

DEPARTMENT OF EDUCATION AND TRAINING

GENERAL BRIEFING NOTE

Approved / Not Approved

Assistant Director-General .....

Date

Date Action Required By: 03/04/2012

TO: ASSISTANT DIRECTOR-GENERAL, CORPORATE STRATEGY  
AND PERFORMANCE

SUBJECT: REVISION TO ECEC INDICATOR: 5.1 PROPORTION OF ALL  
DISADVANTAGED CHILDREN ENROLLED IN A PRESCHOOL  
PROGRAM

RECOMMENDATION

It is recommended that the Assistant Director-General, Corporate Strategy and Performance:

- **note** that the original calculation method used to derive the proportion of all disadvantaged children enrolled in a preschool program has likely resulted in an overestimation.
- **approve** the revised figure of 13% (previously 17%) as the proportion of all disadvantaged children enrolled in a preschool program.
- **note** the target for this indicator is 13%.
- **note** that the methodology used to calculate the revised figure is consistent with the approach used in 2010 and is considered 'better practice' by the Australian Bureau of Statistics (ABS) and the Australian Institute of Health and Welfare (AIHW).

Comments:

BACKGROUND

1. On 22 March 2012, the Assistant Director-General approved release of data from the 2011 Early Childhood Education and Care (ECEC) Census (TRIM ref 12/101728).
2. On 29 March 2012, ECEC PI reviewed the methodology used to derive the *Proportion of all disadvantaged children enrolled in a preschool program*. It was found that the methodology used likely resulted in an inflated figure.

KEY ISSUES

5. **The proposed 2011 approach to use** when determining the proportion of disadvantaged children in 2011 is:
  - For unit record data, use the child's place of residence (using SEIFA scores at the collection district level) to determine the level of disadvantage.

- For aggregate data, or where URL child address is unknown, use the location of the service (using SEIFA at the broader Statistical Local Area) to determine level of disadvantage.
6. **The actual 2011 approach used** was to record SEIFA scores against all data (URL and aggregated) at the collection district level.
  7. The current ABS ECEC Data Collection Manual and the AIHW ECEC Metadata Online Registry do not provide a preferred direction on determining SEIFA scores at an aggregate data level.
  8. Discussions with both the ABS and the AIHW have confirmed that the proposed 2011 approach for ascribing disadvantage to children when only aggregate data are available (i.e. determine child disadvantage based on service address and applying SEIFA score at the SLA level, when URL data is not available) is considered a more desirable methodology to implement. The key reason being, services are more likely to be located in non-residential or low-residential areas, which are more likely to record a lower socio-economic score. Recording all children at the lower collection district level would likely result in an overestimation of the actual number of disadvantaged children for that service.
  9. The proposed 2011 methodology is consistent with the approach used in 2010.
  10. Should the original figure of 6,914 identified disadvantaged children continue to be used, then it is likely to result in an unrealistic figure for one of the disadvantage indicators not yet calculated—*Proportion (%) of children in disadvantaged areas* (refer to table at Attachment 1).
  11. Should the figure from the proposed approach be used, Queensland's result for the *Proportion of all disadvantaged children enrolled* (13%) will be lower than the original calculation (17%), but will meet the 2011 target of (13%).


#### FINANCIAL IMPLICATIONS

12. Nil expected

#### RIGHT TO INFORMATION

13. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Boyd Paties, Executive Director, Performance Monitoring and Reporting

Signature: 	Date: 03/04/12
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Comments:

## Attachment 1

	Baseline	2009	2010	2010 supplementary	2011	2011 Revised
		- 4 year olds	- 4 year olds	- 4 & 5 year olds	- 4 & 5 year olds	- 4 & 5 year olds
Numerator	2,731	3,701	2,726*	3,083*	6,914	5,249
Denominator (4 year old children in disadvantaged areas in Qld)	7,146	7,146	7,146	7,146	N/A <sup>1</sup>	N/A
Proportion (%) of children in disadvantaged areas	38%	52%	38%*	43%*  <b>2011 target 65%</b>	N/A <sup>1</sup>  Est. based on previous 2010 denominator  <b>97%</b>	N/A  Est. based on previous 2010 denominator  <b>73%</b>
Denominator (total enrolments)	16,199	18,313	23,566	27,552	41,322	41,322
Proportion (%) of all children enrolled	17%	20%	12%*	11%*  <b>2011 target 13%</b>	<b>17%</b>	<b>13%</b>

\* 2010 figures are not comparable with previously reported figures and are likely to understate the values for these performance indicators.

