depicts how the change in 2013 Collection methodology impacts on child episodes. In this example, the state and territory-sourced “Funtime Early Learning Centre” and CCMS-sourced “Funtime Long Day Care” at the same location have been linked within the Collection processes. The derived sector classification methodology has been applied and the service provider has been classified as a ‘Long Day Care’ centre.

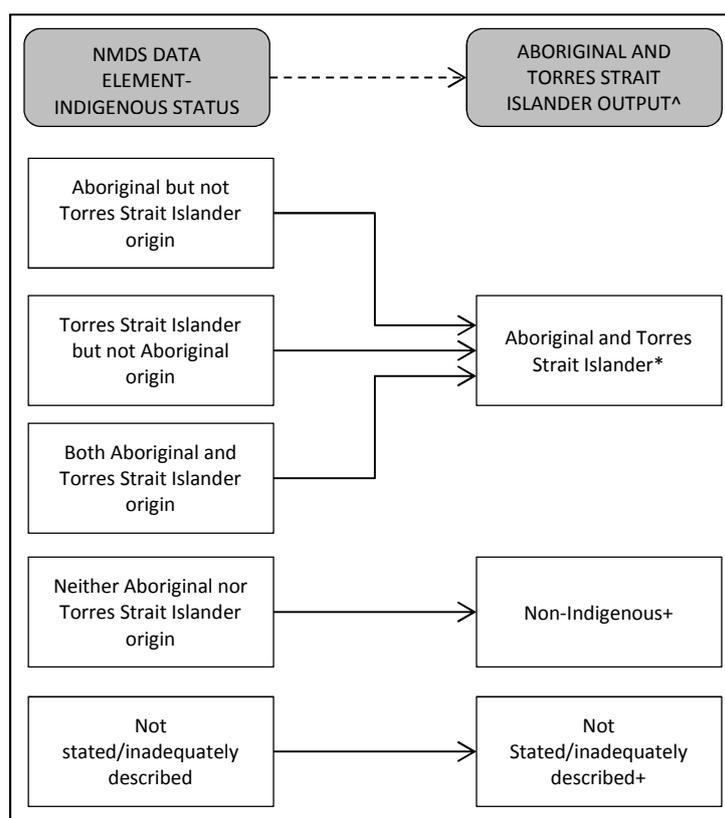
All child episodes attached to each collection source (CCMS or state and territory) for a linked service provider (e.g. “Funtime Early Learning Centre” and “Funtime Long Day Care”) now share the same service provider characteristics (management type and service activity type). For all child episodes within a service provider having linked episodes in both a state or territory and CCMS files, only state and territory sourced episodes will be utilised. All episodes within a service provider are utilised for child episodes sourced only from a state and territory file or CCMS. All child episodes from either input file are now classified as Long Day Care and will be counted as episodes of ‘Preschool program within a long day care’ in ABS publication tables.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

### REPORTING OF ABORIGINAL AND TORRES STRAIT ISLANDER STATUS

For the 2013 Collection, data providers were asked to collect Indigenous status by applying the ECEC NMDs standard Indigenous classification (this definition is in accordance with 'The Commonwealth Definition' which was given in a High Court of Australia judgement in the case of *Commonwealth v Tasmania* (1983) 46 ALR 625). At the episode level this directly relates to the Aboriginal and Torres Strait Islander status of the child. Due to ABS confidentiality requirements and the small population associated with Aboriginal and Torres Strait Islander peoples in the preschool sector, the input category needed to be collapsed for the output of the 2013 Collection. Figure 3.17 outlines how the ECEC NMDs data element of Indigenous status are categorised under the collapsed Aboriginal and Torres Strait Islander people output for the 2013 Collection.

Figure 3.17 Reporting of Aboriginal and Torres Strait Islander Status



^ This is consistent with the broader classification standard outlined in *Standards for Statistics on Cultural and Language Diversity, 1999* (cat. no. 1289.0)

\*For the purposes of the National ECEC Collection, Aboriginal and Torres Strait Islander status only is output

+Non-Indigenous and not stated/inadequately described output is commonly combined

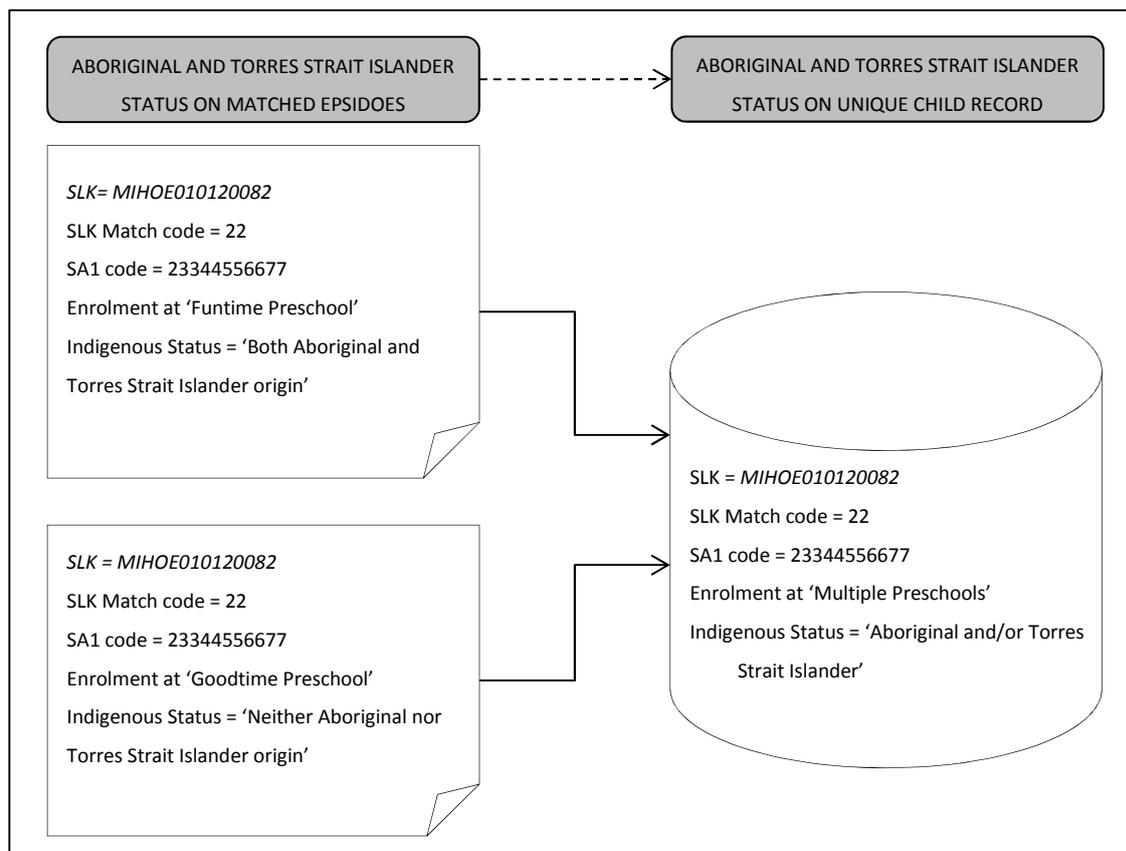
For the 2013 Collection, the ECEC NMDs Indigenous status in some instances may be different for corresponding episodes for the same child. In instances where the Indigenous status differed between episodes for a child, the business rules used for deriving Aboriginal and Torres Strait Islander status was as follows:

A child was classified as Aboriginal and/or Torres Strait Islander origin if his/her Indigenous status was recorded as such on at least one episode.

Figure 3.18 illustrates how the Aboriginal and Torres Strait Islander status of a child with two episodes of preschool from two different service providers and an inconsistent record of his/her Indigenous status has been output for the 2013 Collection.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

Figure 3.18 Inconsistent Reporting of Aboriginal and Torres Strait Islander Status for Episode and Unique Child Counts



The unique child record assumes Aboriginal and Torres Strait Islander status information for each child on the basis of the business rules outlined above. If a child is identified as Aboriginal and/or Torres Strait Islander on any one episode of enrolment, their Indigenous status will be output as Aboriginal and/or Torres Strait Islander for child and YBFS tables. In the event that a child's Indigenous status is incorrectly recorded (as Aboriginal and Torres Strait Islander) in one or more episode, this may result in incorrect classification of that child. It is acknowledged that this methodology may lead to an over-count of Aboriginal and Torres Strait Islander children depending on the level of accuracy of requesting, obtaining and recording the child's Aboriginal and Torres Strait Islander status.

Table 3.3 below outlines example scenarios for deriving the ECEC NMDS input Indigenous Status within the 2013 Collection.

## CHAPTER 3: CONCEPTS, METHODS AND PROCESSES

### 3.3 Illustration of selected business rules for deriving Aboriginal and Torres Strait Islander Status output classifications

<i>Unique Child</i>	<i>Episode 1</i>	<i>Episode 2</i>	<i>Episode 3</i>	<i>Output Aboriginal and Torres Strait Islander status</i>
Child A	Neither Aboriginal or Torres Strait Islander origin	Neither Aboriginal or Torres Strait Islander origin	Aboriginal origin	Aboriginal and Torres Strait Islander
Child B	Torres Strait Islander origin	Torres Strait Islander origin	Torres Strait Islander origin	Aboriginal and Torres Strait Islander
Child C	Aboriginal origin	Aboriginal origin	Aboriginal and Torres Strait Islander origin	Aboriginal and Torres Strait Islander
Child D	Aboriginal and Torres Strait Islander origin	Neither Aboriginal or Torres Strait Islander origin	Neither Aboriginal or Torres Strait Islander origin	Aboriginal and Torres Strait Islander
Child E	Neither Aboriginal or Torres Strait Islander origin	Neither Aboriginal or Torres Strait Islander origin	Neither Aboriginal or Torres Strait Islander origin	Non-Indigenous

More information can be found in the National best practice guidelines for data linkage activities relating to Aboriginal and Torres Strait Islander people on the AIHW website  
<http://www.nss.gov.au/nss/home.nsf/NSS/ODD43402B6B4D854CA257A38001E143B?opendocument>.

## CHAPTER 4: DATA OUTPUT TABLES

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### OUTPUT TABLE REFERENCE MATRIX

For the 2013 National Early Childhood Education and Care Collection (the Collection), data has been output using various concepts. Below is a quick reference of these concepts to assist users to ascertain which tables within the *Preschool Education, Australia, 2013* (cat. no. 4240.0) publication contain the relevant population concept.

### DESCRIPTION OF CONCEPTS WITHIN THE 2013 NATIONAL ECEC COLLECTION

For the 2013 release of the National Early Childhood Education and Care (ECEC) Collection the output of the publication is organised in terms of broad classification concepts.

Outlined below is a summary of tables by classification concept.

#### Classification Concept grouping

- Enrolment and Attendance by Episode, Child and Year Before Full-time Schooling (YBFS) population
- Disadvantage by Episode, Child and YBFS population
- Remoteness Area (ARIA) by Episode, Child and YBFS population
- Hours by Episode, Child and YBFS population
- Fees by Episode, Child and YBFS population
- Worker by Education field, and Role of Worker population

Table 4.1 identifies the location of classification concept grouping within the *Preschool Education, Australia, 2013* (cat. no. 4240.0) publication.

More information on classifications can be found within *National Early Childhood Education and Care Collection: Data Collection Guide 2013* (cat. no. 4240.00.55.002).

#### 4.1. Classification concept grouping

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<i>Classification concept grouping</i>	<i>Output table number</i>
Enrolment and Attendance by Episode, Child and YBFS population	1-8
Disadvantage by Episode, Child and YBFS population	9-13
Remoteness Area (ARIA) by Episode, Child and YBFS population	14-20
Hours by Episode, Child and YBFS population	21-27
Fees by Episode, Child and YBFS population	28-30
Worker by Education field, and Role of Worker population	31-32

Each group is disaggregated by estimation concept and other collection classifications including sector and age. For further information on table disaggregation, see the *Preschool Education, Australian, 2013* (cat. no. 4240.0) publication index.

## CHAPTER 4: DATA OUTPUT TABLES

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### STATISTICAL POPULATIONS

This section outlines key statistical output populations within the Collection as presented in the publication of *Preschool Education, Australia, 2013* (cat. no. 4240.0).

Within each jurisdiction's collection, data were collected for the following statistical populations:

- Children
- Worker
- Service Provider.

This section outlines where these outputs are presented within the publication output of *Preschool Education, Australia, 2013* (cat. no. 4240.0).

### CHILDREN

Within the Children Statistical Population there are three sub-populations:

- Child Episodes
- Child
- Year Before Full-time Schooling.

Further information about the concepts behind these sub-populations can be found in [Chapter 3: Concepts, Methods and Processes](#).

### EPISODES OF A PRESCHOOL PROGRAM

Episodes of a preschool program, population concept presents counts of episodes of 4 and 5 year old preschool children during the 2013 Collection reference period. All jurisdictions, irrespective of whether data were provided at the child record level or at the service provider record level, were included in these tables. More information on episodes of a preschool program can be found in [Chapter 3: Concepts, Methods and Processes](#).

Episodes of preschool program data were reported separately for enrolment and attendance. Within these two data items, additional tables were produced by various cross-classifications.

Table 4.2 identifies the location of population concepts of episodes of a preschool program within the *Preschool Education, Australia, 2013* (cat. no. 4240.0) publication.

#### 4.2 Episodes of a Preschool Program in 2013

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Population Concept	Output table number
Age, Sector type, State and Territory	2

### CHILDREN IN A PRESCHOOL PROGRAM IN 2013

This population concept presents counts of unique 4 and 5 year old preschool children, during the 2013 collection reference period. More information on children in a preschool program can be found in [Chapter 3: Concepts, Methods and Processes](#).

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## CHAPTER 4: DATA OUTPUT TABLES

To be included in these tables, data had to be of a quality that allowed accurate identification of unique child records to ensure that each child was counted once only in the collection year. This required child data collected with a unit record level (URL) data collection methodology. See 'Creating unique child records from episode records' [Chapter 3: Concepts, Methods and Processes](#).

Numbers of children in a preschool program were reported separately for enrolment and attendance. Within these two data items, additional tables were produced by various cross-classifications for performance reporting under the National Partnership on ECEC.

Table 4.3 identifies the location of population concepts of children in a preschool program within the *Preschool Education, Australia, 2013* (cat. no. 4240.0) publication.

### 4.3 Children in a Preschool Program in 2013

<i>Population Concept</i>	<i>Output table number</i>
Age, Sector type, State and Territory	3, 4
Aboriginal and Torres Strait Islander children, Age, Sector type, State and Territory	6, 7
Age, Disadvantage index, State and Territory	9, 10
Age, Disadvantage index, State and Territory, Aboriginal and Torres Strait Islander status	11
Remoteness area, Sector type, State and Territory	14, 15
Remoteness area, Aboriginal and Torres Strait Islander children, Sector type, State and Territory	17, 18
Weekly hours, Sector type, State and Territory	21, 22
Weekly hours, Remoteness area State and Territory	24
Weekly hours, State and Territory, Aboriginal and Torres Strait Islander	25
Hourly fees charged, Sector type, State and Territory	28
Hourly fees charged, State and Territory, Remoteness area	29

#### CHILDREN IN A PRESCHOOL PROGRAM IN THE YEAR BEFORE FULL-TIME SCHOOLING

This population concept presents unique child counts of 4 and 5 year old children who in 2013 were in the year or two before full-time schooling for the first time. The 2013 YBFS cohort excludes 5 year old children who were reported as 4 year old YBFS children in 2012, i.e. those children who had been identified to be undertaking preschool for more than one year. More information on children in a preschool program in the YBFS can be found in [Chapter 3: Concepts, Methods and Processes](#).

To be included in these tables, URL methodology was used, and data had to be of a quality that allowed accurate identification of unique child records across multiple years to ensure that each child was counted once only in the totals. As the identification of unique children in the YBFS population is only feasible after two years of data has been collected, and relies on jurisdictions accurately setting a preschool repeater flag for children undertaking a second year of preschool, the published YBFS data can only be an estimate of the true YBFS population. Operationally for 2013, all 4 year old children, and any 5 year old child without a preschool repeater indicator set, are included in the YBFS cohort. See 'Identification of Unique Child Records in the YBFS' in [Chapter 3: Concepts, Methods and Processes](#).

## CHAPTER 4: DATA OUTPUT TABLES

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Counts of YBFS preschool children were reported separately for enrolment and attendance. Within these two data items, additional tables were produced by various cross-classifications for performance reporting under the National Partnership on ECEC.

Table 4.4 identifies the location of population concepts of children in a preschool program in the YBFS within the *Preschool Education, Australia, 2013* (cat. no. 4240.0) publication.

### 4.4 Children in a Preschool Program in the Year Before Full-time Schooling (YBFS)

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<i>Population Concept</i>	<i>Output table number</i>
Age, Sector type, State and Territory	5
Aboriginal and Torres Strait Islander children, Age, Sector type, State and Territory	8
Age, Disadvantage index, State and Territory	12, 13
Remoteness area, Sector type, State and Territory	16
Remoteness area, Aboriginal and Torres Strait Islander children, Sector type, State and Territory	19, 20
Weekly hours, Sector type, State and Territory	23
Remoteness area, Weekly hours, State and Territory	26, 27
Hourly fees charged, State and Territory, Remoteness Index	30

## WORKER LEVEL DATA

Worker level data contains statistics on paid contact workers delivering a preschool program within the 2013 reference year. Data at the worker level includes educational qualifications, role and type of work activity, and information on whether the worker delivered, or assisted in delivering, a preschool program. It is possible for a single worker to be employed across multiple service providers. Worker level data did not include a unique identifier and as a consequence it can only be output as episodes of workers delivering preschool programs. See the [Glossary](#) for further information on the concept of an 'episode'.

### Episodes of Worker

Worker information is output in two tables within the *Preschool Education, Australia, 2013* (cat. no. 4240.0) publication. These tables have been created to distinguish two different populations. The base population for the first table is broader than the second table, and is used to define worker. See [Chapter 3: Concepts, Methods and Processes](#) for the 2013 Collection definition of worker. The second table includes further disaggregation by role of worker.

More information on worker data items can be found in the *National Early Childhood Education and Care Collection: Data Collection Guide, 2013* (cat. no. 4240.0.55.002).

Table 4.5 identifies the location of worker tables within the *Preschool Education, Australia, 2013* (cat. no. 4240.0) publication.

## CHAPTER 4: DATA OUTPUT TABLES

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### 4.5 Worker – Education field and Role of worker

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<i>Cross-classification Concept</i>	<i>Output table number</i>
Episodes of workers, Highest level of qualification, Education field	31
Episodes of workers, Highest level of qualification, Role of worker	32

### SERVICE PROVIDER LEVEL DATA

Service provider level data contains information for each individual service provider delivering a preschool program within the data set. Data at the service provider level includes location information, management type, activity type and service delivery setting. In a child URL dataset, a service provider's characteristics are replicated for every child episode associated with that service. More information on Service Provider level data can be found in [Chapter 3: Concepts, Methods and Processes](#).

More information on service provider data items can be found in the *National Early Childhood Education and Care Collection: Data Collection Guide, 2013* (cat. no. 4240.0.55.002).

### 4.6 Service provider – Number of Service Providers delivering an Early Childhood Education and Care Program

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<i>Population Concept</i>	<i>Output table number</i>
Sector, State and Territory	Appendix Table A

## **CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA**

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### **NATURE OF PRESCHOOL PROGRAM DELIVERY BY STATE AND TERRITORY**

#### **OVERVIEW**

The nature and delivery of preschool programs across states and territories differs significantly and are largely based on historical and legislative environments. For this reason, state and territory departments responsible for Early Childhood Education and Care (ECEC) may not be required to collect data from all preschool programs within their jurisdiction, as they may not fund, register, regulate or supply the program.

Long day care (LDC) centres may also be delivering preschool programs that align with the definition for the National Early Childhood Education and Care Collection (the Collection). However, for the purposes of a jurisdictional collection, these programs may not be recognised as a preschool program, or considered outside of jurisdictional scope, if they are not funded, regulated or licensed by the relevant state or territory education department. Despite this, these LDCs are still considered to be within the scope of the Collection.

This section provides an outline of the state and territory preschool delivery models, including terminology and age entry requirements. This section also provides an outline for the role and work activities of early childhood education workers delivering a preschool program.

#### **LEGISLATION AND LICENSING**

This section broadly outlines the nature of preschool delivery for each state and territory, including relevant information on legislation requirements and licensing arrangements that were in effect at the time of the Collection reference period in August 2013. The regulatory arrangements including acts and regulations within each state and territory for LDC centres may have changed with the introduction of the National Quality Framework in January 2012, and these changes may have impacted service providers involved in the 2013 Collection.

#### **SECTOR DESCRIPTIONS**

This section will provide an overview of the management arrangements for preschool delivery within each state or territory. The content presented aligns with the sector classifications published within *Preschool Education, Australia, 2013* (cat. no. 4240.0). In some instances the sectors have been collapsed within the tables presented, however expanded data may be available from the ABS by request.

Broadly, the sector classifications are presented as 'Preschool' and 'Long Day Care'. Within the 'Preschool' activity type, the management arrangements are explained in terms of government and non-government managed. The distinction between Preschool and LDC are as follows.

## **CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA**

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### Preschool

A preschool delivers a preschool program in a stand-alone facility or is co-located or integrated as part of a school. A preschool provides structured educational programs to children in the year or two before they commence full-time schooling. Government preschools include those managed by state and territory and local governments, or by state and territory government schools. Non-government preschools include those operated by private for-profit organisations, private not-for-profit organisations (community managed and other organisations), Independent schools and Catholic schools.

### Long Day Care

A LDC is a centre-based form of child care service providing all-day or part-time care for children. Included in these care services may be the delivery by a qualified teacher of a preschool program. LDCs primarily provide care services for children aged 0-5 years, though children of older ages may also be attending. LDCs are primarily operated by for-profit and not-for-profit organisations, local councils, community organisations and employers, and are usually provided by a mix of qualified and non-qualified staff. The service may operate from stand-alone or shared premises, including those on school grounds. A LDC service provider may have multiple preschool programs being delivered through different management structures. For example, a government managed preschool and a community managed LDC program (considered preschool by the Collection definition) can operate within the same service provider.

## **AUSTRALIAN GOVERNMENT INVOLVEMENT IN EARLY CHILDHOOD EDUCATION AND CARE**

### OVERVIEW OF LONG DAY CARE

For the 2013 Collection, information on children attending a preschool program delivered by a degree qualified teacher in LDC settings was primarily provided by the Australian Government.

LDCs that provide preschool programs are known by a variety of nomenclature, such as kindergartens, preschools, child care centres, or early learning centres, however they are referred to within this manual as 'LDCs'. The preschool programs delivered in these LDCs are called either kindergartens or preschools (depending on location of service delivery) however they are referred to within this manual as 'preschool programs'.

The delivery of preschool programs, including those delivered in LDCs, varies within and across the different states and territories. These differences are outlined in the Table 5.1.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

### 5.1 PRESCHOOL DELIVERY MODELS(a)

<i>Model 1: Government Model (WA, SA, Tas., ACT &amp; NT)</i>	<i>Model 2: Non-Government Model (NSW, Vic. &amp; Qld.)</i>
The state/territory government owns, funds and delivers the majority of preschool services.	The state/territory subsidises preschool programs that are provided by non-government organisations.
Preschools are treated in much the same way as primary and secondary schools.	Preschool programs delivered in LDC centres charge some fees and attract Australian Government funding through the CCB and CCR.
The state/territory may provide supplementary funding to preschools, but generally not to preschool programs delivered in LDC centres. These services attract Australian Government funding through the Child Care Benefit (CCB) and Child Care Rebate (CCR).	Under this model, the State/Territory Government owns less than 20% of preschool programs and these services are generally targeted at disadvantaged communities. This is in contrast to government schools, which are comprehensive

(a) Sourced from the *Evaluation of the National Partnership on Early Childhood Education, Annual Progress Report 2010* (Urbis, 2010)

Information was collected from all LDC service providers that have children enrolled aged 3 to 6 (inclusive), however only data from those delivering a preschool program were considered in scope. More information about the collection date and reference period for the Collection can be found in [Chapter 2: Collection Overview](#).

#### LEGISLATION AND LICENSING

Authority for approving LDCs and providing funding comes from the provisions in:

- *A New Tax System (Family Assistance)(Administration) Act 1999* (Cwlth)
- *A New Tax System (Family Assistance) Act 1999* (Cwlth).

The Australian Government and the state and territory governments are involved in the operation, funding and regulation of child care services. Each has a separate and vital role to play.

The key responsibilities of the Australian Government through the Department of Education, (formerly Department of Education, Employment and Workplace Relations) are to:

- administer CCB and CCR to families through the Family Assistance Office (FAO)
- administer payment of CCB and CCR to approved services
- administer financial support to approved services in areas of need. These costs may be shared between state or territory governments and the Australian Government
- maintain some statistical data on the supply of childcare places.

State and territory governments have prime responsibility for family support, child welfare and the regulation of child care services. These regulatory responsibilities include licensing in all states and territories for centre based LDCs.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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From 1 January 2012, most LDCs commenced operation under the National Quality Framework for Early Childhood Education and Care (the 'Framework'). The new Framework replaced all licensing, accreditation and quality assurance processes for most LDC, family day care, preschool (or kindergarten) and outside of school hours care services, which were previously undertaken by the states and territories and the Australian Government. Under the Framework, approval and regulation of LDCs approved for CCB now occurs through an applied laws system which has been enacted in all jurisdictions, comprising the *Education and Care Services National Law Act 2010* (Cwlth) and the *Education and Care Services National Regulations 2011* (Cwlth). The Australian Children's Education and Care Quality Authority is the independent statutory authority responsible for ensuring that services are meeting the new requirements as set out in the Framework.

Further information on the Framework can be found on the Department of Education website:

<http://education.gov.au/national-quality-framework-early-childhood-education-and-care>.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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### NEW SOUTH WALES

#### OVERVIEW

In New South Wales (NSW), 'Preschool' is the term used for educational programs provided to children mostly but not exclusively in the year or two before full-time schooling, which is also the term used throughout this manual. 'Kindergarten' is the term used for a child's first year of school (i.e. pre-Year 1 year). Children in NSW can attend a preschool program in a variety of settings, including preschools operated by non-government (typically not-for-profit) and government managed service providers and by both not-for-profit and commercial LDC centres. The majority of NSW preschools operate in line with public school terms and close during school holidays.

#### LEGISLATION AND LICENSING

All ECEC services in NSW, including preschools and LDCs, must comply with the Education and Care Service National regulations under the *Children (Education and Care Services) National Law (NSW)* and the *Children (Education and Care Services) Supplementary Provisions Regulation 2012 (NSW)*.

The NSW Department of Education and Communities (NSW DEC) regulates all ECEC services across the state, including preschools, LDC, occasional care, family day care and home-based care. Approvals are granted without a fixed term. Prior to 2011 ECEC services were licensed by the NSW Department of Family and Community Services.

Preschool teachers delivering a preschool program in a government or non-government school settings within NSW are required to hold an early childhood education degree from a recognised university. Preschool teachers delivering a preschool program in community or centre-based setting may not be required to be university trained in early childhood education.

#### SECTOR DESCRIPTIONS

##### Preschool

Service providers in NSW that offer a preschool program as their main type of activity have the following management arrangements.

##### *Government Managed*

Government managed preschools are preschool programs which are located on government school sites and are operated by the NSW DEC. These services are regulated under the *Education and Care Services National Regulations* under the *Children (Education and Care Services) National Law (NSW)*.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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### *Non-government Managed*

*Community managed:* Community managed preschools are not-for-profit preschools owned and operated by community organisations or local government and have a main service activity type of preschool. These preschools are regulated by NSW DEC under the *Education and Care Services National Regulations* under the *Children (Education and Care Services) National Law* (NSW) and most are also funded by NSW DEC.

*Independent school managed:* Independent school managed preschools are non-government private schools which also provide preschool programs and are generally regulated by NSW DEC under the *Education and Care Services National Regulations* under the *Children (Education and Care Services) National Law* (NSW).

### Long Day Care

Service providers in NSW that offer long day care as their main type of activity and may also offer and deliver a preschool program have the following management arrangements.

#### *Long Day Care with a Preschool Program*

*Community managed:* Community managed LDCs are not-for-profit LDCs owned and operated by community organisations or local government. These include services where the main service activity type is not preschool but a preschool program is delivered by the service provider. These preschools are regulated by NSW DEC under the *Education and Care Services National Regulations* under the *Children (Education and Care Services) National Law* (NSW) and some are also funded by NSW DEC.

*Private for-profit:* Private for-profit managed LDCs are services provided by commercial for-profit corporations or entities, where the main service activity type is not preschool but a preschool program is delivered by the service provider. These services do not receive funding from NSW DEC, but are also regulated by NSW DEC under the *Education and Care Services National Regulations* under the *Children (Education and Care Services) National Law* (NSW).

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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### VICTORIA

#### OVERVIEW

In Victoria (Vic.), 'Kindergarten' is the term used for educational programs provided to children in the year or two before full-time schooling which is referred to within this manual as 'preschool'. 'Preparatory', or 'Prep', is the term used for a child's first year of school (i.e. pre-Year 1 year).

Children in Vic. are eligible to enrol in and attend a funded preschool if they turn 4 years old prior to 30 April of the same year. Preschool programs for 3 year old children are not funded by Vic., except for the Early Start programs that cater specifically for Aboriginal and Torres Strait Islander children and children known to the Child Protection Service.

#### LEGISLATION AND LICENSING

All Victorian preschools are bound by the conditions set out in the *Children's Services Act 1996* (Vic.) and the *Children's Services Regulations 2009* (Vic.). The Victorian Department of Education and Early Childhood Development (Vic. DEECD) licenses child care services including preschool, LDC, family day care, in-home care, occasional care and outside school hours care. All regulations and conditions of applications for licenses are covered under the *Children's Services Regulations*.

The Victorian State Government provides contributory funding towards one year of preschool for each child in the year before they commence full-time schooling. To be in receipt of funding, preschools must be licensed under the *Children's Services Act*, and operate a preschool program that meets the criteria for funding eligibility. Some children are funded for a second year of preschool if eligibility requirements are met.

For funded preschool programs in Vic. some long-term teachers have Certifications of Teaching or 3 year degrees. Prior experience and qualifications are required to be demonstrated that teachers meet the criterion for an equivalent 4 year degree standard. If a teacher meets this criterion, they are deemed to have a 4 year teaching qualification for funded preschool programs in Vic.

#### SECTOR DESCRIPTIONS

##### Preschool

Service providers in Vic. that offer a preschool program as their main type of activity have the following management arrangements.

##### *Government Managed*

Government preschools in Vic. are those managed by local government.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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### *Non-government Managed*

*Community managed:* Community managed preschools include those managed by incorporated associations and cooperatives, companies limited by a guarantee, (government) school councils and church groups, where the main service activity type is preschool.

*Independent schools:* Independent schools are schools that are governed, managed and accountable at the level of the individual school.

*Private for-profit managed:* Preschools managed by the private sector include for-profit private providers (companies limited by shares), and individuals, where the main service activity type is preschool.

### Long Day Care

Service providers in Vic. that offer long day care as their main type of activity and may also offer and deliver a preschool program have the following management arrangements.

#### *Long Day Care with a Preschool Program*

*Community managed:* Community managed LDCs include those managed by incorporated associations and cooperatives, companies limited by a guarantee, (government) school councils and church groups, where the main service activity type is not preschool but a preschool program is delivered by the service provider.

*Private for-profit managed:* LDCs managed by the private sector include for-profit private providers (companies limited by shares), colleges or universities, and individuals, where the main service activity type is not preschool but a preschool program is delivered by the service provider.

*Other:* Other management types include approved preschool programs delivered in tertiary educational facilities (for example TAFE or universities) where the main service activity type is LDC.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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### QUEENSLAND

#### OVERVIEW

In Queensland (Qld), 'Kindergarten' and 'Pre-Preparatory' are the terms used for the educational programs provided to children in the year or two before full-time schooling which is referred to within this manual as 'preschool'. 'Preparatory' or 'Prep' are the terms used for a child's first year of full-time school (i.e. pre-Year 1 year).

#### LEGISLATION AND LICENSING

In 2013, the Qld Department of Education, Training and Employment (Qld DETE) was responsible for the approval of licensing and monitoring of early childhood services under the *Education and Care Services National Law 2011* (Qld) and *Child Care Act 2002* (Qld). All non-government services offering approved preschool programs are approved under the national law. In addition, Qld DETE provides funding to service providers approved under the Qld Kindergarten Funding Scheme (QKFS) to support the delivery of preschool programs. In addition, a small number of DETE early childhood education programs known as pre-Prep are administered under the *Education (General Provisions) Act 2006* (Qld).

Prior to 2012, qualification requirements to work in early childhood education were attached to specific educator roles including director, early childhood teacher, group leader, assistant, family day care educator or outside school hours care coordinator. From 1 January 2012 these requirements changed for the majority of services as per the National Quality Framework. A list of national approved qualifications is available on the Australian Children's Education and Care Quality Authority (ACECQA).

Further information on the Framework can be found on the Department of Education website:

<http://education.gov.au/national-quality-framework-early-childhood-education-and-care>.

#### SECTOR DESCRIPTIONS

##### Preschool

Service providers in Qld that offer a preschool program as their main type of activity have the following management arrangements.

##### *Government Managed*

There are a small number of government managed schools that provide preschool programs in Qld under the Bound for Success pre-Prep program, which operates in Aboriginal and Torres Strait Islander communities. This program is offered in very remote communities where there are little or no early childhood education and care infrastructure. These programs are provided by Qld DETE under the *Education (General Provisions) Act 2006* (Qld) where children enrolled are less than six years of age or the *Education and Care Services National Law 2011* (Qld) where children enrolled are 6 years of age or more. Within the government managed sector, there are various vehicles for delivering a preschool program and in 2013 this included eKindy.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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eKindy is a comprehensive 'at home' kindergarten program for children in the year before Prep. A child is eligible for eKindy if:

- their residence is at least 16 km by the most direct route by road from the nearest centre-based service catering to kindergarten-aged children
- they have a medical certificate stating they are unable to attend a centre-based service for more than 10 consecutive weeks due to their health
- the child's principal place of residence is likely to change at least twice during the registration year due to the parent's work, or
- the child will have to spend a period of at least 10 weeks, or a number of periods of at least 2 weeks that total at least 10 weeks, away from the child's principal place of residence during the registration year.

### *Non-government Managed*

*Community managed:* Community managed preschools include those managed by parents, a church or a cooperative, where the main service activity type is preschool.

*Private for-profit:* Private for-profit preschools are approved stand-alone preschools provided by for-profit corporations or entities, where the main service activity type is preschool.

*Private not-for-profit:* Private not-for-profit preschools are approved stand-alone preschools provided by not-for-profit organisations or entities, where the main service activity type is preschool.

*Independent schools:* Independent schools are services providing approved preschool programs in registered non-government schools.

*Catholic schools:* Catholic schools are services providing approved preschool programs in registered Catholic schools.

*Other (TAFE, university, corporate):* Other management types include approved preschool programs delivered in educational facilities (for example TAFE or universities) or in corporate settings (for example preschools provided for employees of an organisation), where the main service activity type is preschool.

### Long Day Care

Service providers in Qld that offer long day care as their main type of activity and may also offer and deliver a preschool program have the following management arrangements.

#### *Long Day Care with a Preschool Program*

*Private for-profit:* Private for-profit LDCs are approved centre-based integrated services provided by for-profit corporations or entities, where the main service activity type is not preschool but a preschool program is delivered by the service provider.

*Private not-for-profit:* Private not-for-profit LDCs are approved centre-based integrated services provided by not-for-profit corporations or entities, where the main service activity type is not preschool but a preschool program is delivered by the service provider.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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### SOUTH AUSTRALIA

#### OVERVIEW

In South Australia (SA), 'Preschool' is the term used for the educational programs provided to children in the year or two before full-time schooling. 'Reception' is the term used for a child's first year of school (i.e. pre-Year 1 year). From 2013, SA is changing from its current rolling enrolments, where children are eligible to commence preschool at the beginning of the school term following their 4th birthday, to a model where children become eligible to enrol in a preschool program at the beginning of the year if they turn four before May 1. In addition, Aboriginal and Torres Strait Islander children and children under the Guardianship of the Minister may commence preschool from 3 years of age. This has implications on the preschool cohort in 2013, which is likely to be smaller than 'normal' years due to the removal of rolling enrolments. As a transition year, 2013 will have more children enrolled in the early part of the year and no children enrolled in Terms 3 or 4. In 2014, the transition should be complete and the preschool cohort should be close to normal.

#### LEGISLATION AND LICENSING

The SA Department for Education and Child Development (SA DECD) licenses, regulates or operates the majority of all child care and preschool centres in SA. The SA DECD licensing and standards unit collects information on child care services via licensing applications. SA DECD maintains a register of all services that it operates or funds, and collects service, worker and child level data from these services through an annual census process.

An independent regulatory authority, the Education and Early Childhood Services Regulation and Standards Board of South Australia, which acts on behalf of SA DECD, applies the following regulations: *Education and Care Services National Law Act 2010* (SA), the *Education and Care Services National Regulations*, *Education and Early Childhood Services (Registration and Standards) Act 2011* (SA) and the *Education and Early Childhood Services (Registration and Standards) Regulations 2011*.

Registration for early childhood education teachers is a requirement for preschool programs delivered in a government, non-government, Independent and Catholic school setting. Registration requirements may not apply for early childhood teachers delivering a preschool program in some LDC centre-based settings.

#### SECTOR DESCRIPTIONS

##### Preschool

Service providers in SA that offer a preschool program as their main type of activity have the following management arrangements.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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### *Government Managed*

SA DECD manages the majority of preschool programs in SA. There are two models of preschool operations in the government managed sector:

- stand-alone or integrated centre-based programs where the main service activity type is preschool. These preschools are operated under the provisions of the *Children's Services Act 1985* (SA)
- school-based programs attached to SA DECD schools.

### *Non-government Managed*

*Community managed:* Community managed preschools include stand-alone preschools and integrated centre-based programs where the main service activity type is preschool. Non-government community managed providers (not attached to a school) are licensed as child care centres.

*Independent schools:* Non-government preschools can be provided through Independent private schools or colleges in SA. Preschools attached to Independent schools frequently incorporate 'Early Learning Centre' as part of their name and are subject to the abovementioned Act and Regulations.

*Catholic schools:* Non-government preschools can be provided through Catholic primary schools or colleges in SA.

### Long Day Care

Service providers in SA that offer long day care as their main type of activity and may also offer and deliver a preschool program have the following management arrangements.

#### *Long Day Care with a Preschool Program*

*Private for-profit:* Private for-profit managed LDCs are those provided by for-profit corporations or entities, where the main service activity type is not preschool but a preschool program is delivered by the service provider.

*Private not-for-profit:* Private not-for-profit managed LDCs are those provided by not-for-profit corporations or entities, where the main service activity type is not preschool but a preschool program is delivered by the service provider.

*Community managed:* Community managed LDCs include those that are managed by parents, a church or a co-operative where the main service activity type is not preschool but a preschool program is delivered by the service provider. Preschool programs can be managed and delivered in these community-based LDC settings.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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### WESTERN AUSTRALIA

#### OVERVIEW

In Western Australia (WA), 'Kindergarten' is the term used for the educational programs provided to children in the year or two before full-time schooling which is referred to within this manual as 'preschool'. 'Pre-primary' is the term used for a child's first year of full-time school (i.e. pre-Year 1 year). Children in WA are eligible to enrol in a preschool program at the beginning of the year in which they will turn 4 years old on or prior to 30 June. The provision of preschool education is generally integrated with school education in WA.

Preschool is provided in nearly all schools which cater for WA primary school aged children. Preschool is provided in both the government and non-government sectors, and in a small number of community and independent preschools.

#### LEGISLATION AND LICENSING

Under WA legislation, the *School Education Act 1999* (WA), a program is recognised as a preschool program if it is provided within a school setting.

All teachers (including early childhood teachers in schools and services that operate under provisions of the *Education and Care Services National Law (WA) 2012* are required to be registered by the Teacher Registration Board of Western Australia (TRBWA) Early childhood teachers are required to hold a qualification deemed suitable by the TRBWA and by the National Law.

#### SECTOR DESCRIPTIONS

##### Preschool

Service providers in WA that offer a preschool program as their main type of activity have the following management arrangements.

##### *Government Managed*

Government managed preschool programs are provided in all public schools which cater for primary school aged children. Government preschools in WA are funded by the WA Department of Education (WA DoE) and are operated from public schools and Independent public schools. These preschools are operated under the *School Education Act*, as well as the *School Education Regulations 2000*.

WA also regards community-based preschools as government managed preschools. Community-based preschools are registered by the Minister of Education and are staffed, funded and quality assured by the public education system. Parent management committees are responsible for financial management and daily operations in these preschools. Community-based preschools which have been registered under the *School Education Act* are bound by the conditions of this Act, as well as the *School Education Regulations*.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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### *Non-government Managed*

*Independent schools:* Independent schools are registered by the Minister under the *School Education Act* and their programs are quality assured by the WA Department of Education Services (WA DES). All Independent schools with preschool programs receive a per capita grant from WA DES for age-eligible children enrolled at the school. Independent schools operate under the *School Education Act*, as well as the *School Education Regulations*.

*Catholic schools:* Catholic schools are registered by the Minister under the *School Education Act*. Through a formal agreement with WA DES, their programs are quality assured by the Catholic Education Office of WA. All Catholic schools with preschool programs receive a per capita grant from WA DES for age-eligible children enrolled at the school. Catholic preschools operate under the *School Education Act*, as well as the *School Education Regulations*.