<sup>1</sup> The ABS ERP figure of children who reside in disadvantaged areas is not available. It is expected to be available on 13 April 2012.



**DEPARTMENT OF EDUCATION, TRAINING  
AND EMPLOYMENT**

**GENERAL BRIEFING NOTE**

**TO: THE ACTING DIRECTOR-GENERAL**

**SUBJECT: CHANGES TO ESTIMATED RESIDENT POPULATION AND  
CALCULATION OF KINDERGARTEN PARTICIPATION RATES**

Noted / Approved / Not Approved

A/Director-General *[Signature]*

Date

*4.1.11.13*

Date Action Required By:

☐ Copy to Minister's Office

**RECOMMENDATION**

It is recommended that the Acting Director-General **note** the release of revised Australian Bureau of Statistics (ABS) Estimated Resident Population (ERP) data based on the 2011 Census of Population and Housing in August 2013, which is likely to result in a significant increase to the estimated Queensland four-year-old resident population.

**Comments:**

*Jeff What is final figure likely to be*  
*ke*  
*L*

**BACKGROUND**

1. The annual Early Childhood Education and Care (ECEC) Services Census is the primary source of information on the Queensland ECEC sector and is used to report on performance benchmarks identified under various Council of Australian Governments' (COAG) agreements relating to ECEC and Closing the Gap.
2. One of the key performance indicators associated with the National Partnership on Early Childhood Education (NP ECE) is that by 2013, 95% of children will be enrolled in an early childhood education program.
3. This performance indicator is calculated by dividing the total number of children enrolled in a quality kindergarten program by the Estimated Resident Population (ERP) of four-year-old children in Queensland.

**KEY ISSUES**

ABS changes to the Estimated Resident Population datasets

4. Since its inception in 2008, the NP ECE has projected the four-year-old Estimated Resident Population (ERP) based on the 2006 Census of Population and Housing.

Action Officer and Branch: Dion Harle, Principal Statistical Officer, Performance Monitoring and Reporting  
Telephone: 3405 4679  
TRIM No: 12/476612  
Date brief completed by Action Officer: 19/12/2012



5. In August 2013, the Australian Bureau of Statistics will publically release new time-series ERP data, based on the 2011 Census of Population and Housing. This dataset is expected to:
  - a) be used for NP reporting purposes from 2013 onwards; and
  - b) result in a significant increase to the Queensland four-year-old ERP from approximately 62,500 in 2012 to 67,500 in 2013.
6. Table 1 illustrates Queensland's current performance results based on the 2006 census projected populations since 2008.

**Table 1:** Proportion of 4 and 5 year-old children enrolled in a kindergarten program

	Baseline	2009	2010	2011	2012
Children enrolled <sup>1</sup>	16,199	18,313	27,552	41,322	50,050 <sup>3</sup>
ERP <sup>2</sup>	55,860	57,574	59,488	60,896	62,486
Proportion (%)	29%	32%	46%	68%	80% <sup>3</sup>

1. Source: Early Childhood Education and Care Service Census (ECEC SC)

2. Source: Estimated Resident Population projection based on 2006 Census of Population and Housing

3. 2012 ECEC SC data is preliminary only and not for further distribution.

7. With implementation of the new ERP in 2013, approximately 54,000 children will need to be enrolled in a kindergarten program by July 2013 for Queensland to replicate the current estimated 80% participation rate. This is almost 4,000 more children than 2012 and would equate to approximately 160 new programs (assuming 25 children per program) (see Table 2).
8. Additionally, it is estimated that approximately 64,000 children will need to be enrolled in an approved kindergarten program by July 2013 for Queensland to reach the 95% participation target. This equates to an additional 14,000 children, or about 560 new programs (assuming 25 children per program).

**Table 2:** Enrolment comparisons – 2012 and 2013

	2006 Census ERP 2012	2011 Census ERP <sup>1</sup> 2013      2013	
Children enrolled	50,050	54,000	64,000
ERP	62,486	67,500	67,500
Proportion (%)	80%	80%	95%

1. Preliminary figures show the number of Queensland 3-year-old children in 2012 is 67,264. Assuming similar net inter-state migration to previous years, it is expected that by 2013 the number of Queensland 4-year-olds will be approximately 67,500.