### Long Day Care

Service providers in WA that offer long day care as their main type of activity and may also offer and deliver a preschool program have the following management arrangements.

#### *Long Day Care with a Preschool Program*

*Private for-profit:* Non-school preschool programs in LDCs operate under provisions of the *Education and Care Services National Law (WA) 2012* and their teachers must be registered (by June 2014) with the TRBWA. As non-schools, LDCs do not receive operational funding from the State; however, CCB/CCR fund relief for families are applicable. Education regulations and quality assurance mechanisms that apply to schools do not apply to preschool programs in LDCs.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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### TASMANIA

#### OVERVIEW

In Tasmania (Tas.), 'Kindergarten' is the term used for educational programs provided to children in the year or two before full-time schooling which is referred to within this manual as 'preschool'. 'Preparatory' is the term used for a child's first year of full-time school (i.e. pre-Year 1 year). Preschool programs are offered to children who are a minimum age of 4 years 0 months as at 1 January of the reference year. Exceptions may be granted for gifted children (who must be at least 3 years and 6 months of age as at 1 January of the reference year) or where children were previously enrolled in a preschool in another state or territory.

#### LEGISLATION AND LICENSING

In Tas., a service provider can only be recognised as offering a preschool program if it is registered as a school. Preschool education provided by government and non-government schools in Tas. is covered under the *Education Act 1994* (Tas.) and associated *Education Regulations 2005* (Tas.). Under the *Education Act*, preschool programs provided in government schools are regulated by the Tas. Department of Education (Tas. DoE). Non-government schools and LDCs registered as a school are regulated by the Schools Registration Board. LDCs not registered as a school are not officially recognised as a preschool by the Tas. DoE. These LDCs delivering a preschool program are regulated under the *Child Care Act 2001* (Tas.).

As preschools in Tas. are registered or delivered as part of the school system (including preschool provided in LDCs registered as a school), all teachers are required to be qualified and registered. Most preschool teachers in Tas. are trained in early childhood education as a part of their degree, but this is not mandatory.

All teachers in Tas. must be registered by the Tasmanian Teacher Registration Board. As a result of the registration process, some long-term teachers have Certifications of Teaching or 3 year degrees. The registration process requires all teachers to demonstrate, through teaching experience, that they meet the criterion for an equivalent 4 year degree standard. If a teacher meets this criterion, they are deemed to have a 4 year teaching qualification for registration purposes. Teachers within LDCs are not required to be registered by the Tasmanian Teacher Registration Board.

#### SECTOR DESCRIPTIONS

##### Preschool

Service providers in Tas. that offer a preschool program as their main type of activity have the following management arrangements.

##### *Government Managed*

Government preschools in Tas. are delivered, funded and staffed by the Tas. DoE. All government preschools are integrated with a primary or district high school and are normally located on the same campus. The preschool curriculum is part of the school curriculum.

## **CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA**

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### *Non-government Managed*

*Independent schools:* Registered non-government schools with a primary school component that provide preschool programs within their school curriculum. These service providers receive some funding from Tas. DoE.

*Catholic schools:* Catholic schools with a primary school component that provide preschool programs within their school curriculum. These service providers receive some funding from Tas. DoE.

### **Long Day Care**

Service providers in Tas. that offer long day care as their main type of activity and may also offer and deliver preschool programs.

### *Long Day Care with a Preschool Program*

There are a number of LDCs in Tas. that offer preschool programs as defined by the Collection, however these services are not registered with Tas. DoE and are therefore not recognised by Tas. DoE as delivering a preschool program.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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### NORTHERN TERRITORY

#### OVERVIEW

In the Northern Territory (NT), 'Preschool' is the term used for educational programs provided to children in the year or two before full-time schooling and 'Transition' is the term used for a child's first year of full-time school (i.e. pre-Year 1 year). Both Preschool and Transition in the NT are non-compulsory. Children are eligible to enrol in preschool at the beginning of the year if they turn 4 years of age on or prior to 30 June of the same year. Aboriginal and Torres Strait Islander children living in remote areas are eligible to enrol in preschool if they turn 3 years of age on or prior to 30 June of the same year. Children turning 4 years of age after 30 June are eligible to enrol in a preschool program after their birthday, if places are available in a program and with the understanding that the child will access more than 12 months of preschool.

#### LEGISLATION AND LICENSING

The NT Department of Education (NT DoE) is responsible for the registration of preschool programs in accordance with the *Education Act* (NT) and associated regulations. Child care services are registered and/or licensed under the *Care and Protection of Children Act (NT) 2007* and the *Care and Protection of Children (Children's Services) Regulations 2009*.

NT DoE requires Early Childhood Education teachers to provide details of highest relevant qualification to ECEC. NT DoE considers all teachers registered with the NT Teacher Registration Board as four year equivalent qualified teachers. Registration requirements may not apply for early childhood teachers delivering a preschool program in a long day care or centre-based setting.

#### SECTOR DESCRIPTIONS

##### Preschool

Service providers in the NT that offer a preschool program as their main type of activity have the following management arrangements.

##### *Government Managed*

In the NT, the majority of preschools are government preschools that are delivered, funded and staffed by NT DoE. They are provided either free of charge, or for a small voluntary fee. These government preschools are integrated with a primary school and are almost all located on the same site as the primary school, often with administrative and educational links to that school. While NT DoE provides preschool in this sector, a range of management functions are delegated to school councils and parent management committees. Preschool programs operated in a government school setting in the NT are bound by the *Education Act* and associated regulations.

In addition to on-site preschools, NT DoE also funds satellite and mobile preschools which operate in a range of remote and very remote areas to service small communities. The mobile preschools visit their respective communities for two days a week on average. They are staffed by qualified teachers (not necessarily an early childhood teacher) and on-site teacher assistants.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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### *Non-government Managed*

*Independent school managed:* Independent school managed preschools are non-government managed preschools delivered by registered Christian and Independent schools. Christian and Independent preschools are not funded by NT DoE. Preschool programs operated in a non-government school setting in the NT are bound by the *Education Act* and associated regulations.

*Catholic school managed:* Catholic school managed preschools are non-government managed preschools delivered by registered Catholic schools. In the NT, a small number of remote Catholic schools receive funding from NT DoE for preschool services and are provided to children on a non-fee paying basis. Preschool programs operated in Catholic school settings in the NT are bound by the *Education Act* and associated regulations.

### Long Day Care

Service providers in the NT that offer long day care as their main type of activity and may also offer and deliver a preschool program have the following management arrangements.

#### *Long Day Care with a Preschool Program*

*Private for-profit:* Private for-profit managed LDCs are those provided by for-profit corporations or entities, where the main service activity type is not preschool but a preschool program is delivered by the service provider. No data are collected by NT DoE for preschool services offered in these centres as they are not registered as preschools and do not receive any funding from NT DoE. LDCs are registered and/or licensed under the *Care and Protection of Children Act* and the *Care and Protection of Children (Children's Services) Regulations*.

*Private not for-profit:* Private not-for-profit managed LDCs are those provided by not-for-profit corporations or entities, where the main service activity type is not preschool but a preschool program is delivered by the service provider. No data are collected by NT DoE for preschool services offered in these centres as they are not registered as preschools and do not receive any funding from NT DoE. LDCs are registered and/or licensed under the *Care and Protection of Children Act* and the *Care and Protection of Children (Children's Services) Regulations*.

*Community managed:* Community managed LDCs include those that are managed by parents, a church or a co-operative where the main service activity type is not preschool but a preschool program is delivered by the service provider. No data are collected by NT DoE for preschool services offered in these centres as they are not registered as preschools and do not receive any funding from NT DoE. LDCs are registered and/or licensed under the *Care and Protection of Children Act* and the *Care and Protection of Children (Children's Services) Regulations*.

*Non-government managed schools:* There are several non-government schools that provide on-site services for children aged 3 to 5 years, providing LDC and/or sessional programs delivered by an early childhood qualified teacher, in lieu of registered preschools. These services are known as early learning centres and are licensed and funded as children's services as defined by the *Care and Protection of Children Act*. No data are collected by NT DoE for preschool programs offered in these centres as they are not registered as preschools and do not receive any funding from NT DoE.

## CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA

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### AUSTRALIAN CAPITAL TERRITORY

#### OVERVIEW

In the Australian Capital Territory (ACT), 'Preschool' is the term used for educational programs provided to children in the year or two before full-time schooling and 'Kindergarten' is the term used for a child's first year of full-time school (i.e. pre-Year 1 year). Children in the ACT are eligible to enrol in a preschool program at the beginning of the year if they turn 4 years of age prior to 30 April of the same year. Children with special needs may be placed in a targeted early childhood intervention program from 2 years of age. Aboriginal and Torres Strait Islander children, hearing and vision impaired children, children for whom English is a second language, children from mobile families (e.g. Defence Force families) and gifted and talented children are also eligible to apply for early entry.

#### LEGISLATION AND LICENSING

The ACT Community Services Directorate (ACT CSD) is responsible for the licensing and monitoring of education and care services, including independent preschools, under the *Children and Young People Act 2008* (ACT) and the *ACT Childcare Services Standards 2009*.

Licensed children's services include centre-based care (LDC and occasional care), school aged care, independent preschools and play-schools. Educators delivering preschool within Independent schools are required to have early childhood teaching qualifications.

All government preschool programs are currently delivered by four year qualified early childhood education teachers. Qualification requirements may not apply for early childhood teachers delivering a preschool program in a non-government, long day care or centre-based setting.

#### SERVICE ACTIVITY TYPES AND MANAGEMENT ARRANGEMENTS

##### Preschool

Service providers in ACT that offer a preschool program as their main type of activity have the following management arrangements.

##### *Government Managed*

ACT public preschools are delivered and funded by the ACT Education and Training Directorate (ACT ETD). These public preschools are amalgamated with primary schools and are staffed by the ACT ETD.

##### *Non-government Managed*

*Community (not-for-profit):* Community (not-for-profit) preschools include churches and community groups. These services do not receive funding from the ACT Government.

*Private for-profit:* Private for-profit providers include corporations or other entities, which do not receive funding from the ACT Government.

## **CHAPTER 5: OVERVIEW OF EARLY CHILDHOOD EDUCATION AND CARE IN AUSTRALIA**

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*Independent schools:* Independent school managed preschools are preschool programs provided by registered non-government schools. These services do not receive funding from the ACT Government.

*Catholic schools:* Catholic school managed preschools are preschool programs provided by registered Catholic schools. These services do not receive funding from the ACT Government.

### **Long Day Care**

Service providers in ACT that offer long day care as their main type of activity and may also offer and deliver a preschool program have the following management arrangements.

#### *Long Day Care with a Preschool Program*

*Community (not for-profit):* Community (not-for-profit) LDCs include churches and community groups where the main service activity type is not preschool but a preschool program is delivered by the service provider. These services do not receive funding from the ACT Government.

*Private for-profit:* Private for-profit LDCs include corporations or other entities where the main service activity type is not preschool but a preschool program is delivered by the service provider. These services do not receive funding from the ACT Government.

## CHAPTER 6 JURISDICTIONAL DATA QUALITY STATEMENTS

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### INTRODUCTION

This chapter reviews the methodology and quality of jurisdictional early childhood education and care data and the sources from which the data were collected for the 2013 National Early Childhood Education and Care Collection (the Collection). As there is considerable variability in the data collected by each of the jurisdictions, this chapter aims to clarify the quality of the data and the mechanisms used for collecting the data.

The [ABS Data Quality Framework, May 2009](#) (cat. no. 1520.0) has been used to evaluate the quality of each jurisdictional collection which contributes data to the Collection.

Each jurisdictional collection has been assessed using an individual data quality statement, and as such the statements relate only to the quality and coverage of each individual jurisdictional collection as a separate entity. For example, in those state and territories where data for Long Day Care centres will be sourced from the Child Care Management System (CCMS), information concerning the quality assessment of the CCMS is not included.

The dimensions which make up the Data Quality Statements are defined as follows.

#### Institutional Environment

This dimension refers to the institutional and organisational factors which may have a significant influence on the effectiveness and credibility of the agency producing the statistics. This considers the surrounding context, which may influence the validity, reliability or appropriateness of the data. Information contained in this section includes the organisation responsible for collecting and compiling the data, and the authority or legislation under which the data were collected.

#### Relevance

The assessment indicates how well the jurisdictional data source meets the needs of the Collection in terms of the concepts measured, and the populations represented. This criterion also outlines the collection scope and coverage. Information provided includes the original purpose for collecting the data, the collection scope and population of interest for the data collected, and any coverage limitations.

#### Timeliness

Timeliness refers to the delay between the reference period (to which the data pertains) and the date on which the data become available. This includes the time taken for the jurisdiction to deliver the data to the ABS and the time taken for the ABS to release the data. It also refers to the frequency with which data are collected.

## CHAPTER 6 JURISDICTIONAL DATA QUALITY STATEMENTS

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### Accuracy

Data sources employ a range of methods to collect data. In this context accuracy refers to the degree with which the data correctly describe the phenomenon they were designed to measure. This is an important component of quality as it relates to how accurate the data are and impacts on how useful and meaningful the data will be for interpretation or further analysis. An assessment is made on the accessibility and availability of a source and the implications on statistics for the Collection. To describe this dimension for the Collection, information is provided on the collection mechanism, data processing and validation procedures.

### Coherence

Coherence refers to the internal consistency of a statistical collection, product or release, as well as its comparability with other sources of information, within a broad analytical framework and over time. The use of standard concepts, classifications and target populations promotes coherence, as does the use of common methodology across collections. Coherence is an important component of quality as it provides an indication of whether the data set can be usefully compared with other sources to enable data compilation and comparison. In the context of the Collection this assessment also examines changes in concepts and alignment with the ECEC NMDS.

#### *Counts of Children:*

This section also outlines whether jurisdictional data are able to be presented in terms of the following table concepts for the publication *Preschool Education, Australia, 2013* (cat. no. 4240.0):

- Children in a preschool program in 2013; and
- Children in a preschool program in the Year before Full-time Schooling.

The concept of child counts is discussed in more detail in [Chapter 3: Concepts, Methods and Processes](#).

### Interpretability

Interpretability refers to the availability of information to help provide insight into the data. Assisting with the interpretation of the data may include the variables used and the availability of metadata, including concepts, classifications, and measures of accuracy. This section outlines further information that is available to help users better understand the data source, as well as information made available to data providers to assist with the initial collection and collation of the data.

### Accessibility

Accessibility refers to the ease of access to data by users, including the ease with which the existence of information can be ascertained, as well as the suitability of the form or medium through which information can be accessed. For the purpose of the data quality framework, data accessibility relates to the publication *Preschool Education, Australia, 2013*. (cat. no. 4240.0)

### Information Source

This section outlines the source of information used to compile the data quality statement.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS – AUSTRALIAN GOVERNMENT

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### AUSTRALIAN GOVERNMENT

#### DATA QUALITY STATEMENT

In 2013, the Australian Government was responsible for two data collections in relation to preschool children, the Child Care Management System (CCMS) and the National Early Childhood Education and Care Workforce Census 2013 (the ECEC Workforce Census). The CCMS enabled a data extract to be provided at child unit record level (URL) for the 2013 Collection while the Workforce Census enabled URL worker data on preschools in Long Day Care services to be provided. Information from the Workforce Census on preschool services in Long Day Care was also used to adjust for known under-reporting of preschool children in the CCMS data in 2013.

#### Child Care Management System

##### *Institutional Environment*

The Department of Social Services (DSS) (formerly the Department of Families, Housing, Community Services and Indigenous Affairs (FaHCSIA)), the Australian Government Department of Education (formerly Department of Education, Employment and Workplace Relations (DEEWR)) and the Department of Human Services all share responsibility for the operation of the CCMS. Data for the CCMS are collected under *A New Tax System (Family Assistance) (Administration) Act 1999* (Cwlth) and the *A New Tax System (Family Assistance) Act 1999* (Cwlth). Preschool data from the CCMS for the purposes of the Collection are managed by the Australian Government Department of Education.

##### *Relevance*

The CCMS is a national child care administrative system that enables child care services to exchange child care information online with the Australian Government. It enables the payment of Child Care Benefit (CCB) fee reductions on behalf of parents, to approved child care services. It also provides for the collection of information about the supply and usage of child care across Australia. All CCB approved child care service providers are required by law to operate under CCMS.

Child care services use their CCMS registered software to record child demographic, enrolment and attendance information. Relevant data is then extracted by the Australian Government Department of Education to allow calculation and payment of CCB fee reductions on behalf of children in their service. Services need to supply this information regularly in order to comply with CCMS regulations.

While the CCMS was not initially designed to collect information about preschool programs in Long Day Care (LDC) centres, the CCMS provides an opportunity to gain such information. From June 2010, enhancements were deployed in the CCMS to capture information on whether a child is attending a preschool program in each LDC, and the hours per week of preschool attendance. Reporting capabilities for this data have been available since 1 September 2010.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS – AUSTRALIAN GOVERNMENT

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*Scope:* The scope of the CCMS extract for the Collection included all children aged 3 to 6 years of age who were enrolled within the reference week at a LDC provider approved for the purposes of CCB. Three year olds are included on the same basis as older children. If they were enrolled in a LDC and preschool hours were recorded for them in CCMS then they were included in the data as attending preschool. There is no distinction made on the basis of the type of program or if attending with older children (this is not possible in CCMS regardless). If they were attending a preschool program, as per the definitions in the ECEC NMDS, then they were included as attending preschool in the CCMS data.

*Coverage:* All services approved for the purposes of CCB were required to provide data through the CCMS. However, LDCs delivering preschool programs were not mandated to complete the preschool program component of the CCMS, which has resulted in under-coverage due to levels of non-response. For the 2013 Collection, information from the ECEC National Workforce Census 2013, conducted by the Australian Government Department of Education in May 2013, was used to adjust for non-response in the CCMS data. The ECEC National Workforce Census 2013 provides detailed information on the types of services provided by LDC services (specifically preschool programs) and the workers in those services (including information on field and level of qualification and role). This information was used to identify LDC services that did not report children attending preschool in CCMS. Adjustments to the CCMS data were undertaken to include children in those services in the data provided to ABS. Service providers that were not approved for CCB purposes were not included in the CCMS.

*Data collection methods:* The 2013 preschool program component of the CCMS collected data using a URL data collection methodology for the following statistical entities:

- *Child:* data at the child record level
- *Service provider organisation:* data at the service provider record level
- *Worker:* In 2013, the Australian Government Department of Education provided data on workers in preschool in LDCs from the ECEC Workforce Census 2013. Coverage of workers is not complete as data comes from a survey. It should also be noted that the ECEC Workforce Census was conducted from 20 – 26 May 2013, which is a different time period to the child and service data reference week of 29 July to 4 August 2013.

The Australian Government Department of Education used information from the ECEC Workforce Census 2013 to adjust for under-reporting of children in preschool in the CCMS data. This is a self-report survey conducted at a service level. In 2013 the response rate of LDC services was 86.4%.

From the ECEC Workforce Census it is possible to determine which LDC service providers were providing a preschool program (using a range of service and worker variables) in the survey reference week (20 – 26 May 2013). This information, along with information on the aggregate number of children attending preschool and LDC were used to impute additional information on preschool attendance in the CCMS data.

The imputation improved the completeness of the CCMS data. However, as the imputation is based on data collected in a self-report survey, with a level of non-response, the resulting numbers should be considered as estimates and interpreted appropriately.

In 2013 worker data is available from the ECEC Workforce Census 2013. Data on workers from responding organisations in scope were provided to ABS.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS – AUSTRALIAN GOVERNMENT

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### *Timeliness*

The CCMS involves service providers uploading weekly attendance information for children enrolled at their service. Data were extracted from the system for a collection reference period of 29 July to 4 August 2013. Extraction of the data, enhancement based on information from the ECEC Workforce Census 2013, processing and validation took approximately 2 to 3 months from the collection date, at which time data were delivered to the ABS.

### *Accuracy*

Under *A New Tax System (Family Assistance) Act 1999* (Cwlth), approved child care services are required to submit certain records such as weekly enrolments and attendance record reports for each child to the Australian Government Department of Education electronically, using an approved software. To ensure there are no duplicate enrolments, the Australian Government Department of Education checks dates of birth and Child Reference Numbers as well as Service Client IDs so there can only be one current enrolment at a service for the same parent/guardian and child combination.

The CCMS has a high level of accuracy in reporting information on child demographics (such as name, date of birth and address information) and children's attendance in child care services, as this information contributes to the provision of CCB. However, some service provider characteristics and information on children's attendance in preschool programs was subject to a level of service non-response, as the provision of this data by service providers was not mandatory. Furthermore, as not all services use the same software to record the information into CCMS, the various interfaces used to input to CCMS can influence what is recorded.

The Australian Government Department of Education used information from the ECEC Workforce Census 2013 to adjust for under-reporting of children in preschool in the CCMS data. This is a self-report survey conducted at a service level. In 2013 the response rate of LDC services was 86.4%.

From the ECEC Workforce Census it is possible to determine which LDC service providers were providing a preschool program (using a range of service and worker variables) in the survey reference week (20 – 26 May 2013). This information, along with information on the aggregate number of children attending preschool and LDC and the hours of teaching provided were used to impute additional information on preschool attendance in the CCMS data. The imputation improved the completeness of the CCMS data. However, as the imputation is based on data collected in a self-report survey, with a level of non-response, the resulting numbers should be considered as estimates and interpreted appropriately.

In 2013, worker data is available from the ECEC Workforce Census 2013. Data on workers from responding organisations in scope were provided to ABS.

### *Coherence*

In 2012 the under reporting of preschool attendance in the CCMS was adjusted through information collected by following up with individual organisations who were identified as likely to be providing a preschool program (but who did not report children attending preschool in CCMS). This boosted preschool children numbers by around a third in 2012. In 2013 a similar approach was used as under-reporting of preschool attendance is still an issue. However, rather than a direct follow up with service providers after the reference week, information collected in the National ECEC Workforce Census 2013 was used to identify service providers who reported providing a preschool program (according to the ECEC NMDS specifications) in the survey reference week in May 2013.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS – AUSTRALIAN GOVERNMENT

Despite this, data sourced from the 2013 CCMS were of sufficient quality and comparability for use as a supplement to state and territory data, thereby improving 2013 coverage of preschool programs delivered in the LDC sector. Deviations between the 2013 ECEC NMDS and data collected from the CCMS, are outlined in Table 6.1.

### 6.1 Deviation of Collection from the 2013 ECEC NMDS

<i>Data Element</i>	<i>Details of Deviation</i>
Preschool program fees charged	Data on preschool fees are not separately collected. Preschool fees are derived from out of pocket Long Day Care fees, pro-rata on preschool hours enrolled/LDC hours enrolled.
Preschool program received from a qualified teacher	In CCMS it is not possible to determine who delivered the preschool program. It is assumed that all preschool programs were received from a qualified teacher (or equivalent).
Preschool program	From the ECEC Workforce Census, a preschool program is derived using a combination of variables on service delivery and worker roles and qualifications, in accordance with the ECEC NMDS.

#### *Counts of Children:*

It is possible for a child to be concurrently enrolled in, and attending, two or more preschool programs and attend preschool across consecutive years. In order to address collection requirements, it is important to be able to identify matched episode records for a child accurately, both within a collection cycle and between years.

#### Children in a Preschool Program in 2013:

For data sourced from the Child Care Management System (CCMS), counts of children enrolled in and attending preschool programs in 2013 were able to be derived as data were collected using a consistent URL data collection methodology.

#### Children in a Preschool Program in the Year before Full-time Schooling:

Two years of comparable data collected using a URL methodology and a child/client database were available for data collected from the CCMS.

As CCMS data was imputed using supplementary data from two different sources (a directed follow up of service providers in 2012 and the National ECEC Workforce Census in 2013) the identification of individual children attending in both 2012 and 2013 will be subject to some error.

#### *Interpretability*

A newsletter prompting providers to complete the preschool component of CCMS and outlining the definitions as per the ECEC NMDS were sent to LDC providers and CCMS software providers prior to the reference week. Extensive explanatory information was provided in a handbook and a telephone enquiry help desk was available to assist users with queries about how to report information under the CCMS. The CCMS handbook is available for download from the Australian Government Department of Education website, along with other instruction sheets and explanatory materials, at <http://education.gov.au/help-using-child-care-management-system>.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS – AUSTRALIAN GOVERNMENT

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### *Accessibility*

Data sourced from the preschool program component of the CCMS for the 2013 Collection are published at the state and territory level in *Preschool Education, Australia, 2013* (cat no. 4240.0) on the ABS website.

Selected data from the CCMS are available on the Australian Government Department of Education website:

<http://education.gov.au/child-care-management-system>.

### *Information Source*

The information in this report has been sourced from Australian Government Department of Education in consultation with the ABS. Further information is available from the Australian Government Department of Education website: <http://education.gov.au/early-childhood>.

### NEW SOUTH WALES

#### DATA QUALITY STATEMENT

In 2013, New South Wales (NSW) was responsible for two data collections in relation to preschool programs, both of which collected data using a Unit Record Level (URL) data collection methodology:

- NSW Department of Education and Communities (NSW DEC): ‘Government School Census’
- NSW Department of Education and Communities (NSW DEC): ‘Early Childhood Education and Care (ECEC) Preschool Census’.

#### a] Government School Census

##### *Institutional Environment*

The organisation responsible for the Government School Census was NSW DEC. Data for the Government School Census were collected under the *Children (Education and Care Services National Law Application) Act 2012* (NSW) and Education and Care Services National Regulations.

##### *Relevance*

The data collected by NSW DEC enabled reporting across the NSW Government schools sector for a variety of reporting requirements, as well as to measure progress against Australian Government ECEC targets and Council of Australian Governments (COAG) reforms.

*Scope:* The scope of the early childhood component of the Government School Census included all children aged 3 to 5 years old who were attending a preschool program at a government school in NSW. Children are eligible to enrol at a government preschool if they turn 4 on or before 31 July of that year. Priority to enrol in a school is given to children from disadvantaged backgrounds who are unable to access other children’s services, particularly Aboriginal and Torres Strait Islander children and children from families who experience financial hardship. While the majority of children are aged 4 or 5, if there is spare capacity, places may be offered to 3 year olds.

Children enrolled in an Early Intervention class at a NSW Government school were included in the Government School Census for the first time in 2012. Early intervention classes provide early childhood education in a preschool setting for children with a disability.

The scope for data provided on workers included all paid primary contact teachers and School Learning Support Officers delivering preschool programs at government schools in NSW. Only Primary contact teachers were considered in-scope for the Collection.

*Coverage:* All government schools in NSW participated in the Government School Census. For the purposes of the National ECEC Collection, data were sourced from all government schools offering a preschool program, and therefore full coverage was achieved for the NSW Government sector.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS – NEW SOUTH WALES

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*Data collection methods:* The 2013 Government Schools Census collected data using a URL data collection methodology for the following statistical entities:

- *Child:* data at the child record level
- *Service provider organisation:* data at the service provider record level
- *Worker:* data at the worker record level

### *Timeliness*

The Government School Census is an annual collection and in 2013 was undertaken on 2 August, with a two week reference period of 29 July to 9 August. Completion of the data processing and validation stage took approximately 3 months after the collection date, at which time the data were delivered to the ABS.

Data sourced from the Government School Census for the purposes of the Collection are published by the ABS in *Preschool Education, Australia, 2013* (cat. no. 4240.0).

### *Accuracy*

All NSW DEC government school-based preschools were required to participate in the Government School Census by completing an on-line census form. There were three sections to the preschool component of the Government School Census:

- general preschool data (e.g. number of children enrolled, number of Aboriginal and Torres Strait Islander children)
- class or group data (overall session details for service and individual attendance by child, along with class or group data (overall session details for service and individual attendance by child, along with daily fees paid, date of birth, sex, Aboriginal and Torres Strait Islander status, language background other than English, refugee status, disability status and suburb)
- teacher data (e.g. qualifications and length of employment).

During the collection period, NSW DEC extracted children's details from the Enrolment Registration Number (ERN) system. Preschool teachers checked enrolment data, allocated children to class groups and entered enrolment details for any children missing from the ERN. Teachers also entered additional information, such as change of address details, and then electronically submitted the census to the secure DEC Collection portal.

NSW DEC ensured that all preschools submitted compulsory data. Preschools were notified about the data collection through the regular Principals' newsletter and reminder faxes. Detailed instructions on collecting and entering the data using the secure DEC Collections portal were available to preschools at all times during the survey period. The online census contained a number of validation rules to prevent inconsistencies and omissions. During the data collection period, preschool support workers could phone NSW DEC to clarify counting rules and data collection procedures. In addition, data anomaly reports were generated identifying problems such as incorrect age, low attendance or duplicate children. All anomalies were checked and data corrected if required. Signoff was required from all Principals whose school provided a preschool program.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS – NEW SOUTH WALES

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### *Coherence*

For the purposes of the Collection, data collected through the 2013 Government School Census were comparable with data collected in 2012, as both collections were undertaken using a URL data collection methodology. Children enrolled in an early intervention class at a NSW Government school were included in the Government School Census for the first time in 2012. An analysis of the coherence of this collection with other jurisdictional collections should be undertaken on an individual basis, taking into account any data elements that are not consistent with the ECEC NMDS specifications.

Deviations between the 2013 ECEC NMDS and data collected from the Government Schools Census, are outlined in Table 6.2.1.

#### 6.2.1 Deviation of Collection from the 2013 ECEC NMDS

<i>Data Element</i>	<i>Details of Deviation</i>
Address line (Child)	Full child address information was not collected for a small proportion of children, only the suburb/town/locality name. This impacted on the ability to determine child disadvantage status and remoteness classifications, which affected comparability across jurisdictions.

### *Counts of Children:*

It is possible for a child to be concurrently enrolled in and attending two or more preschool programs and attend preschool across years. In order to address collection requirements, it is important to be able to identify accurately matched episode records for a child both within a collection cycle and between years.

#### Children in a Preschool Program in 2013:

For NSW, counts of children enrolled in and attending preschool programs in 2013 were able to be derived as data were collected using an appropriate URL data collection methodology.

#### Children in a Preschool Program in the Year before Full-time Schooling:

As NSW had two years of comparable data collected using URL methodology and had child/client database, counts of children enrolled in and attending preschool programs in the year before full-time schooling were able to be derived.

### *Interpretability*

NSW DEC preschools were notified about the Government Schools Census through the regular Principals' newsletter and reminder faxes. Detailed instructions on collecting and entering data using the secure NSW DEC Collections portal were available to preschools at all times during the collection period.

### *Accessibility*

Data sourced from the Government School Census for the 2013 Collection are published at the state and territory level in *Preschool Education, Australia, 2013* (cat. no. 4240.0) on the ABS website.

### b) Early Childhood Education and Care (ECEC) Preschool Census

#### *Institutional Environment*

The organisation responsible for the Early Childhood Education and Care (ECEC) Preschool Census was NSW DEC. Data for the ECEC Preschool Census were collected under the Service Specifications, which are contracts with each service provider outlining the terms of renewable funding under the Early Childhood Education and Care Grants Program. These preschools are regulated by NSW DEC under the Education and Care Services National regulations and the *Children (Education and Care Services) National Law (NSW)*.

#### *Relevance*

The data collected by NSW DEC were used for state government reporting commitments and to assist with the evaluation and planning of service provision. For preschools, the information obtained was used to determine funding for the following year. The data was also used for a variety of state and Commonwealth reporting requirements, as well as to measure progress against Commonwealth ECEC targets and COAG reforms.

*Scope:* The scope of the ECEC Preschool Census included all children aged 0 to 6 years attending a preschool program regulated and funded by NSW DEC. Enrolment priority is given to children who are in their year before full-time schooling, children who are at risk of harm and children from disadvantaged backgrounds (i.e. Aboriginal and Torres Strait Islander status, Culturally and Linguistically Diverse (CALD), children from low income families and children with a disability).

The scope for data provided on workers included all paid workers employed in service providers that were regulated and funded by NSW DEC.

*Coverage:* NSW Government funded preschools were mandated to participate in the ECEC Preschool Census. The collection included government funded Catholic and Independent schools with preschool programs and Community managed preschools.

A substantial proportion of preschool programs in NSW are delivered by commercial LDCs that do not receive funding from NSW DEC. As a result, no data were collected from these services by the NSW Government as part of the ECEC Preschool Census. Data on commercial LDCs were collected using the Child Care Management System (CCMS).

Service providers that were registered for the Child Care Benefit (CCB) and Child Care Rebate (CCR) were requested to provide information in the ECEC Preschool Census only for children who did not receive the CCB or the CCR. Preschool programs not funded by the NSW Government and preschools delivered in non-government schools were also not in scope of the Collection, therefore complete coverage was not achieved by the ECEC Preschool Census.

*Data collection methods:* The 2013 ECEC Preschool Census collected data using a URL data collection methodology for the following statistical entities:

- *Child:* data at the child record level
- *Service provider organisation:* data at the service provider record level
- *Worker:* data at the worker record level

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS – NEW SOUTH WALES

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### *Timeliness*

The ECEC Preschool Census is an annual collection and in 2013 was undertaken on 29 July to 25 August, with a two week reference period of 29 July to 9 August. This reference fortnight was adopted by NSW DEC to reflect the preschool delivery model in NSW. Data collected in the reference fortnight was then derived by NSW DEC to a one week reference period for data items expressed in units of time, e.g. preschool fees charged per week and hours worked per week in preschool program delivery. Completion of the data processing and validation stage took approximately 3 months after the collection date, at which time the data were delivered to the ABS.

Data sourced from the ECEC Preschool Census for the purposes of the Collection are published by the ABS in *Preschool Education, Australia, 2013* (cat. no. 4204.0).

### *Accuracy*

In 2013, service providers completed the ECEC Preschool Census through the online ECEC Preschool Census data collection system.

The ECEC Preschool Census data collection system allowed service providers to:

- enter data for each child and ECEC worker, and to automatically calculate totals
- enter individual child and ECEC worker details progressively throughout the representative fortnight
- generate a copy of the data entered, for their own records.

ECEC workers were required to report their highest qualification in early childhood education.

After completion of all fields, data entry restrictions were automatically applied to ensure required information was entered before the data could be submitted. After data lodgement, users received an automated e-mail confirming that data had been submitted successfully and received by NSW DEC.

NSW DEC ensured that all services submitted compulsory data. The online census contained a number of validation rules to prevent inconsistencies and omissions. During the data collection period, service providers could phone a 1300 phone number to clarify counting rules and data collection procedures. In addition, all submitted data were cross-checked for consistency with operational characteristics such as approved number of places and operating hours at each service. Prior year data were also compared and, where large variations were apparent, service providers were contacted to confirm data accuracy.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS – NEW SOUTH WALES

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### *Coherence*

For the purposes of the Collection, data collected through the 2013 ECEC Preschool Census were comparable to data collected in 2012, as both collections were undertaken using similar URL data collection methodologies.

Specific data elements collected using methods which did not align with the ECEC NMDS specifications are outlined below and should be taken into account when comparing data collected from each dataset.

An analysis of the coherence of this collection with other jurisdictional collections should be undertaken on an individual basis, taking into account any data elements that are not consistent with the ECEC NMDS specifications. Deviations between the 2013 ECEC NMDS and data collected from the ECEC Preschool Census, are outlined in Table 6.2.2.

### 6.2.2 Deviation of Collection from the 2013 ECEC NMDS

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<i>Data Element</i>	<i>Details of Deviation</i>
Address line (Child) and Area of usual residence (Child)	Full address information was not collected for a small proportion of children, only the suburb/town/locality name. This impacted on the ability to determine child disadvantage status and remoteness classifications, which affected comparability across jurisdictions. Child address line data could only be supplied voluntarily, thereby affecting ability to classify accurately to CD and SA1 geographic locations.
Indigenous status (Child)	The Indigenous status of the child was not disaggregated below the level of 'Indigenous' and 'non-Indigenous'.

### *Counts of Children:*

It is possible for a child to be concurrently enrolled in and attending two or more preschool programs and attend preschool across years. In order to address collection requirements, it is important to be able to identify matched episode records for a child both within a collection cycle and between years accurately.

#### Children in a Preschool Program in 2013:

For NSW, counts of children enrolled in and attending preschool programs in 2013 were able to be derived as data were collected using a consistent URL data collection methodology.

#### Children in a Preschool Program in the Year before Full-time Schooling:

As NSW had three years of comparable data collected using URL methodology and had child/client database, counts of children enrolled in and attending preschool programs in the year before full-time schooling were also able to be derived. Data quality for child SLK and the repeater indicator improved considerably in 2012.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS – NEW SOUTH WALES

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### *Interpretability*

NSW provided a range of key information via manuals and fact sheets, such as the 2013 Census Booklet and Coding Instructions, to assist in the reporting of data, correct interpretation and explanation of concepts. Information and notification about the data collection were communicated to service providers via electronic mail and information package via postal mail detailed instructions on collecting and entering the data using the ECEC Preschool Census data collection system. More information on the ECEC Preschool Census 2013 can be found at:

<http://www.dec.nsw.gov.au/what-we-offer/regulation-and-accreditation/early-childhood-education-care/service-providers>.

### *Accessibility*

Data sourced from the ECEC Preschool Census for the 2013 Collection are published at the state and territory level in *Preschool Education, Australia, 2013* (cat. no. 4240.0) on the ABS website.

### *Information Source*

The information contained within this report has been sourced from NSW DEC in consultation with the ABS.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - VICTORIA

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### VICTORIA

#### DATA QUALITY STATEMENT

In 2013, Victoria (Vic.) implemented the Kindergarten Information Management System (KIM) which is the Victorian Department of Education and Early Childhood Development's (DEECD) new online web-based system for kindergarten funding applications, data collection, and reporting.

KIM enables services to provide key information in a user-friendly environment and allows real-time collection of data. Using information collected through previous reporting cycles, the system is able to pre-populate data and funding allocations for each service, and therefore only requires services to update information as circumstances change.

In 2013, Vic. performed a KIM extraction of service, enrolment, and workforce data and conducted a Unit Record Level (URL) collection of attendance pattern data for the 2013 National Early Childhood Education and Care Collection (the Collection). This extraction is hereafter defined as the August Census Data Collection.

In 2013, Vic. implemented the delivery of 15 hours of kindergarten in accordance with the National Partnership on Early Childhood Education.

#### The August Census Collection

##### *Institutional Environment*

The organisation responsible for the August Census Data Collection was the Vic. DEECD. Data were collected in accordance with Funding and Service Agreement requirements.

##### *Relevance*

Data from the 2013 August Census Data Collection enabled state and national reporting across the Vic. Early Childhood Education and Care sector.

*Scope:* The scope of the August Census Data Collection included all children aged 3 to 6 years of age who were officially enrolled during the reference period in Vic. DEECD funded preschool programs for children in the year prior to school delivered by service providers with a current Vic. DEECD Service Agreement.

The scope for data provided on workers included all paid primary contact teachers and teaching assistants who were employed in Vic. DEECD funded preschool programs delivered by service providers with a current Vic. DEECD Service Agreement.

The only 3 year-old data included in the data submission are the children who are aged 3 years when they are attending the kindergarten program in the year before school.

Vic. also collects data on children who are eligible for the Early Start Kindergarten Program. This is a State targeted funding initiative which is offered to Aboriginal and/or Torres Strait Islander children and children known to child protection who attend a kindergarten program 2 years prior to school. This data, however, is not within the scope of the Collection.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - VICTORIA

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*Coverage:* Services with a current Funding and Service Agreement are funded by Vic. DEECD. Therefore participation in the collection was mandatory for these providers. Full coverage of preschool programs delivered through these service providers was achieved. A small number of Long Day Care (LDC) centres operating a preschool program were not funded by Vic. DEECD and as a result, no data were collected from these services by Vic. DEECD.

### *Data collection methods:*

The 2013 August Census Data Collection collected data using a URL data collection methodology for the following statistical entities:

- *Child:* data at the child record level
- *Service provider organisation:* data at the service provider record level
- *Worker:* data at the worker level

### *Timeliness*

The August Census Data Collection reference period was 29 July to 3 August. The collection usually commences the day after the reference period and is conducted for approximately 4 weeks. Due to the implementation of a new system, the collection in 2013 was conducted from 29 August to 20 September. In the future, the collection will occur immediately after the reference period.

In Vic., it is a condition of preschool funding that organisations provide accurate information to Vic. DEECD by the due date of the data collection. If an organisation fails to provide accurate information or to submit on-line forms by the required date, Vic. DEECD may decide to delay or cease payments of funding.

Completion of the data processing and validation stages for the August Census Data Collection was conducted after the collection date.

Data sourced from the collections for the purposes of the Collection are published by the ABS in *Preschool Education, Australia, 2013* (cat. no. 4240.0).

### *Accuracy*

Organisations with a current Vic. DEECD Service Agreement, who continue to meet the eligibility requirements for funding, were required to complete data entry in KIM.

For the 2013 August Census Data Collection, service providers in receipt of funding were required to provide enrolment, attendance and fees paid data for each child enrolled at the service and workforce data.

Vic. carried out data validation in response to missing fields of data as well as cross checking data for accuracy. With data collected through KIM, fields were entered via drop-down boxes containing only valid options where possible. Intermediate totals were system calculated rather than manually entered. KIM has verification checks on every preschool service submission, ensuring that no blanks occurred in data records and comparing enrolments across years. In the future, KIM will be able to compare enrolments across years.

### *Coherence*

Whilst the mechanism of collecting data in 2013 has changed, a consistent URL collection has been in place since 2011.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - VICTORIA

Specific data elements which were collected using methods, which did not align with the ECEC National Minimum Data Set (ECEC NMDS) specifications, are outlined below and should be taken into account when analysing the data collected. An analysis of the coherence of this collection with other jurisdictional collections should be undertaken on an individual basis, taking into account any data elements that are not consistent with the ECEC NMDS specifications. Deviations between the 2013 ECEC NMDS and data collected from the 2013 August Census Collection are outlined in Table 6.3.