#### Achievement of the NP participation target

9. In 2012, the estimated total number of four and five year-old children enrolled in a long day care service, kindergarten service, limited hours care or pre-prep in school was approximately 63,800. This figure is higher than the estimated four-year-old resident population, and consistent with the proposed kindergarten participation rate required in 2013.
10. However, only approximately 50,000 of this cohort were enrolled in a qualified kindergarten program in 2012. The remaining 13,800 were enrolled in non-qualified programs or child care component only (see Table 3).

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TRIM No: 12/476612

Date brief completed by Action Officer: 19/12/2012

**Table 3: Total service enrolments, 4 and 5 year-olds—2012 Census results<sup>1</sup>**

Number of children in qualified kindergarten program	50,050
Number of children at service but <b>NOT</b> enrolled in a kindergarten program	13,800
<b>Total children enrolled in a service<sup>2</sup></b>	<b>63 800</b>

1. Data is preliminary only and not for further distribution.

2. Count of children enrolled in a child care service in a long day care, kindergarten, limited hours care or pre-prep in school setting.

11. Key reasons identified by services during the Census as to why children were not enrolled in a qualified kindergarten included: lack of appropriately qualified teachers; small service; lack of resources; no capacity to run a kindergarten program; or children were only enrolled part time.
12. Continue to target this cohort of 13,800 children through such initiatives as the Queensland Kindergarten Funding Scheme—particularly by supporting services to recruit appropriately qualified workers—remains the most critical and viable way to achieving the 95% target participation.
13. Corporate Strategy and Performance will undertake further analytics based on 2012 census results in early 2013. Working closely with the Office of Early Childhood Education and Care, these data will provide a greater evidence base for identifying target areas and developing key strategies to continue to improve kindergarten participation rates.

#### LEGAL IMPLICATIONS

14. There are no legal implications.

#### FINANCIAL IMPLICATIONS

15. There are no financial implications.

#### MEDIA IMPLICATIONS

16. A media release is not required.

#### RIGHT TO INFORMATION

17. Data from the 2012 Census is preliminary only and has not yet been approved for release. I am therefore of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Executive Director, Performance Monitoring and Reporting: Boyd Paties

Signature: APPROVED	Date: 24/12/12
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Comments:

A/Deputy Director-General, Corporate Services: Jeff Hunt

Signature: <i>Sighted and signed</i>	Date: 3/01/2013
Recommended - <input checked="" type="checkbox"/>	Not Recommended - <input type="checkbox"/>

Comments: Noted. Figures not to be quoted given potential change.

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Action Officer and Branch: Dion Harle, Principal Statistical Officer, Performance Monitoring and Reporting  
Telephone: 3405 4679  
TRIM No: 12/476612  
Date brief completed by Action Officer: 19/12/2012



## NATIONAL PARTNERSHIP AGREEMENT ON EARLY CHILDHOOD EDUCATION

**DESCRIPTION:** Facilitation NPA, with payments linked to implementation of set milestones and clawback provisions.

**REPORTING:** Annual reporting: 31 March 2011; 31 March 2012; 31 March 2013. Progress reporting: 30 Sept 2011; 30 Sept 2012; 30 Sept 2013.

**ASSESSMENT:** (N.B data is collected annually via census – next update available March 2013).

**FREQUENCY OF UPDATE:** Quarterly.

**Total Funding for Queensland:** \$252.0m

Program	2008-09	2009-10	2010-11	2011-12	2012-13	Total
Facilitation Payment	\$11.2m	\$23.4m	\$29.5m	\$90.3m	\$97.6m	\$252.0m

On track to meet target/target met
At risk of not meeting target
Did not meet target/early to meet target

Reward Payments: Nil.