### 6.3 Deviation of Collection from the 2013 ECEC NMDS

<i>Data Element</i>	<i>Details of Deviation</i>
Fees charged (Child)	Fee data collected from LDCs relates to the total LDC enrolment rather than the actual preschool fee and preschool hours. As Vic. collects data on total kindergarten hours in LDC, Vic. were able to derive an approximate fee for hours in the preschool program.
Preschool program enrolment hours (Child)	Data were not available for LDCs. Attendance hours were used as a proxy measure for enrolment hours for these services.
Management type (Service provider)	The legal entity status of the funded organisation reported by each service provider (excluding Independent schools) was used as a proxy measure for management type. This may not have produced consistent classifications of management type for all service providers. Independent schools were categorised using the 'funding status' flag in the Vic. DEECD funding system and assigned a management type of Code 6: Independent school, regardless of the legal entity status of the funded organisation.
Mesh Block	Mesh Block was not provided for Child or Service provider level. However CD and SA1 were provided for 2013.

#### *Counts of Children:*

It is possible for a child to be concurrently enrolled in and attending two or more preschool programs and attend preschool across years. In order to address collection requirements, it is important to be able to identify matched episode records for a child, both within a collection cycle and between years accurately.

#### Children in a Preschool Program in 2013:

For Vic., counts of children enrolled in and attending preschool programs in 2013 were able to be derived as data were collected using a URL data collection methodology.

#### Children in a Preschool Program in the Year before Full-time Schooling:

Whilst Vic. had two years of comparable data collections using URL methodology, counts of children enrolled in and attending preschool programs in the year before full-time schooling (YBFS) were not able to be accurately derived as Vic. did not have a child/client database. Children in a preschool program in the YBFS were reported as a proxy.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - VICTORIA

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### *Interpretability*

Extensive explanatory information was provided in KIM and on the Vic. DEECD website. Information such as 'frequently asked questions' fact sheets on the data collection process was available on KIM and the Vic. DEECD website. If service providers required clarification about the collection, they were also able to contact their regional office.

The Vic. DEECD provides information on funding criteria and data collection responsibilities in the publication 'The Kindergarten Guide 2013', which is available on the Vic. DEECD website at:

<http://www.education.vic.gov.au/childhood/providers/funding/Pages/kinderfundingcriteria.aspx>.

### *Accessibility*

Data sourced from the Vic. DEECD Collection for the 2013 Collection are published at the state and territory level in *Preschool Education, Australia, 2013* (cat. no. 4240.0) on the ABS website.

### *Information Source*

The information contained within this report has been sourced from Vic. DEECD in consultation with the ABS.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - QUEENSLAND

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### QUEENSLAND

#### DATA QUALITY STATEMENT

In 2013, Queensland (Qld) conducted the annual 'Early Childhood Education and Care Services Census' (ECECSC), which collected childcare enrolment data, workforce data, and preschool program and enrolment data using both Aggregate level and Unit Record Level (URL) data collection methodologies.

#### Early Childhood Education and Care Services Census

##### *Institutional Environment*

The organisation responsible for the 2013 ECECSC is Qld Department of Education, Training and Employment (DETE). Data for the 2013 ECECSC were collected under the *Child Care Act 2002* (Qld), the *Education and Care Service National Law 2011* (Qld) and the *Education (General Provisions) Act 2006* (Qld).

##### *Relevance*

Data collected from the ECECSC enabled Qld DETE to report on a variety of matters, such as the performance of the early childhood education and care sector, to the Qld and Australian Governments, and the community. The data were used to provide evidence for policy and program development and planning and to monitor outcomes of early childhood initiatives such as the department's Workforce Action Plan and the implementation of the Education and Care Services National Law.

*Scope:* The 2013 ECECSC included all children who were enrolled in a licensed or approved child care service, pre-Prep program provided by a government school or through distance education. This included children that were enrolled in Long Day Care, Kindergarten, Pre-Prep in schools, Limited Hours Care, Family Day Care and School Aged Care Services at the time of the ECECSC.

Only children aged 3 to 6 who were enrolled in a preschool program were considered in-scope for National Early Childhood Education and Care Collection (the Collection). However, data on 3 year olds is not likely to reflect the full three year population in preschool. Data on three year olds were likely only collected if a three year old was enrolled and attending a kindergarten program specifically aimed at children in the year before full-time schooling (i.e. aimed at 4 and 5 year olds).

The scope for data collected on workers through the ECECSC included all staff, both paid and volunteer engaged in approved or licensed child care services that consented to their information being provided. Only primary contact teachers were considered in-scope for the Collection.

*Coverage:* The 2013 ECECSC achieved complete coverage of approved service providers in receipt of Qld Government funding. Data were also collected from unfunded providers, however their participation in the ECECSC was voluntary.

*Data collection methods:* The 2013 ECECSC collected data for the following statistical entities:

Funded approved programs (URL data collection methodology):

- *Child:* data at the child record level
- *Service provider organisation:* data at the service provider record level

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - QUEENSLAND

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- *Worker*: data at the worker record level

Unfunded providers (Aggregate level data collection methodology):

- *Child*: Totals for children enrolled and attending preschool programs at the program level
- *Service provider organisation*: data at the service provider record level
- *Worker*: data at the worker record level

### *Timeliness*

The ECECSC is an annual collection and in 2013 was undertaken in the week commencing 29 July. For all service providers the reference period was 29 July to 4 August 2013. Completion of the data processing and validation stages occurred in the 2 months following the collection, at which time data were delivered to the ABS.

Selected data sourced from the ECECSC for the purposes of the Collection are published by the ABS in *Preschool Education, Australia, 2013* (cat. no. 4240.0).

### *Accuracy*

For the 2013 ECECSC, data were collected from service providers via an online survey tool.

A limited number of services supplied information through paper-based forms that were equivalent to the on-line census.

As part of the internal validation process for 2013, Qld DETE included online guides as well as explanatory notes within the on-line census to assist service providers with definitions and responses. Edit checks were built into the online census, which ensured that valid data were supplied. Data supplied by service providers also underwent a range of validation and edit checks post enumeration to ensure that the information was complete, internally consistent and fell within fixed known parameters for relevant questions.

An imputation process was undertaken by Qld DETE for non-responses by funded services in 2013, incorporating historical and donor methodology. No adjustment for any known or predicted undercount was undertaken. No imputation was applied for unfunded services.

### *Coherence*

Historically, Qld have only been able to provide aggregate data for unfunded programs in Qld so only episode data was published for Qld. To improve coverage and maximise the available child URL data a new approach was undertaken in 2013. This approach involved Qld and the Australian Government Department of Education matching service providers for Qld unfunded providers (LDCs). The ABS then utilised Child Care Management System (CCMS) URL records for the number of 4 and 5 year old children identified in those matched service providers. Qld then adjusted their aggregate collection data to exclude those reported from the CCMS collection, ensuring no double-counting.

Qld data is therefore comparable with other jurisdictions at both episode and child level. However, the ABS acknowledges that this may result in a slight over-count of episodes and children in Qld.

Given the new approach applied to Qld data in 2013, care needs to be taken when interpreting episode/child data across years.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - QUEENSLAND

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Specific data elements which were collected using methods which did not align with the ECEC National Minimum Data Set (ECEC NMDS) specifications are outlined below and should be taken into account when analysing the data collected. An analysis of the coherence of this collection with other jurisdictional collections should be undertaken on an individual basis, taking into account any data elements that are not consistent with the ECEC NMDS specifications. Deviations between the 2013 ECEC NMDS and data collected from the Early Childhood Education and Care Services Census are outlined in Table 6.4.1 and Table 6.4.2.

### 6.4.1 Deviation of Collection from the 2013 ECEC URL NMDS – Funded Approved Programs

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<i>Data Element</i>	<i>Details of Deviation</i>
Nil	Nil

### 6.4.2 Deviation of Collection from the 2013 ECEC Aggregate NMDS – Unfunded Providers

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<i>Data Element</i>	<i>Details of Deviation</i>
Number of children enrolled in a preschool program	This data element could not be disaggregated by the child level data element 'Sex'.
Number of children attending a preschool program	
Number of Indigenous children enrolled in a preschool program	This data element could not be disaggregated by the child level data element 'Sex' and was only available at the level of 'Indigenous' or 'non-Indigenous'.
Number of Indigenous children attending a preschool program	

#### *Counts of Children:*

It is possible for a child to be concurrently enrolled in and attending two or more preschool programs and attend preschool across years. In order to address collection requirements, it is important to be able to identify accurately matched episode records for a child both within a collection cycle and between years.

Children in a Preschool Program in 2013 and in the Year before Full-time Schooling:

For Qld, counts of children enrolled in and attending preschool programs in 2013 and in the year before full-time schooling, were calculated using a new approach based on a combination of CCMS URL data and ECECSC data.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - QUEENSLAND

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### *Interpretability*

Qld DETE provided a range of information to assist in the collection and reporting of data, such as explanatory notes for providers. The explanatory notes, together with printable copies of ECECSC collection forms, were available from the Qld DETE website: <<http://deta.qld.gov.au/earlychildhood/office/services-census.html>>.

### *Accessibility*

Data sourced from the ECECSC for the 2013 Collection are published at the state and territory level in *Preschool Education, Australia, 2013* (cat. no. 4240.0) on the ABS website. Data from the ECECSC are also published in sector fact sheets and various other forms on the Qld DETE website: <<http://deta.qld.gov.au/earlychildhood/service/factsheets.htm>>.

### *Information Source*

The information contained within this report has been sourced from Qld DETE in consultation with the ABS. Further information is available at the Qld DETE website: <<http://deta.qld.gov.au/earlychildhood/office/services-census.html>>.

### SOUTH AUSTRALIA

#### DATA QUALITY STATEMENT

In 2013, South Australia (SA) was responsible for one data collection in relation to preschool programs, the Annual Census of Children's Services (ACCS).

#### Annual Census of Children's Services

##### *Institutional Environment*

The organisation responsible for the ACCS is SA Department for Education and Child Development (DECD). Data for the ACCS were collected under the *Education Act 1972 (SA)* and the *Education Regulations 1997 (SA)*.

##### *Relevance*

Information gathered by the ACCS included patterns of service usage and characteristics of children and families. The data were required by the SA Government for forward planning and the analysis of needs and gaps in current service provision. The data from this collection enabled reporting across the SA early childhood education and care sector for a variety of reporting requirements.

*Scope:* The scope of the 2013 ACCS included children aged 3 to 5 years (extending to 6 years old for a small number of children who were Aboriginal or Torres Strait Islander origin, or children under the guardianship of the Minister for Education and Child Development who may start preschool after their third birthday and are entitled to up to 480 hours of preschool in the two years before full-time school) attending government managed or government funded preschools, including integrated centres, and funded non-government community managed child care centres with a preschool program.

The scope of data provided on workers included all paid workers employed in government managed or government funded preschools, including integrated centres, and funded non-government child care centres and schools with a preschool program. Data on workers includes workers who are usually present to deliver a face to face preschool program, but may have been absent due to illness or extended holiday and are expected to return.

*Coverage:* In 2013, the ACCS achieved full coverage of all government managed and government funded preschools, including Independent and Catholic schools with funded preschool programs, and funded non-government community managed child care centres with a preschool program. The numbers of non-government community managed LDCs with a preschool program that receive government funding have grown steadily since 2012.

Unfunded Independent and Catholic school managed preschool providers and Long Day Care (LDC) centres are not invited to participate in the ACCS. There are a relatively small percentage of South Australian children who have received a preschool program delivered by one of these unfunded services.

*Data collection methods:* The 2013 ACCS collected URL data for the following statistical entities:

- *Child:* data at the child record level
- *Service provider organisation:* data at the service provider record level
- *Worker:* data at the worker record level

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS – SOUTH AUSTRALIA

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### *Timeliness*

The ACCS is an annual collection and in 2013 was undertaken on the 2 August 2013 with a reference period of 22 July to 2 August 2013. This reference fortnight was adopted by SA DECD to reflect the preschool delivery model in SA. Information collected during this reference fortnight was then derived by SA DECD to a one week reference period to enable comparison with other jurisdictions for the Collection.

The data processing and validation stages took approximately 2 to 3 months after the collection date, at which time the data were delivered to the ABS.

Data sourced from the ACCS for the purpose of the Collection are published by the ABS in *Preschool Education, Australia, 2013* (cat. no. 4240.0).

### *Accuracy*

In 2013, the ACCS collected data through the use of two systems, one for non-government preschool providers and the other for DECD preschools. The 'Early Years System' (EYS) is a web-based preschool administration system used by DECD preschools in SA. For non-government preschool providers that are funded by DECD, the Non-Government Preschool Data System (NGPDS) was developed and implemented in time for the ACCS.

The NGPDS has been developed as a web-based preschool data reporting system that serves the dual purpose of collecting data requirements for grant funding administration as well as to satisfy State and National reporting obligations. Both the EYS and NGPDS have been developed with the capability of importing data from other administrative systems (eg. Child Care Management Systems) to provide the facility of reducing respondent burden and input error. Both the EYS and NGPDS have validation rules built in to ensure that services are submitting accurate data that is compliant with the 2013 ECEC NMDS.

SA DECD collated data collected from both systems using a data repository known as the Early Childhood Data System or Data Administration Centre (DAC). The DAC allows for Data Management and Reporting staff to administer a data collection and to run checks and validations on the data received from service providers. Service provider details are stored and maintained in the location services system (LSS) and some data for the 2013 Collection were sourced from LSS.

### *Coherence*

For the purposes of the Collection, most data collected through the 2013 ACCS were comparable with 2012 data. Due to systems developments and subsequent data improvements, some data collected in 2013 may not be comparable to 2012 data.

DECD is transitioning to a single intake preschool enrolment policy in 2013 that in 2014 children are entitled to access four terms of preschool in the year before they start school as follows:

- If a child turns four years of age before 1 May, they may start preschool in Term 1 in that year
- If a child turns four years of age on or after 1 May, they are eligible to start preschool from the beginning of Term 1 in the following year.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS – SOUTH AUSTRALIA

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The 2013 transitional arrangements for this new enrolment policy were as follows:

- During Term 1 2013, children that have turned four years of age by 29 January 2013 may be enrolled to commence on the first day of Term 1.
- During Term 2 2013, children that have turned four years of age before 1 May 2013 may be enrolled to commence on the first day of Term 2. A preschool may make individual arrangements for this group of children to be offered additional hours to be completed in Terms 3 and 4 of 2013, thereby offering the equivalent of four terms of preschool over three terms.
- There were no children enrolled to commence preschool in Term 3 or 4 of 2013.

### *Counts of Children:*

It is possible for a child to be concurrently enrolled in and attending two or more preschool programs and attend preschool across years. In order to address collection requirements, it is important to be able to accurately identify matched episode records for a child, both within a collection cycle and between years.

### *Children in a Preschool Program in 2013:*

For SA, counts of children enrolled in and attending preschool programs in 2013 were able to be derived as data were collected using a consistent URL data collection methodology.

### *Children in a Preschool Program in 2013 and in the Year before Full-time Schooling:*

As SA had two years of data collected using a URL methodology and had a child/client database, counts of children enrolled in and attending preschool programs in the year before full-time schooling were able to be derived. When the ACCS was conducted in August 2013, DECD preschools and some non-government preschool providers were operating with an estimated average of 79% of usual enrolments resulting from the one-off impact of transitioning from a termly intake to a single intake preschool enrolment policy. This is due to there not being an intake of children to replace the children transitioning from preschool to school at the end of Term 2 2013. All children in their year before full-time schooling would have been aged 4 or 5 years old as July 1 2013.

### *Interpretability*

SA provided a range of information to assist in the reporting of data, such as the 2013 ACCS Booklet and Coding Instructions. Key material was provided in the form of manuals and fact sheets to support the correct interpretation and explanation of concepts. The NGPDS is an intuitive system and user training has been provided via a webpage that contains user guides, video tutorials, and ACCS instructions. A dedicated EYS/NGPDS Support Team was in place to support users with technical issues or queries with either the EYS or NGPDS and the Data Management and Reporting team were available to respond to any data related questions.

### *Accessibility*

Data sourced from the ACCS for the 2013 Collection are published at the state and territory level in *Preschool Education, Australia, 2013* (cat. no. 4240.0) on the ABS website.

### *Information Source*

The information contained within this report has been sourced from SA DECD in consultation with the ABS. Further information is available on the SA DECD website <http://www.decd.sa.gov.au/>.

### WESTERN AUSTRALIA

#### DATA QUALITY STATEMENT

In 2013, Western Australia (WA) was responsible for one data collection in relation to preschool programs, the WA August School Census, which collected data using a Unit Record Level (URL) data collection methodology. The WA August School Census included an additional component, the 2013 Kindergarten Provision Census, which collected worker data from all service providers included in the WA August School Census.

#### WA August School Census

##### *Institutional Environment*

The organisation responsible for the School Census is WA Department of Education (DoE). Data for the WA August School Census were collected under the *School Education Act 1999* (WA).

##### *Relevance*

The data collected through the School Census by the WA DoE were used to meet national reporting requirements, including the National Schools Statistics Collection (NSSC) and the Collection. The data were also used to determine allocation of schools operating grants and forward planning for the government and non-government school sectors.

*Scope:* The scope of the early childhood component of the WA August School Census consisted of children aged 4 years on or before 30 June 2013, who were attending a preschool program within a school, including government and non-government schools, and community based preschools operating under provisions of the *School Education Act 1999*.

The scope for data provided on workers included all paid educators (teachers and education assistants) who work for at least one hour per week in the active delivery of preschool programs at all government, Catholic and Independent schools, and community-based preschools operating under provisions of the *School Education Act 1999*. The worker data did not include teacher-qualified school principals or other school administrative staff who may have contributed to, or quality assured, preschool provision in the school.

*Coverage:* Full coverage was achieved for all registered and funded schools (both government and non-government) and community-based preschools operating under provisions of the *School Education Act 1999*.

As preschool programs provided in Long Day Care (LDC) settings are not funded or regulated by WA DoE, these service providers were not included in the WA August School Census.

*Data collection methods:* The 2013 WA August School Census collected data for government and community-based preschools, and some non-government schools for the following statistical entities:

- *Child:* data at the child record level
- *Service provider organisation:* data at the service provider record level
- *Worker:* data at the worker record level

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENT - WESTERN AUSTRALIA

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### *Timeliness*

The WA August School Census is an annual collection conducted in August. In 2013 the collection was undertaken on 2 August with a reference period of 22 July to 2 August 2013 inclusive. This reference fortnight occurred in the first two weeks of Semester 2 and was derived to a weekly equivalent to enable data comparison with other jurisdictions for the Collection. Data processing and validation took approximately three months to complete after the collection date, at which time data were delivered to the ABS.

Data sourced from the WA August School Census for the purposes of the Collection are published by the ABS in *Preschool Education, Australia, 2013* (cat. no 4240.0).

### *Accuracy*

*Child level data:* Government preschool data were obtained from government schools through an administrative system, the INTEGRIS Student Information Database (SID) and a daily data harvesting process. The SID is the primary source of URL data for public schools. The SID data were uploaded into the WA DoE online Student Census System where the data were checked, verified and endorsed as accurate by each school principal.

For non-government schools, child URL data is extracted from school enrolment records at the census date. Non-government schools were able to upload URL data using a comma-separated values file to the WA DoE's online Student Census System, which incorporated a number of internal consistency checks. Alternatively, some non-government schools provided aggregate data to the WA DoE. The ages for a very small proportion of children in non-government managed preschools were imputed from aggregate data and supplied by WA DoE as pseudo URL child level data.

Following the validation checks detailed below, government and non-government data collected through the School Census were then stored in the Student Census System data warehouse, and extracted for the purposes of the Collection.

Internal validation processes for the School Census occurred at three different points of the process. The WA DoE online Student Census System had a series of in-built validation rules, some of which required the school to edit data before continuing, while other rules generated warnings alerting the user to anomalies. These warnings allowed the principal to decide whether data needed amending before the census return was submitted. This first level of validation only applied to WA Government schools and preschools.

For non-government preschools, a validation checklist was utilised to ensure that:

- preschool children were counted by year of birth,
- Aboriginal and non-Aboriginal data were correct,
- totals were correct.

At the time of provision, all government and non-government school principals were required to verify and endorse the accuracy of their census data submission.

A second set of validation processes were run by the WA August School Census team, using both routine and ad-hoc validation methods to examine data while it was assembled into working files. These processes were designed to enable effective investigation of any new issues.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENT - WESTERN AUSTRALIA

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The third set of validation rules were built into the custom software which loaded the census data into the Student Census System data warehouse, or into the staging phase.

*Worker level data:* All educators (teachers and education assistants and Aboriginal and Islander Education Officers) who work with kindergarten children for more than one hour per week were required to provide details on their field and level of highest qualification relevant to ECEC. If an educator had no qualifications, they were required to indicate whether they were currently working towards an ECEC qualification and also the number of years of experience they had in teaching preschool (the first year of school, known as 'kindergarten in WA, and offered part-time) or Pre-primary (the first year of full-time school in WA). To be registered as a teacher in WA, teachers are required to produce evidence that they are four year trained or equivalent. Equivalency is determined by the Teacher Registration Board of Western Australia.

### *Coherence*

For the purposes of the Collection, data collected from government school-based preschools using a URL data collection methodology were comparable with data collected in 2012.

In 2013, WA trialled a series of questions in the Kindergarten Provision Census component of the WA August School Census to assess whether more detailed information could be collected about preschool hours offered and attended. The results of these questions will be analysed and will inform whether WA uses this approach for these data in future years ECEC collections.

Specific data elements collected using methods which did not align with the ECEC National Minimum Data Set (ECEC NMDS) specifications are outlined below and should be taken into account when analysing the data collected.

In WA separate attendance and enrolment data is not available. Attendance data has been used to derive enrolment data so care should be taken when interpreting enrolment data as a slight undercount may exist.

As per previous years, maximum preschool program hours available was based on the number of preschool hours enrolled by preschool students. Due to WA policy on enrolment and attendance there may be an under-count of children enrolled in preschool. This is because in WA, a child attending for less than 90 per cent of enrolled hours is not considered enrolled. This reflects the NMDS requirement that to be considered as enrolled, the child must have attended the preschool program for at least one hour during the reference period, or be absent due to illness or extended holiday leave and expected to return.

Preschool program hours attended per week (child) was not reported for WA preschools because it could not be collected in a manner consistent with the ECEC NMDS specifications.

An analysis of the coherence of the WA collection with other jurisdictional collections should be undertaken on an individual basis, taking into account any data elements that are not consistent with the ECEC NMDS specifications. Deviations between the 2013 ECEC NMDS and data collected from the WA August School Census, are outlined in Table 6.5.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENT - WESTERN AUSTRALIA

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### 6.5 Deviation of Collection from the 2013 ECEC NMDS

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<i>Data Element</i>	<i>Details of Deviation</i>
Maximum preschool program hours available (Child)	This data element did not align with the ECEC NMDS as it was collected as minimum hours enrolled.
Preschool program hours attended per week (Child)	This data element was not reported because it could not be collected in a manner consistent with the ECEC NMDS specifications.

#### *Counts of Children:*

In the collection reference period, it is possible for a child to be concurrently enrolled in and attending two or more preschool programs. The most prevalent circumstances of concurrent enrolment would be children who attended a school for their 15 hour kindergarten program, and also attended a long day care centre for before or after school hours care. In order to address collection requirements, it is important to be able to collate all matching child records.

#### Children in a Preschool Program in 2013 and in the Year Before Full-time Schooling:

For WA, counts of children enrolled in and attending preschool programs in 2013 were able to be derived as all government school and most non-government school data were collected using a URL data collection methodology.

#### *Interpretability*

For government schools, the collection instrument itself contained significant guidance and computation rules to prevent inconsistent responses in relation to prior data entries. For non-government schools, a checklist was provided which included instructions and suggestions for validations. WA DoE staff who prepared the School Census were trained to provide phone and email support through the WA DoE Customer Service Centre system.

#### *Accessibility*

Data sourced from the School Census for the 2013 Collection are published at the state and territory level in *Preschool Education, Australia, 2013* (cat. no. 4240.0) which is available on the ABS website.

#### *Information Source*

The information contained within this report has been sourced from WA DoE in consultation with the ABS. Further information is available on the WA DoE website <http://www.education.wa.edu.au>.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - TASMANIA

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### TASMANIA

#### DATA QUALITY STATEMENT

In 2013, Tasmania (Tas.) was responsible for one data collection in relation to preschool programs, the Tasmanian 2013 ECEC Data Collection.

#### Tasmanian 2013 ECEC Collection

##### *Institutional Environment*

The organisation responsible for the Tasmanian 2013 ECEC Data Collection was the Tasmanian Department of Education (DoE). Data for the Tasmanian 2013 ECEC Data Collection were collected under the *Education Act 1994* (Tas.). Worker data were collected under the *Tasmanian Personal Information Protection Act 2004* (Tas.).

##### *Relevance*

The data collected by Tas. DoE in the Tasmanian 2013 ECEC Data Collection were used to report on Tasmanian achievements against performance targets, as well as progress against Australian Government ECEC targets and COAG reforms. For preschools, the information obtained was also used in determining the funding of services by the Tasmanian Government.

*Scope:* The scope of the early childhood component of the Tasmanian 2013 ECEC Data Collection consisted of all children enrolled in a preschool program in 2013. The 2013 Data Collection was managed in conjunction with the Tasmanian Catholic Education Office and the Independent Schools of Tasmania in order to cover preschool children at non-government schools accurately.

The scope for data provided on workers included all paid and unpaid contact workers that were employed in government, Independent and Catholic schools during the reference period and were involved in service provision of a preschool program.

Data for 3 year old children are included in the Tasmanian 2013 ECEC Data Collection under the following exemption provisions. All 3 year old students as at 1 January 2013 who were granted an exemption to start kindergarten before they turned 4 years old as at 1 January 2013. This exemption is granted if:

- The student is assessed as gifted, or
- The student was previously enrolled in a pre-school program interstate in 2012 or 2013, to enable contiguous school education.

*Coverage:* All registered Government schools, Catholic schools, and Independent schools in Tas. participated in the Tasmanian 2013 ECEC Data Collection.

*Data collection methods:* The Tasmanian 2013 ECEC Data Collection was conducted using a URL data collection methodology for the following statistical entities:

- *Child:* data at the child record level
- *Service provider organisation:* data at the service provider record level
- *Worker:* data at the worker record level

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - TASMANIA

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In 2013, Tasmania DoE introduced a new data collection application to replace the previous data collection template methodology. This improved the:

- Data security and storage of all data
- Data accuracy and validation in real-time
- Accuracy, efficiency and production of data templates to be supplied to the ABS.

### *Timeliness*

The Tasmanian 2013 ECEC Data Collection is an annual collection and in 2013 was undertaken on 2 August 2013, with a reference period of 29 July to 9 August 2013. This reference fortnight was adopted by Tas. DoE to reflect the preschool delivery model in Tasmania. This reference fortnight was then derived by Tas. DoE to a one week reference period to enable comparison with other jurisdictions for the Collection. Completion of the data processing and validation stage took approximately 2 months after the collection date, at which time data were delivered to the ABS.

Data sourced from the Tasmanian 2013 ECEC Data Collection for the purposes of the Collection are published by the ABS in *Preschool Education, Australia, 2013* (cat. no. 4240.0).

### *Accuracy*

*Child level data:* The process of obtaining and processing data in Tas. commenced with government service providers uploading information from each child enrolment form into the student management system 'EduPoint' which stored the information in a data warehouse. The data warehouse contains in-built data quality checks that provided timely data feedback to schools. Data from the warehouse were then used to populate the Tasmanian 2013 ECEC Data Collection.

*Worker level data:* Teacher data were collected directly from the Tasmanian ECEC Workforce database. Qualification information for teachers and principals was collected from the Tas. 'Teacher Registration Board', which also holds a current record of qualifications of all teachers. All non-teacher worker qualification data were collected directly from government, Independent and Catholic schools, as the government data warehouse does not hold non-teacher data centrally.

If a worker holds more than one qualification, the following rules apply:

- the highest ECE qualification is reported for the worker if applicable
- in instances where the worker does not hold an ECE qualification, then the highest teaching related qualification is reported
- in instances where the worker does not hold a teacher qualification, the highest non-teaching related qualification is reported.

All teachers in Tas. must be registered by the Tas. Teacher Registration Board. As a result of the registration process, some long-term teachers have teaching certification or relevant 3 year degrees. The registration process requires all long-term teachers to demonstrate, through teaching experience, that they meet the criteria for an equivalent 4 year degree standard. If a long-term teacher meets this criterion, the teachers are deemed to have a 4 year teaching qualification for registration purposes.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - TASMANIA

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The collection data were reviewed and cleaned by Tas. DoE staff. This process included numerous system quality checks such as confirming student ages, hours enrolled, and verifying duplicate enrolments across schools. A declaration stage is included in the data collection application, which each principal was required to review and declare that all data were true and correct. This set of students became the authoritative dataset for the census date. Preschool data were extracted from this census application to match with all other data collated for the Collection. Extensive quality assurance occurred for the attendance and teacher qualification data, to ensure that data were consistent with other Tas. DoE data sources.

Some specific validation methods applied in the data collection application and by Tas. DoE included:

- data code compliance with the ECEC NMDS
- detection of inconsistent data coding. For example, teacher with no qualifications, and students with dates of birth outside expected date ranges, indicate coding errors
- comparisons of student enrolment counts with previous year data
- review of school summary tables by student and workforce data by various categories, i.e. Indigenous status, enrolment hours
- students in repeat years of preschool
- key collection outputs are meaningful.

### *Coherence*

For the purposes of the Collection, data collected through the Tas. 2013 ECEC Data Collection were comparable with data collected in 2012, as both collections were undertaken using a consistent URL data collection methodology.

Specific data elements collected using methods which did not align with the ECEC NMDS specifications are outlined below and should be taken into account when comparing data collected from each dataset. An analysis of the coherence of this collection with other jurisdictional collections should be undertaken on an individual basis, taking into account any data elements that are not consistent with the ECEC NMDS specifications. Deviations between the 2013 ECEC NMDS and data collected from the Tasmanian 2013 ECEC Collection, are outlined in Table 6.6.

### 6.6 Deviation of Collection from the 2013 ECEC NMDS

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<i>Data Element</i>	<i>Details of Deviation</i>
Maximum preschool program hours available (Child)	The data element 'Preschool program attendance hours' was used as a proxy for this data element.
Child attendance and enrolment data	Hours of attendance were derived from the kinder class times. Attendance was recorded per class.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - TASMANIA

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### *Counts of Children:*

It is possible for a child to be concurrently enrolled in and attending two or more preschool programs and attend preschool across years. In order to address collection requirements, it is important to be able to identify matched episode records for a child, both within a collection cycle and between years accurately.

### Children in a Preschool Program in 2013:

For Tas., counts of children enrolled in and attending preschool programs in 2013 were able to be derived, as data were collected using a URL data collection methodology.

### Children in a Preschool Program in the Year before Full-time Schooling:

As Tas. had two years of comparable data collected using a URL methodology and had a child/client database, counts of children enrolled in and attending preschool programs in the year before full-time schooling were also able to be derived.

### *Interpretability*

To support data custodians participating in the Tas. 2013 ECEC Data Collection, a guide was sent to service providers to assist users entering data in the data collection application.

### *Accessibility*

Data sourced from the Tas. 2013 ECEC Data Collection for the 2013 Collection are published at the state and territory level in *Preschool Education, Australia, 2013* (cat. no. 4240.0) on the ABS website.

### *Information Source*

The information contained within this report has been sourced from Tas. DoE in consultation with the ABS. Further information is available at the Tas. DoE website  [<www.education.tas.gov.au>](http://www.education.tas.gov.au).

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - NORTHERN TERRITORY

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### NORTHERN TERRITORY

#### DATA QUALITY STATEMENT

In 2013, the Northern Territory (NT) was responsible for one data collection in relation to preschool services, the Age/Grade Census, which collected data using a Unit Record Level (URL) data collection methodology.

The 2013 Age/Grade Census consisted of three components:

- Student Census
- Staff Census
- Preschool Census (Students and Staff).

#### Age/Grade Census

##### *Institutional Environment*

The organisation responsible for the Age/Grade Census was the NT Department of Education (DoE). Data for the Age/Grade Census were collected under the *Education Act* (NT).

##### *Relevance*

The data collected from the Age/Grade Census enables reporting on NT schools and the early childhood education sector for a variety of reporting requirements. The preschool data collected from this census are used for the Supplementary Recurrent Assistance Enrolment Data Collection (formerly the National Preschool Census) and the Report on Government Services, as well as government budget paper estimates and the NT DoE annual report.

*Scope:* The scope of the Age/Grade Census for the early childhood component of the census consisted of all children enrolled in a preschool program that attended a government or registered non-government preschool at least once during the four week period prior to the one week reference period (29 July – 2 August 2013). Additional preschool data is collected for the one week reference period (29 July – 2 August 2013).

The scope for data provided on workers included all paid workers employed in government and registered non-government preschools and who were registered with the NT Teacher Registration Board. Workers were included irrespective of whether they delivered a preschool program during the reference period.

In the Northern Territory, children are eligible to enrol in preschool at the beginning of the year if they turn four years of age on or prior to 30 June of the same year. Aboriginal and Torres Strait Islander children living in remote areas are eligible to enrol in preschool if they turn three years of age on or prior to 30 June of the same year. This is an important strategy to engage children in remote areas in preschool programs.

*Coverage:* All government and registered non-government preschools participated in the Age/Grade Census, which collected data using a URL collection methodology. Although the data collection methodology utilised for non-government preschools differed from that applied to government preschools, the data collected were at the same level of detail and were comparable with data from government preschools.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - NORTHERN TERRITORY

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Long Day Care centres that deliver a preschool program were not within scope of the 2013 Age/Grade Census, therefore the Child Care Management System (CCMS) was utilised for coverage of this sector.

*Data collection methods:* The 2013 Age/Grade Census collected data using a URL data collection methodology for the following statistical entities:

- Child: data at the child record level
- Service provider organisation: data at the service provider record level
- Worker: data at the worker record level

### *Timeliness*

The Age/Grade Census is an annual collection and in 2013 was undertaken on 2 August 2013. Information gathered for the Preschool Census component of the collection related to the reference period of 29 July to 2 August 2013.

### *Accuracy*

In 2013 data extracts from the Age/Grade Census of child, teacher and service provider record level information were submitted from each government and some non-government schools' Student Administration and Management System (SAMS). Some non-government schools provided data via Excel spread sheets. Additional data were collected through an online survey tool and data from both sources were processed centrally for inclusion in the census collection.

*Teacher level data:* Teachers were required to provide details on their field of highest qualification relevant to early childhood education and care. NT DoE considered all teachers registered with the NT Teacher Registration Board as four year equivalent qualified teachers.

After data were processed by NT DoE, school principals were required to check the data, edit if necessary, and confirm accuracy. Business rules guided the processing of data. All three components of the Age/Grade Census required formal sign-off from school principals for the final data lodgement, stating it was a true and accurate representation of their school for the reference period. This ensured the quality and validity of the data being provided. Internal validation of the Preschool Census (Student and Staff) was undertaken using a system that outlined how to validate and edit data.

Detailed validation processes used by NT DoE in 2013 were as follows:

- *schools validation:* schools were provided with a validation report through the Business Intelligence Centre and were required to confirm the information was correct
- *performance and data management validation:* the validation process included historical comparison of trends, comparison of enrolments and schooling level proportions, cross checking missing data and application of national reporting rules. Schools were also required to carry out validation reporting to maintain data quality, targeting such areas as child Aboriginal and Torres Strait Islander status, gender and age.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - NORTHERN TERRITORY

### *Coherence*

For the purposes of the Collection, data collected through the 2013 NT Age/Grade Census were comparable with data collected in 2012, as both collections were undertaken using a consistent URL data collection methodology.

Specific data elements collected using methods which did not align with the ECEC National Minimum Data Set (ECEC NMDS) specifications are outlined below and should be taken into account when analysing the data collected. An analysis of the coherence of this collection with other jurisdictional collections should be undertaken on an individual basis, taking into account any data elements that are not consistent with the ECEC NMDS specifications. Deviations between the 2013 ECEC NMDS and data collected from the Age/Grade Census are outlined in Table 6.7.

### 6.7 Deviation of Collection from the 2013 ECEC NMDS

<i>Data Element</i>	<i>Details of Deviation</i>
Preschool program hours attended (Child)	The NT has provided this item for NT government schools in 2013. This item remains unavailable for non-government schools in 2013.
Area of usual residence (SA1/CD) (Child)	Geo-coding for some child addresses was less accurate where instances of remote residences or street names were not supplied. For those children in remote localities who did not have an address recorded, the address of the remote preschool was supplied as a proxy.
Date of birth (Child)	Where date of birth was unavailable, it was estimated at 01/01/YYYY.
Geographic location of organisation (SA1/CD) (Service provider)	Geo-coding for some remote preschool addresses was less accurate where street address was not supplied.
Statistical linkage key (workers)	This data element was not available in 2013.

### *Counts of Children:*

It is possible for a child to be concurrently enrolled in and attending two or more preschool programs and attend preschool across years. In order to address collection requirements, it is important to be able to identify matched episode records for a child, both within a collection cycle and between years accurately.

#### Children in a Preschool Program in 2013:

For NT, counts of children enrolled in and attending preschool programs in 2013 were able to be derived as data were collected using a URL data collection methodology.

#### Children in a Preschool Program in the Year before Full-time Schooling:

As NT had two or more years of comparable data collected using a URL methodology and had a child/client database, counts of children enrolled in and attending preschool programs in the year before full-time schooling were also able to be derived.

## **CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - NORTHERN TERRITORY**

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### *Interpretability*

The NT provided a range of information to assist in the collection and reporting of data, such as manuals and fact sheets, to support correct interpretation and definition of concepts. Detailed reports and instructional papers on the requirements, processes and rules for submitting data through the Age/Grade Census were provided to service providers to assist with data provision. Information sourced can be obtained on the NT DoE website <http://www.education.nt.gov.au>.

### *Accessibility*

Data sourced from the Age/Grade Census for the 2013 Collection are published at the state and territory level in *Preschool Education, Australia, 2013* (cat. no. 4240.0) on the ABS website.

### *Information Source*

The information contained within this report has been sourced from NT DECS in consultation with the ABS. Further information is available at the NT DECS website: <http://www.education.nt.gov.au>.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - AUSTRALIAN CAPITAL TERRITORY

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### AUSTRALIAN CAPITAL TERRITORY

#### GOVERNMENT DATA QUALITY STATEMENT

##### a] ACT Public School Census

###### *Institutional Environment*

The organisation responsible for the Public School Census was the ACT Education and Training Directorate (ETD). Data for the 2013 census were collected under the *Education Act 2004* (ACT), the *Children and Young People Act 2008* (ACT), and the *ACT Childcare Services Standards 2009*.

###### *Relevance*

Data collected from the ACT Public School Census contributed to a variety of reporting requirements and were used to ensure effective delivery of children's education services within the ACT public sector.

*Scope:* The scope of the early childhood component of the ACT Public School Census included all children between 3 and 6 years of age attending public school preschools. Children enrolled in a preschool program at Jervis Bay School were included in the census, as that school is administered by ACT ETD on behalf of the Australian Government. Children who were absent for more than 4 continuous school weeks prior to the census date were included if the principal received written documentation signed by the child's guardian indicating that the child would return to school.

The 3 year old population included in the collection are categorised as Early Entry and Acceleration Entry. Early Entry or Accelerated Entry is offered to eligible families to meet the needs of their children in the early years of their education. Successful applicants are able to enter preschool in the year prior to the child accessing their preschool year. There are three avenues for early entry.

1. Early Entry for identified groups
  - English as an additional language or dialect (EALD)
  - Aboriginal and Torres Strait Islander
  - Hearing and Vision Impaired
2. Early Entry – Mobility
3. Accelerated Entry – Gifted and Talented

The scope for data provided on workers included all paid primary contact teachers that delivered a preschool program during the reference period at public schools in ACT.

*Coverage:* The 2013 ACT Public School Census included all government managed schools with a preschools program. Data from Catholic schools, Independent schools, and community (not for-profit) and private for-profit managed preschools and Long Day Care centres were not included in this census.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - AUSTRALIAN CAPITAL TERRITORY

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*Data collection methods:* The 2013 ACT Public School Census collected data using a URL data collection methodology for the following statistical entities:

- *Child:* Data at the child record level
- *Service provider organisation:* Data at the service provider record level
- *Worker:* Data at the worker record level

### *Timeliness*

The ACT Public School Census is an annual collection and in 2013 was undertaken on 2 August 2013, with a reference period of 29 July 2013 to 9 August 2013. The reference fortnight was adopted by ACT ETD to reflect the preschool delivery model in ACT. The reference fortnight was then derived by ACT ETD to a one week reference period to enable comparison with other jurisdictions for the National ECEC Collection. Completion of data processing and validation stages took approximately 2 months from the collection date, at which time the data were delivered to the ABS.

Data sourced from the ACT Public School Census for the purposes of the National ECEC Collection are published by the ABS in *Preschool Education, Australia, 2013* (cat. no. 4240.0).

### *Accuracy*

*Child level data:* In 2013, data were obtained from a point in time sweep of enrolment and attendance data stored in the public school administration system (MAZE). Individual child information was captured from data supplied via an enrolment form which was entered into MAZE by school staff. Each ACT public school had access to their own MAZE database, where teachers or administrators uploaded information on each child enrolment. The principal of each school was required to sign off on their school's total enrolment count by sex and year level. Any inconsistencies were followed up. Every school's MAZE system was linked to a central database, which could only be accessed by central office staff. At census time, child enrolment information was extracted from the central database and cross checked with schools.