**Targets:** Target dates in all years are 31 December, except 2013 which is 30 June 2013.

Performance Indicator	Baseline Results*	2009		2010		2011		2012		30 June 2013
		Target	Result	Target	Result	Target	Result	Target	Result	Target
The proportion of children who are enrolled in an Early Childhood Education Program	29%	30%	32%	36%	40%	65%	68%	86%	77%	95%
The proportion of children attending an Early Childhood Education Program	*Attendance is measured where possible	*	30%	*	38%	*	60%	*	75%	*
The number of teachers delivering Early Childhood Education Programs who are four year university trained and early childhood qualified.	600	630	892	720	809	1120	1082	1435	1773	1570
The proportion of children enrolled in an Early Childhood Education Program that is available for at least 15 hours a week.	0%	3%	38%	20%	55%	57%	65%	68%	71%	100%
The average number of hours per week of attendance at an Early Childhood Education Program	12.8	12.8	13.7	13.5	17.0	13.5	20.4	14	17.7	15
Distribution of children who attend an Early Childhood Education Program by weekly cost per child (After subsidies) as defined by jurisdictions	\$0 to \$19.99 per week – 11% \$20 to \$39.99 per week – 51% \$40 to \$59.99 per week – 37% \$60 and over per week – 1%	*	4% 8% 81% 7%	*	8% 11% 49% 32%	*	13% 8% 13% 66%	*	20% 16% 8% 56%	* Results are measured against benchmark
The proportion of disadvantaged children enrolled in an Early Childhood Education Program:	Representation of disadvantaged in community (13%)	Representation of disadvantaged in community (13%)								
Queensland average of disadvantaged children enrolled in a kindergarten program	16%	18%	20%	20%	17%	13%	13%	13%	15%	13%
Proportion of all disadvantaged children enrolled in a kindergarten program	38%	42%	52%	55%	38%	65%	69%	75%	71%	95%
The proportion of Indigenous children who are enrolled in (and	Representation of Indigenous in	Representation of Indigenous in community (6%)								



Performance Indicator	Baseline Results*	2009		2010		2011		2012		30 June 2013
		Target	Result	Target	Result	Target	Result	Target	Result	Target
attending where possible to measure) an Early Childhood Education Program	community (6%)									
Indigenous children enrolled in a kindergarten program as a proportion of all children enrolled	6%	5%	6%	5%	5%	4%	4%	5%	4%	6%
Proportion of all Indigenous children enrolled in a kindergarten program: Based on Indigenous population data from the 2006 Census	29%	29%	33%	33%	35%	47%	58%	78%		95%
Proportion of all Indigenous children enrolled in a kindergarten program: Based on Indigenous population data from the 2009 Experimental Estimates and Projections for Indigenous 4 year olds in Queensland (ABS Cat No 3238.0 – 1991-2027).	25%	-	27%	-	29%	-	45%	-	52%	-

**Service rollout:** DET advise that in terms of rollout of services:

1) 23 kindergarten services established since 2010 as at 31 December 2011.

2) More than 780 long day care services approved to provide kindergarten programs (429 in 2011).

3) Data for 2011 includes 4 & 5 year old children in acknowledgement that a small number of children are in a kindergarten program at age 5 for reasons that may include delayed exit from kindergarten or delayed entry to school. 2011 data is also inclusive of teacher qualifications for a pre-school program of at least three year trained (previously four year trained). From 2011, all states and territories are reporting 4 & 5 year olds in ECE programs with at least three year qualified teachers consistent with revised national performance reporting requirements.

4) Data on the *Proportion of all disadvantaged children enrolled in a kindergarten program* is not yet available. The ABS Estimated Resident Population figure of children who reside in disadvantaged areas is expected to be released in April 2012.

DEPARTMENT OF EDUCATION AND TRAINING  
GENERAL BRIEFING NOTE

Approved / Not Approved

Assistant Director-General .....

Date .....

Date Action Required By: /04/2012

TO: ASSISTANT DIRECTOR-GENERAL, CORPORATE STRATEGY  
AND PERFORMANCE

SUBJECT: ABS RELEASE OF ERP DATA TO INFORM REPORTING ON ECEC  
PERFORMANCE INDICATOR: PROPORTION OF ALL  
DISADVANTAGED CHILDREN ENROLLED/ATTENDING A  
PRESCHOOL PROGRAM

RECOMMENDATION

It is recommended that the Assistant Director-General, Corporate Strategy and Performance:

- **note** that the Australian Bureau of Statistics has released 2011 Estimated Resident Population data on four year old children by SEIFA deciles on 16 April 2012.
- **note** that this data has been used as the denominator to report on the final outstanding ECEC Performance Indicator for 2011: *Proportion of disadvantaged children enrolled/attending a preschool program*.
- **note** the Queensland result of:
  - a) 69% for the proportion of all disadvantaged children **enrolled** in a preschool program (target 65%)
  - b) 59% for the proportion of all disadvantaged children **attending** a preschool program (no target)
- **approve** the release of these results to the Office of Early Childhood Education and Care.