The following list includes key approaches undertaken by the ACT in managing the quality of its data processing for 2013:

- ACT's system included automatic edits and mandatory fields, such as date of birth, sex, family details, attendance status and Indigenous status
- ACT cross-checked addresses for the preschools ensuring one existed for each service provider
- Child addresses were geo-coded to produce valid CD and SA1 codes
- A MAZE manual was available to users to assist in data entry and extraction. Ministerial Council for Education, Early Childhood Development and Youth Affairs guidelines were also used for instances where key data items were unknown. In addition to this, face-to-face training was provided to users of the MAZE system in both entering data and also extracting data, including training on extracting non-routine data
- Survey of schools to confirm number of preschool classes and identity of teachers in the collection period.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - AUSTRALIAN CAPITAL TERRITORY

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The ACT carried out validation of 2013 data in a number of ways, including but not limited to:

- Manual data entry was avoided where possible through an automatic transfer of child information when the child had previously attended another ACT Government school
- Addresses could be updated through a geo-coding cross check
- Date of birth was checked against year level and outliers were followed up
- Duplicate records of one child attending two schools were followed up
- Data checks included matching back to the original census data and running aggregate counts for each field.

*Service provider level data:* The process of obtaining service provider information from public preschools in the ACT was managed through the MAZE administrative system.

*Worker level data:* Teacher data were also sourced from MAZE and extracted at the same time as child data. Data were provided on the teacher who was normally assigned to the class and recorded by the school in MAZE. Once extracted from MAZE, teacher data were on-provided to the Teacher Quality Institute (TQI) who linked the teacher with the highest level and field of relevant qualification from information within their database.

TQI also performs manual qualification assessments of all teachers prior to their employment. Teachers are required to provide certified copies of all qualification documents so that a qualification assessment can be undertaken.

In 2013, ACT teacher qualifications were manually assessed and aligned with the classifications outlined in the ECEC National Minimum Data Set (ECEC NMDS) specifications. In the event a teacher had more than one qualification, the qualification that specifically related to Early Childhood was recorded. Any teachers with a 3 year undergraduate degree combined with a 1 year post graduate education qualification were assessed as having a 4 year qualification.

### *Coherence*

Data collected through the 2013 ACT Public School Census were comparable with data collected in 2012, as both collections were undertaken using a consistent URL data collection methodology.

An analysis of the coherence of this collection with other jurisdictional collections should be undertaken on an individual basis, taking into account any data elements that are not consistent with the ECEC NMDS specifications.

In the ACT Catholic sector, all students were registered as having attendance hours equal to enrolment hours.

*Counts of Children:* It is possible for a child to be concurrently enrolled in and attending two or more preschool programs and attend preschool across years. In order to address collection requirements, it is important to be able to identify accurately matched episode records for a child both within a collection cycle and between years.

Children in a Preschool Program in 2013:

Counts of children enrolled in and attending preschool programs in 2013 were able to be derived as data were collected using a consistent URL data collection methodology.

Children in a Preschool Program in the Year before Full-time Schooling:

As ACT Government preschools sector contains two years of comparable data collected using URL methodology and had a child/client database, counts of children enrolled in and attending preschool programs in the year before full-time schooling were also able to be derived for the government sector.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - AUSTRALIAN CAPITAL TERRITORY

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### *Interpretability*

In 2013, the ACT ETD provided face-to-face staff training in the MAZE system, supported with a handbook which outlined how to enter data, extract data, find data and validate data.

### *Accessibility*

Data sourced from the ACT Public School Census for the 2013 Collection are published at the state and territory level in *Preschool Education, Australia, 2013* (cat. no. 4240.0) on the ABS website. Data are also made available on the ACT ETD website:

[http://www.det.act.gov.au/publications\\_and\\_policies/publications\\_a-z/census](http://www.det.act.gov.au/publications_and_policies/publications_a-z/census).

### *Information Source*

The information contained within this report has been sourced from the ACT ETD in consultation with the ABS. Further information is available from the ACT ETD website: <http://www.det.act.gov.au>.

## b) ACT Catholic Preschool Collection

### *Institutional Environment*

The organisation responsible for the ACT Catholic Preschool Collection was the Catholic Education Office, The Archdiocese of Canberra and Goulburn, ACT (the Catholic Education Office). Data for the 2013 census were collected under the *Education Act 2004* (ACT), the *Children and Young People Act 2008* (ACT), and the *ACT Childcare Services Standards 2009*.

### *Relevance*

*Scope:* The scope of the early childhood education component of the ACT Catholic Preschool Collection included all children between 4 and 5 years of age attending a preschool program in a Catholic school. Children who were absent for more than 4 continuous school weeks prior to the census date were included if the principal received written documentation signed by the child's guardian indicating that the child would return to school.

The scope for data provided on workers included all paid primary contact teachers that delivered a preschool program during the reference period at Catholic schools in ACT.

*Coverage:* The 2013 ACT Catholic Preschool Collection included all primary Catholic schools delivering a preschool program or programs.

*Data collection methods:* The 2013 ACT Catholic Preschool Collection, collected data using a URL data collection methodology for the following statistical entities:

- *Child:* data at the child record level
- *Service provider organisation:* data at the service provider record level
- *Worker:* data at the worker record level

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - AUSTRALIAN CAPITAL TERRITORY

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### *Timeliness*

The ACT Catholic Preschool Collection is an annual collection and in 2013 was undertaken on 2 August 2013, with a reference period of 29 July 2013 to 2 August 2013. Fortnightly data were converted to a one week reference period to enable valid and reliable national comparisons.

Data sourced from the ACT Catholic Preschool Collection for the purposes of the Collection are published by the ABS in *Preschool Education, Australia, 2013* (cat. no. 4240.0).

### *Accuracy*

*Child level data:* In 2013, data were obtained from a point in time sweep of enrolment and attendance data stored in the ACT Catholic School administration system (MAZE).

The Catholic Education Office carried out validation of 2013 data using data from the MAZE administrative system and through consultation with Catholic Education Office personnel and service providers. Data from each Catholic school delivering a preschool was assessed by the Catholic Education Office.

*Service provider level data:* The process of obtaining service provider information from Catholic preschools in the ACT was managed through the MAZE administrative system, and verified by service provider Directors.

*Worker level data:* Teacher data were also sourced from the HR Employment Database.

### *Coherence*

The 2013 Collection was the second time Catholic preschool data were included.

An analysis of the coherence of this collection with other jurisdictional collections should be undertaken on an individual basis.

### *Counts of Children:*

It is possible for a child to be concurrently enrolled in and attending two or more preschool programs and attend preschool across years. In order to address collection requirements, it is important to be able to identify accurately matched episode records for a child both within a collection cycle and between years.

Children in a Preschool Program in 2013:

Counts of children enrolled in and attending preschool programs in 2013 were able to be derived as data were collected using a consistent URL data collection methodology.

Children in a Preschool Program in the Year before Full-time Schooling:

As this is the first year of ACT Catholic School Preschool data, the YBFS population only related to child repeating experience in the ACT Public School Census.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - AUSTRALIAN CAPITAL TERRITORY

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### *Interpretability*

In 2013, the majority of data were collected by MAZE sweeps and HR Employment extracts and cross-checked with personnel at the Catholic Education Office and Centres. The Catholic Education Office liaised closely with the Director of each centre to verify details.

### *Accessibility*

Data sourced from the ACT Catholic Preschool Collection for the 2013 Collection are published at the state and territory level in *Preschool Education, Australia, 2013* (cat. no. 4240.0) on the ABS website.

### *Information Source*

The information contained within this report has been sourced from the ACT ETD and the Catholic Education Office in consultation with the ABS. Further information is available from the ACT ETD website:

<http://www.det.act.gov.au/>.

## c] ACT Independents Preschool Collection

### *Institutional Environment*

The organisation responsible for the ACT Independent Preschool Collection was the Association of Independent Schools of the ACT. Data for the 2013 census were collected under the *Education Act 2004* (ACT), the *Children and Young People Act 2008* (ACT), and the *ACT Childcare Services Standards 2009*. The ACT Education and Training Directorate collected the ACT Independent Preschool data from some of the individual schools for the first time in 2013. Up until this year the Independent school sector has not participated in this collection. Some under-coverage may exist in this sector as not all Independent schools participated in this collection.

### *Relevance*

*Scope:* The scope of the early childhood education component of the ACT Independent Preschool Collection included all children between 4 and 5 years of age attending a preschool program in an Independent school. Children who were absent for more than 4 continuous school weeks prior to the census date were included if the principal received written documentation signed by the child's guardian indicating that the child would return to school.

The scope for data provided on workers included all paid primary contact teachers that delivered a preschool program during the reference period at Independent schools in ACT.

*Coverage:* The 2013 ACT Independent Preschool Collection included some of the primary Independent schools delivering a preschool program or programs.

## CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - AUSTRALIAN CAPITAL TERRITORY

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*Data collection methods:* The 2013 ACT Independent Preschool Collection, collected data using a URL data collection methodology for the following statistical entities:

- *Child:* data at the child record level
- *Service provider organisation:* data at the service provider record level
- *Worker:* data at the worker record level

### *Timeliness*

The ACT Independent Preschool Collection is an annual collection with a reference period of 29 July 2013 to 9 August 2013. Fortnightly data were converted to a one week reference period to enable valid and reliable national comparisons.

Data sourced from the ACT Independent Preschool Collection for the purposes of the National ECEC Collection are published by the ABS in *Preschool Education, Australia, 2013* (cat. no 4240.0).

### *Accuracy*

*Child level data:* In 2013, the ACT Education and Training Directorate carried out validation of 2013 data from each Independent school delivering a preschool program.

*Service provider level data:* The process of obtaining service provider information from Independent preschools in the ACT was provided by each of the Independent Schools.

*Worker level data:* Teacher data were also collected directly by Directorate from the Independent schools.

### *Coherence*

An analysis of the coherence of this collection with other jurisdictional collections should be undertaken on an individual basis. Data will not be comparable to 2012 data as 2013 was the first year data were included for ACT Independent preschools in the National ECEC Collection.

### *Counts of Children:*

It is possible for a child to be concurrently enrolled in and attending two or more preschool programs and attend preschool across years. In order to address collection requirements, it is important to be able to identify accurately matched episode records for a child both within a collection cycle and between years.

### Children in a Preschool Program in 2013:

Counts of children enrolled in and attending preschool programs in 2013 were able to be derived as data were collected using a consistent URL data collection methodology.

### Children in a Preschool Program in the Year before Full-time Schooling:

As this is the first year of ACT Independent School Preschool data, the YBFS population only related to child repeating experience in the ACT Independent School Collection.

## **CHAPTER 6: JURISDICTIONAL DATA QUALITY STATEMENTS - AUSTRALIAN CAPITAL TERRITORY**

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### *Interpretability*

In 2013, the majority of data was collected by the Education and Training Directorate directly from the Independent schools in collaboration with the Association of Independent Schools of the ACT. The Directorate liaised closely with the Director of Association of Independent Schools of the ACT and the best contact person of each school to verify details.

### *Accessibility*

Data sourced from the ACT Independent Preschool Collection for the 2013 National ECEC Collection are published at the state and territory level in *Preschool Education, Australia, 2013* (cat. no. 4240.0) on the ABS website.

### *Information Source*

The ACT Education and Training Directorate collected information contained in this report directly from Independent schools in consultation and collaboration with the Association of Independent Schools of the ACT.

## CHAPTER 7: DATA AVAILABILITY

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### EARLY CHILDHOOD DATA SOURCES

The publication *Preschool Education, Australia, 2013* (cat. no. 4240.0) contains data from the National Early Childhood Education and Care Collection (the Collection). Data are provided to the ABS by the Australian Government and the state and territory government departments responsible for early childhood education and care (ECEC).

Strengths and limitations of the data presented in *Preschool Education, Australia, 2013* (cat. no. 4240.0) are outlined in [Chapter 2, Collection Overview](#), along with information on planned improvements for future collections.

### RELATED PRODUCTS

The following section summarises related surveys and sources of ECEC data. Although there are other data sources on ECEC available, the National ECEC Collection aims to provide high quality and detailed ECEC information on an annual basis. Other ABS publications which may be of interest to users of *Preschool Education, Australia, 2013* (cat. no. 4240.0) are also listed.

#### ABS PRODUCTS

ABS products that present information related to early childhood education statistics include the National Schools Statistics Collection (NSSC), the Childhood Education and Care Survey (CEaCS), and data from the Census of Population and Housing.

#### The National Schools Statistics Collection

The NSSC is an annual collection which collects statistics for schools, students and staff involved in the provision, or administration, of primary and secondary education, in government and non-government schools, for all Australian states and territories.

Data from the NSSC is presented in [Schools, Australia \(cat. no. 4221.0\)](#).

#### The Childhood Education and Care Survey

From 1969 to 2005 the ABS conducted 12 Child Care Surveys (CCS) and consequently has a rich time series available. CEaCS was developed from the CCS in 2008 and is conducted every three years as a supplement to the monthly Labour Force Survey.

CEaCS collects data on the types of care usually attended by children less than 13 years of age, the hours of care, use, cost, and demand for care. Information about the employment, educational attainment and income characteristics of parents is also collected. In 2011, CEaCS also collected data on the informal learning activities in which children may participate with parents or other people. CEaCS examines participation in early childhood education in both preschools and child care settings. The survey also allows the assessment of need for preschool programs and provides information on communication of learning outcomes to parents. This survey provides a timely picture of early childhood education, to inform debate and decision-making in this area.

## CHAPTER 7: DATA AVAILABILITY

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Data from CEaCS is presented in [Childhood Education and Care, Australia \(cat. no. 4402.0\)](#) (formerly *Child Care, Australia* (cat. no. 4402.0)).

### The Census of Population and Housing

The Census of Population and Housing provides limited ECEC information, such as data on unpaid child care and those attending an education institution (preschool). The Census also provides a snapshot of the social and cultural composition of Australian families and households, including language spoken at home, country of birth, ancestry and Aboriginal or Torres Strait Islander status. The Census is carried out every five years.

### NON-ABS PRODUCTS

#### Report on Government Services

The annual Report on Government Services (ROGS) is produced by the Productivity Commission (SCRGSP, 2014). The ROGS publishes data on the equity, efficiency and cost effectiveness of government services. The ROGS draws data together to provide key indicators of the performance of specified government agencies and programs in delivering services to Australians. The report is used for strategic budgeting, policy planning and evaluation. ROGS includes a range of data on the early childhood education sector including expenditure, enrolment, hours of attendance, staff qualifications, children with special needs and information on Aboriginal and Torres Strait Islander preschool participation.

### SPECIAL DATA SERVICES

The ABS offers specialised consultancy services to assist client with more complex statistical information needs. It must be noted that data may not be available at detailed level due to small cell counts and confidentiality. All specialist consultancy services attract a service charge and clients will be provided with a quote before information is supplied. For further information, contact the ABS National Information Referral Service on 1300 135 070 (international callers +61 2 9268 4909).

## CHAPTER 8: COLLECTION BACKGROUND AND GOVERNANCE

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### THE NATIONAL PARTNERSHIP AGREEMENT ON EARLY CHILDHOOD EDUCATION

In an effort to deliver significant improvements and outcomes for all Australians, in 2007 the Council of Australian Governments (COAG) established a partnership between the Australian Government and the state and territory governments to encourage substantial reform in the areas of education, skills and early childhood development. In 2008, COAG endorsed a comprehensive set of goals, outcomes, progress measures and future policy directions in the area of early childhood education (ECE). This included a commitment to ensure that every child in Australia has access to a quality ECE program (COAG, 2008a). This Universal Access commitment will ensure that by 2013, each child will have access to a preschool program that is delivered:

- in the 12 months prior to full-time schooling (also referred to as the year before formal schooling)
- by a four-year university-qualified early childhood teacher
- for 15 hours a week, 40 weeks a year
- across a diversity of settings
- in a form that meets the needs of parents
- at a cost that does not present a barrier to participation (COAG, 2008a).

In November 2008, COAG endorsed the National Partnership Agreement on Early Childhood Education (NP ECE) for four and a half years until 30 June 2013. Under the NP ECE, the Australian Government and the state and territory governments committed to improving the supply and integration of early childhood services, including child care and early learning and development. This will be achieved through the delivery of the Universal Access commitment (COAG, 2008a).

The Universal Access commitment is closely underpinned by other elements of the Australian Government's early childhood reform agenda, including the Early Years Learning Framework, early childhood workforce reforms and the National Quality Standards for child care and preschool (COAG, 2008b, DEEWR, 2009). Together, the intention of these reforms is to raise the quality and accessibility of ECE delivered across Australia, regardless of the setting.

Under the NP ECE, the states and territories have agreed to individual Bilateral Agreements with the Australian Government. These Agreements specify the actions and strategies to be undertaken by each jurisdiction to achieve universal access to ECE, including outlining performance indicators to measure the achievement of universal access. Six performance indicators were agreed in order to measure two broader outcomes:

- all children have access to affordable, quality early childhood education in the year before full-time schooling
- all Aboriginal and Torres Strait Islander four year old children in remote Aboriginal and Torres Strait Islander communities have access to a quality early childhood education program.

To maintain the universal access to quality ECE programs to the end of 2014 a new NP ECE was endorsed by COAG on 19 April, 2013. In the May budget of 2013 the Australian Government announced additional funding to extend the term of the initial NP until 31 December 2014.

For more information on the performance indicators and the NP ECE, see the COAG website:

[http://www.coag.gov.au/early\\_childhood](http://www.coag.gov.au/early_childhood).

For more information on the Bilateral Agreements, see the Federal Financial Relations website:

<http://www.federalfinancialrelations.gov.au>.

For more information on the new NP ECE, see the Australian Government Department of Education website:

<http://education.gov.au/national-partnership-agreement-universal-access-early-childhood-education>.

## CHAPTER 8: COLLECTION BACKGROUND AND GOVERNANCE

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The National Early Childhood Education and Care Collection (the Collection) is conducted annually as part of a suite of data improvement projects conducted in support of the NP ECE, under the National Information Agreement on Early Childhood Education and Care 2009 - 2013 (NIA ECEC).

### NATIONAL INFORMATION AGREEMENT ON EARLY CHILDHOOD EDUCATION AND CARE

There are a number of challenges in measuring progress against the performance indicators, foremost being the lack of nationally comparable data. The NIA ECEC aims to increase the ability to collect and provide quality, comparable and reliable National Early Childhood Education and Care (ECEC) data, which will enable development of an evidence base for assessing outcomes and informing future policy developments in this area (MCEECDYA, 2010). The activities covered by the NIA ECEC are intended to build a common, shared infrastructure to ensure nationally consistent ECEC data across jurisdictions. The agreement was developed in consultation with the Australian Government, state and territory governments, and key data agencies such as the Australian Bureau of Statistics (ABS) and Australian Institute of Health and Welfare (AIHW).

For more information on the NIA ECE, see the MCEECDYA website:

[http://www.mceecdya.edu.au/verve/\\_resources/FINAL\\_National\\_Information\\_Agreement\\_on\\_Early\\_Childhood\\_Education\\_and\\_Care\\_-\\_Signed.pdf](http://www.mceecdya.edu.au/verve/_resources/FINAL_National_Information_Agreement_on_Early_Childhood_Education_and_Care_-_Signed.pdf).

### NATIONAL QUALITY FRAMEWORK

The National Quality Framework aims to raise quality in early childhood education and care, and drive continuous improvement and consistency within education and care services. With the introduction of the National Quality Framework, a new independent statutory authority called the Australian Children's Education and Care Quality Authority (ACECQA) has been established to guide the implementation of the Framework nationally and ensure consistency in delivery. These initiatives include:

- a National legislative framework
- a National quality standard
- a National quality rating and assessment process.

The National legislative framework took effect on 1 January 2012, with key requirements being phased in over time. Requirements such as qualification, teacher to child ratio and other key staffing arrangements will be phased in between 2012-2020. The National legislative framework is established through an applied laws system and consists of the Education and Care Services National Law, and the Education and Care Services National Regulations. A regulatory authority in each state and territory will be primarily responsible for administering the National Quality Framework, including approving, monitoring and quality assessing services. It will be the first point of contact for the services.

The National quality standard sets a new national benchmark for the quality of education and care services, and is divided into seven quality areas, these include, educational program and practice, Children's health and safety, physical environment, staffing arrangements, relationships with children, collaborative partnerships with families and communities, leadership and service management.

Service providers within scope of the Collection are affected by the National Quality Framework as the framework reform aims to deliver improved standard of care for children in receipt of an ECEC program.

## CHAPTER 8: COLLECTION BACKGROUND AND GOVERNANCE

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The 2013 Australian Government budget also provided additional funding for 2 years to assist long day care centres (LDCs) to offset the cost of employing higher qualified staff who are required as part of the National Quality Framework which requires certain minimum qualifications from 1 January 2014.

For more information on the National Quality Framework, see the Department of Education website:

<http://education.gov.au/legislation-ratings-and-standards-information-national-quality-framework>.

### EARLY CHILDHOOD EDUCATION AND CARE NATIONAL MINIMUM DATA SET

The development and implementation of agreed data standards through the ECEC National Minimum Data Set (ECEC NMDS) (MCEECDYA, 2010) is a key focus of the NIA ECEC. The AIHW has been commissioned to undertake this work within their existing data repository, the Metadata Online Registry (METeOR). The ECEC NMDS includes a set of national data standards and instructions to assist jurisdictions in the collection of comparable ECEC data, which will improve data quality for reporting against the NP ECE performance indicators. The ABS is assisting the AIHW in working towards further development and implementation of the ECEC NMDS.

A detailed description of each of the Unit Record Level (URL) and Aggregate ECEC NMDS data elements are provided in the *National Early Childhood Education and Care Collection: Data Collection Guide, 2013* (cat. no. 4240.0.55.002). Further information is also available on the AIHW website.

The URL ECEC NMDS is available at: <http://meteor.aihw.gov.au/content/index.phtml/itemId/494147>.

The Aggregate ECEC NMDS is available at: <http://meteor.aihw.gov.au/content/index.phtml/itemId/494145>.

Each jurisdiction in Australia is currently at different stages of implementing improvements to their ECEC data collections to align with the ECEC NMDS. As systems and procedures for collecting data to the necessary quality standards are still evolving, it will not be possible to produce statistics for all the performance indicators using the 2013 Collection.

## LIST OF REFERENCES

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ACECQA (Australian Children's Education and Care Quality Authority) 2012, *National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care*, viewed 17 October 2013, <http://acecqa.gov.au/national-quality-framework/national-partnership/>.

AIHW (Australian Institute of Health and Welfare) 2012, *National best practice guidelines for data linkage activities relating to Aboriginal and Torres Strait Islander people*, viewed 17 October 2013, <http://www.aihw.gov.au/publication-detail/?id=10737422216>.

Australian Government Department of Education, (formerly Department of Education, Employment and Workforce Relations (DEEWR)) 2009, *Belonging, Being and Becoming, The Early Years Learning Framework for Australia*, viewed 17 October 2013, <http://docs.education.gov.au/node/2632>.

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Urbis 2010, Evaluation of the National Partnership on Early Childhood Education, Annual Progress Report, viewed 2 November 2012, [http://www.deewr.gov.au/Earlychildhood/Policy\\_Agenda/ECUA/Documents/AnnualProgressReport2010.pdf](http://www.deewr.gov.au/Earlychildhood/Policy_Agenda/ECUA/Documents/AnnualProgressReport2010.pdf).

## GLOSSARY

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### Aboriginal and Torres Strait Islander status

For the purposes of the National Early Childhood Education and Care Collection (the Collection) a child is considered to be Aboriginal and/or Torres Strait Islander if he or she is identified by a parent/guardian as being of Aboriginal and/or Torres Strait Islander origin. The Collection uses the ABS standard Aboriginal and Torres Strait Islander peoples categories, which are as follows:

- Aboriginal but not Torres Strait Islander origin
- Torres Strait Islander but not Aboriginal origin
- Both Aboriginal and Torres Strait Islander origin
- Neither Aboriginal or Torres Strait Islander origin
- Not stated/inadequately described.

The ABS adopted 'Aboriginal and Torres Strait Islander peoples' as the most precise and inclusive reference to use when referring to Australia's first peoples. 'Aboriginal and Torres Strait Islander status' replaces 'Indigenous status' except when referring to 2013 ECEC NMDS data elements and input data elements.

### Accessibility/Remoteness Index of Australia (ARIA)

The Accessibility/Remoteness Index of Australia (ARIA) is a product of the National Centre for Social Applications of GIS (GISCA) now incorporated into the University of Adelaide's Australian Population and Migration Research Centre (APMRC).

ARIA measures remoteness based on the physical road distance between a settlement and five classes of service centre. The ABS uses ARIA scores in collaboration with the APMRC to create the Remoteness Structure. The Remoteness Structure is based on an extended version of the original ARIA methodology called ARIA+.

ARIA+ is widely used within the Australian community and has become recognised as a nationally consistent measure of geographic remoteness.

More information is available from the Australian Population and Migration Research Centre (APMRC) website: <http://www.adelaide.edu.au/apmrc/>.

**Remoteness Area (RA).** The Remoteness Areas (RAs) divide Australia into broad geographic regions that share common characteristics of remoteness for statistical purposes. The Remoteness Structure divides each state and territory into several regions on the basis of their relative access to services. Individual states and territories may not contain areas of every class: for example the Northern Territory does not contain a Major City or an Inner Regional classification.

The classes of RA in the Remoteness Structure are:

- Major Cities of Australia
- Inner Regional Australia
- Outer Regional Australia
- Remote Australia
- Very Remote Australia
- Migratory - Offshore - Shipping
- No usual address.

## GLOSSARY

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RAs are based on the Accessibility and Remoteness Index of Australia (ARIA) produced by the Australian Population and Migration Research Centre at the University of Adelaide.

For more information please refer to the online publication: [Australian Statistical Geography Standard \(ASGS\): Volume 5 - Remoteness Structure, July 2011 \(cat. no. 1270.0.55.005\)](#).

### **Administrative data**

Administrative data are pieces of information recorded in administrative records, systems or reports, primarily collected for the purpose of record-keeping.

### **Aggregate level data collection**

An Aggregate level data collection methodology contains data from statistical entities within the collection population that are grouped together and summed into broader categories.

For the National ECEC Collection, the Aggregate data collection methodology collects totals of children enrolled in and attending preschools programs at the service provider record level only. Data collected at this level does not contain child record level information.

### **Australian Standard of Geographical Classification (ASGC)**

The ASGC was developed by the ABS for the collection and dissemination of geographic statistics. It is a hierarchically structured classification with a number of spatial units to satisfy different statistical purposes. The ASGC facilitates the standardisation of terminology and comparability of data. This has been replaced by ASGS (see below).

### **Australian Statistical Geography Standard (ASGS)**

The ASGS came into effect in July 2011 to replace the ASGC. The ASGS provides a common framework of statistical geography used by the ABS to enable the publication of statistics that are comparable and spatially integrated. Its purpose is to outline the conceptual basis of Mesh Blocks, the regions of the main structure and the Greater Capital City Statistical Areas and their relationships to each other. The digital boundaries, codes and labels for each of these regions can be obtained as downloads from the ABS website free of charge.

<http://www.abs.gov.au/geography>

### **Attendance**

For the purposes of the National ECEC Collection, a child is considered to be attending a preschool program if the child was enrolled and present for at least one hour during the reference period. Children who did not attend a preschool program during the reference period (e.g. children who were absent due to illness or extended holiday leave) are not considered to have attended a preschool program.

### **Child Care**

Child care services provide care to children at a specific location, and can include long day care, family day care, outside school hours care, vacation care, in-home care and occasional care services. Child care services may or may not offer additional preschool programs within their services. Child care services may be provided through a combination of private organisation, community and some state and local government initiatives.

## GLOSSARY

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<b>Child Care Management System (CCMS)</b>	<p>The CCMS is a national child care computer system that enables child care services to exchange child care information online with the government. It enables the payment of the Child Care Benefit and Child Care Rebate fee reduction on behalf of parents to approved child care services. It also provides for the collection of information about the supply and usage of child care across Australia.</p> <p><b>Child Care Benefit:</b> a payment made to eligible parents or guardians, to assist with the cost of child care for long day care, family day care, outside school hours care, vacation care, in-home care and occasional care services. Eligibility is based on an income test.</p> <p><b>Child Care Rebate:</b> a payment available to eligible parents or guardians who are working, training or studying, to assist with the out-of-pocket expenses for approved child care services.</p>
<b>Child record level data</b>	<p>Child record level data contains data for each individual child in a data set. Data at the child record level includes personal characteristics and enrolment and attendance information for each child.</p>
<b>Collection date</b>	<p>The recommended collection date is the common date to collect data. For the National ECEC Collection, the collection date is the first Friday in August. For 2013 this was Friday 2 August.</p>
<b>Council of Australian Governments (COAG)</b>	<p>COAG is the peak intergovernmental forum in Australia, comprising the Prime Minister, State Premiers, Territory Chief Ministers and the President of the Australian Local Government Association. The role of COAG is to initiate, develop and monitor the implementation of policy reforms that are of national significance and which require cooperative action by Australian governments.</p>
<b>Data element</b>	<p>A unit of data for which the definition, identification, representation and permissible values are specified by at least one or more data items. Data elements for the National ECEC Collection are detailed within the ECEC NMDs and the <i>National Early Childhood Education and Care Collection: Data Collection Guide</i> (cat. no. 4240.0.55.002).</p>
<b>Data item</b>	<p>A particular characteristic of units in a population which is measured or observed. For the National ECEC Collection, data items have been adopted by the ABS where appropriate for conducting the collection and for processing activities.</p>
<b>Data processing</b>	<p>The preparation of data for analysis. Data processing involves five steps: data coding, data input, data editing, data cleaning and data modification.</p>
<b>Data validation</b>	<p>A method of confirming the reliability of data through a checking process, to ensure that the data is free of systematic error. A validation study compares data collected</p>

## GLOSSARY

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using a collection instrument with data considered to represent the "true value" of the data.

### Delivery setting

The type of setting in which early childhood education and care service activities are provided or could be provided by a service provider, as defined within the 2013 ECEC NMDS.

**Centre-based (school):** refers to child care services or preschool programs delivered on school grounds, using school facilities, e.g. a building owned by the school.

**Centre-based (stand-alone):** refers to child care services or preschool programs delivered in a non-residential building that was purpose-built or renovated (i.e. for the purpose of delivering early childhood education and care services), e.g. child care or early childhood centre, or preschool that is not part of a primary school.

**Centre-based (other):** refers to child care services or preschool programs delivered in a non-residential building that was purpose built or renovated (i.e. for the purpose of delivering early childhood education and care services) for which it cannot be determined whether they are co-located or stand-alone or where multiple types of early childhood education and care services are provided (e.g. preschool co-located with a long day care centre). This could include child care centres or other forms of integrated settings / services.

**Home-based :** refers to a private residential dwelling where an early childhood education and care service or preschool program is delivered by a child's parents, carers or guardians in their own home, family day care caregiver's house, or via a school of the air or distance education program.

**General community setting:** refers to a non-residential community infrastructure, facility or building that was not specifically built or developed for the provision of early childhood education and care services and is not part of a State, Independent or Catholic school, e.g. a park, community or scout hall, public library, etc. Includes locations where mobile services are delivered.

### Disadvantage

A key requirement of the National Partnership Agreement on Early Childhood Education (NP ECE) is that preschool programs should be available to everyone, regardless of their income or background. The NP ECE also recognises that disadvantaged families often face barriers to accessing government services for various reasons.

To measure the extent to which children from disadvantaged families are under-represented in preschool programs, the National ECEC Collection uses usual residence, in conjunction with the geographically based Index of Relative Social Disadvantage (IRSD), which is one of four indexes of the Socio-Economic Indexes for Areas (SEIFA). See also 'SEIFA'.

### Early Childhood Education and Care National

The ECEC NMDS is the document of agreed standards, definitions, classifications and protocols required for nationally comparable ECEC data. Entities within the

## GLOSSARY

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<b>Minimum Data Set (ECEC NMDS)</b>	<p>ECEC NMDS are at the following levels:</p> <p><b>Person/child:</b> refers to the child enrolled in the preschool program.</p> <p><b>Person (employed):</b> refers to all persons or staff members who work within an ECEC service provider (both contact and non-contact staff), irrespective of whether they are employed (paid) or working voluntarily (unpaid).</p> <p><b>Service provider organisation:</b> refers to the ECEC establishment that delivers the preschool program.</p>
<b>ECEC Worker</b>	<p>An ECEC Worker is defined as a paid contact ECEC worker who delivered or assisted in delivering a preschool program in the collection reference period.</p>
<b>Enrolment</b>	<p>A child is considered to be enrolled if they were offered a place and has formally enrolled or registered in the preschool program and:</p> <ul style="list-style-type: none"><li>▪ attended the preschool program for at least one hour during the reference period; or</li><li>▪ were absent during the reference period due to illness or extended holiday leave, but were expected to return.</li></ul> <p>A child is not considered to be enrolled if they were absent during the reference period and not expected to return to the preschool program.</p>
<b>Episode of enrolment/attending a preschool program</b>	<p>An episode is the count of the occurrence of a specific characteristic. For the National ECEC Collection, an episode refers to a preschool program provided to a child. When one child attends two different preschool programs, the child is attending two episodes of preschool.</p>
<b>Indigenous status</b>	<p>The ABS adopted 'Aboriginal and Torres Strait Islander peoples' as the most precise and inclusive reference to use when referring to Australia's first peoples. 'Aboriginal and Torres Strait Islander status' replaces 'Indigenous status' except when referring to 2013 ECEC NMDS data elements and input data elements. (See Aboriginal and Torres Strait Islander status).</p>
<b>Jurisdiction</b>	<p>For the purpose of the National ECEC Collection, a jurisdiction is defined as the Australian Government or a state or territory government within Australia.</p>
<b>Licensed service providers</b>	<p>Licensed service providers are service providers that have been issued with a license by the relevant department or authority which grants legal approval or accreditation to operate their service or a particular component of their service, such as a preschool program or child care centre.</p>
<b>Management type</b>	<p>Preschool management type refers to the legal or social entity responsible for managing the delivery of an early childhood education and care service. Data presented from the National ECEC Collection are based on ECEC NMDS categories. Early childhood education and care services may be provided by a number of legal</p>

## GLOSSARY

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and social entities. The management type categories used in the National ECEC Collection include the following.

*Government managed:*

**State and territory and local government managed:** State and territory and local government managed services are services that are managed by the state, territory or local government. Excludes state and territory government schools.

**State and territory government schools:** State and territory government schools are schools that are funded and managed by the respective state or territory government.

*Non-government managed:*

**Private not-for-profit - community managed:** Community managed services include services that are managed by organisations based in the community through a membership made up of community members (e.g. the parents). The membership elects a management committee and the committee is accountable to the membership. No profit is distributed to the management committee or the members, any surplus funds are redirected to the service.

**Private not for profit - other organisations:** Other organisations include services that are managed by non-profit organisations such as charity organisations, consortium of charity organisations and church groups. Excludes Independent and Catholic schools.

**Private for-profit:** Private for-profit services include for-profit services provided or managed by a company or private individual.

**Independent schools:** Independent schools are non-government schools that are governed, managed and accountable at the level of the individual school and are not affiliated with the diocesan Catholic Education Office.

**Catholic schools:** Catholic schools are schools that are affiliated with the diocesan Catholic Education Office. Catholic schools, as with other classes of non-government schools, receive funding from the Australian Government.

**Other:** Other services include employer sponsored services.

### **Metadata Online Registry (METeOR)**

METeOR is an online repository for national metadata standards for health, housing homelessness, early childhood education and care, and community services statistics and information. It is the resource which holds all ECEC NMDS data elements and associated metadata standards.

### **Performance indicator**

Performance indicators are measurement indicators used to assess the progress of

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## GLOSSARY

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the National Partnership on Early Childhood Education (NP ECE) and may be calculated using data from the National ECEC Collection. Performance Indicators relating to the NP ECE are further described in detail in Chapter 8: Collection Background and Governance.

### Preschool program

A preschool program is a structured, play-based learning program, delivered by a degree qualified teacher, primarily aimed at children in the year or two before they commence full-time schooling. This is irrespective of the type of institution that provides it or whether it is government funded or privately provided. Programs may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres, in association with a school etc. Early childhood education terminology of a preschool program differs across states and territories, and these differences are outlined in [Chapter 3: Concepts, Methods and Processes](#).

### Reference period

The period of time for which the data are collected and/or compiled (e.g. calendar year, financial year, last week, last fortnight or a specific day of the month etc.). The reference period may vary for each data element within a collection. For example, fees and hours data could be collected over a 2 week period; however these data would then be derived back to a representative week. For the 2013 National ECEC Collection the reference period was 29 July to 2 August 2013.

### Scope and coverage

The scope is the set of units about which information is required. The coverage is the actual set of units about which information can be obtained or inferred.

### Service activity type

The service activity type is the main type of service available or provided by an early childhood education and care service provider. Definitions of service activity types include the following.

**Long day care:** Long day care is a centre-based form of child care service providing all-day or part-time care for children of working families and the general community (services may cater to specific groups within the general community). For-profit and not-for-profit organisations, local councils, community organisations and employers may run these services. Long day cares primarily provide long day care services for children aged 0–5 years. Some long day care may also provide preschool and kindergarten programs and care for school children before and after school and during school holidays, where state and territory government regulations allow this. The service may operate from stand-alone or shared premises, including those on school grounds.

**Occasional care:** Occasional care comprises of 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, for example, 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

## GLOSSARY

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employ a mix of qualified and other staff.

**Outside school hours care:** Outside school hours care comprises services that provide care for school aged children (5–12 year olds) 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.

**Vacation care:** Vacation care comprises services provided for school aged children (5–12 year olds) during school holidays only.

**Family day care:** 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.

**In-home care:** In-home care comprises services where an approved carer provides care in the child's home. Families eligible for in-home care include families where the parent/s or child has an illness or disability; families in rural or remote areas; parents working shift work or non-standard hours; families with more than two children from a multiple birth and/or more than two children under school age; and families where a breast feeding mother is working from home.

**Preschool:** Preschool comprises services providing a structured, play based learning program, delivered by a degree qualified teacher primarily aimed at children in the year or two before they commence full-time schooling. This can be either in a stand-alone service or a service that is part of a school.

### Service provider record level data

Service provider record level data contains data for each individual service provider delivering a preschool program within a data set. Data at the service provider record level includes location information, management type, activity type and service delivering setting, as well as information on preschool programs delivered by each service provider in the data set.

### Socio-economic indexes for areas (SEIFA)

The SEIFA is a product developed especially for those interested in the assessment of the welfare of Australian communities. SEIFA is a suite of four summary measures that have been created from 2011 Census information. The indexes can be used to explore different aspects of socio-economic conditions by geographic areas. For each index, geographic areas in Australia are given a SEIFA number which shows how disadvantaged that area is compared with other areas in Australia. The indexes provide more general measures of socio-economic status than is given by measuring, for example, income or unemployment alone. The SEIFA index used for the National ECEC Collection is the Index of Relative Socio-economic Disadvantage (IRSD).

## GLOSSARY

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**Index of Relative Socio-economic Disadvantage:** The IRSD summarises a range of information about the economic and social resources of people and households within an area. Unlike other indexes, this index includes only measures of relative disadvantage. Variables that comprise this index include; low income, no qualifications, unemployment, overcrowded housing, disability, no car, and Aboriginal and Torres Strait Islander status.

**Standing Council for School Education and Early Childhood (SCSEEC)**

The Standing Council on School Education and Early Childhood comprises state, territory, Australian Government and New Zealand Ministers with responsibility for the portfolios of school education, early childhood development and youth affairs. With the new COAG Council System, the Standing Council replaces MCEECDYA.

**Unit Record Level (URL) data collection**

A URL data collection methodology contains confidentialised data for individual statistical entities in a collection population.

For the purposes of the National ECEC Collection, a URL data collection methodology collects child enrolment and attendance level data corresponding to service provider record level data for each child in the data set. A URL data collection methodology also includes worker record level data corresponding to service provider record level data for each worker in the data set.

**Usual Residence**

The place where the person has or intends to live for six months or more, or the place the person regards as their main residence, or where the person has no other residence, the place they currently reside.

**Work activity**

The work activity type refers to the main type of work performed by a person in the course of their employment in early childhood education and care.

**Primary contact:** An activity type of primary contact refers to a worker that mainly has direct contact with children. This may include but is not limited to teachers, teacher's assistants/ aides, specialist teachers and therapists.

**Other contact:** An activity type of other contact refers to a worker that has some duties involving direct contact with children, but deals mainly with staffing or management issues such as supervising staff and handling queries from parents or designing the education program. This may include but is not limited to principals, deputy principals, centre managers and coordinators.

**Management / administration:** An activity type of management/administration refers to a worker who mainly performed management or administration work that contributed to the running of the early childhood education and care service and had no direct contact with children. Work may include clerical or receptionist duties, filing, keeping financial records, staffing and management issues.

**Other work:** An activity type of other work refers to a worker who provides support services such as cooking, cleaning and gardening. This may include drivers, cooks,

## GLOSSARY

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cleaners and maintenance staff.

### **Worker**

All paid contact employees who were working at an in-scope service provider during the reference period and who delivered a preschool program during the reference period.

### **Year before full-time schooling (YBFS)**

The year before full-time schooling (also referred to as the 'year before formal schooling') is a term used to describe the 'preschool' cohort, due to the varying delivery models of early childhood education in the different jurisdictions (McEwin and Ryan, 2009). The year before a child begins full-time schooling is further defined as Year 1 (or Grade 1) minus 2 years. Refer to [Chapter 3: Concepts, Methods and Processes](#) for the operational methodology of YBFS.



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