Comments:

BACKGROUND

1. On 22 March 2012, the Assistant Director-General approved release of data from the 2011 Early Childhood Education and Care (ECEC) Census (TRIM ref 12/101728).
2. All performance indicators were reported on, except for *Proportion of all disadvantaged children enrolled / attending a preschool program*.
3. Reporting on this indicator was reliant upon the release 2011 Estimated Resident Population data on four year old children residing in disadvantaged areas which the ABS advised would not be released until 13 April 2012.

## KEY ISSUES

5. On 16 April, the Australian Bureau of Statistics released 2011 Estimated Resident Population data on four year old children by sex, Socio-Economic Indexes for Areas (SEIFA) and by Accessibility Remoteness Index of Australia (ARIA).
6. The SEIFA data has been used as the denominator to determine the performance indicator: *Proportion of all disadvantaged children enrolled / attending in a preschool program.*
7. Queensland's performance for 2009-2011 is presented in the table below.

### ***Proportion of disadvantaged children enrolled in and attending a preschool program***

	Baseline	2009 - 4 year olds	2010 - 4 year olds	2010 supplementary - 4 & 5 year olds	2011 - 4 & 5 year olds
Denominator (4 year old children in disadvantaged areas in Qld)	7146	7146	7,146	7,146	7,645
<b>Enrolments</b>					
Number of disadvantaged children enrolled	2 731	3 701	2,726*	3,083*	5,249
Proportion (%) of disadvantaged children enrolled	38%	52%	38%*	43%*	69% Target: 65%
<b>Attendance</b>					
Number of disadvantaged children attending	n.a	n.a	2,617	2,964	4,506
Proportion (%) of disadvantaged children attending	n.a	n.a	37%	41%	59% No target set

## FINANCIAL IMPLICATIONS


8. Nil expected



## RIGHT TO INFORMATION

9. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Adrian Seabrook, A/Executive Director, Performance Monitoring and Reporting

Signature: 	Date: 16/04/12
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Comments:

DEPARTMENT OF EDUCATION, TRAINING  
AND EMPLOYMENT

GENERAL BRIEFING NOTE

Approved / Not Approved

A/DDG CS

Date

12.13.13

Date Action Required By: 13/03/2013

TO: A/DEPUTY DIRECTOR-GENERAL, CORPORATE SERVICES

SUBJECT: APPROVAL TO RELEASE 2012 ECEC PERFORMANCE  
INDICATOR RESULTS TO THE OFFICE FOR EARLY CHILDHOOD  
EDUCATION AND CARE

RECOMMENDATION

It is recommended the Acting Deputy Director-General, Corporate Services:

- **approve** the 2012 Early Childhood Education and Care performance results contained in the Data Capability Report (Ref: 12/481580);
- **note** reporting on indicator 5 — *The proportion of disadvantaged children enrolled (and attending) a Preschool Program* cannot be completed until the Australian Bureau of Statistics (ABS) releases supporting data on 28 March 2013; and
- **note** the reporting variation to indicator 2 — *The proportion of workers delivering preschool programs who are university trained* contained in the exception report (Ref: 13/46479).

Comments:

BACKGROUND

1. As part of its reporting obligations under the Queensland's Bilateral Agreement on Achieving Universal Access to Early Childhood Education, the Department of Education, Training and Employment is required to provide to the Department of Education, Employment and Workplace Relations (DEEWR), by 31 March 2013, the following progress reports:
  - a) Annual Report, highlighting achievement against 2012 targets (Ref: 12/375958);
  - b) Data Capability Report (DCR), describing counting rules and method applied to derive each performance indicator (Ref: 12/481580); and
  - c) Data Exception Report (DER), outlining instances where information and/or calculation of performance indicators do not conform to nationally agreed performance indicator specifications (Ref: 13/46479).

Action Officer and Branch: Chris Kinsella, Director, ECECPI, Corporate Strategy and Performance  
Telephone: 3405 6364  
TRIM No: 13/46393  
Date brief completed by Action Officer: 28 February 2013

2. A draft Data Capability Report was provided to the Office for Early Childhood Education and Care (OECEC) for consideration and feedback on 24 December 2012. Consultation and feedback was progressively provided throughout January and early February.
3. OECEC have requested Performance Monitoring and Reporting (PMR) to provide a final approved DCR and DER by early March 2013.
4. The DCR and DER will not be publically released by DEEWR.

#### KEY ISSUES

5. Performance results have been finalised against five of the six sets of performance indicators (Refer to the Summary of Performance table below).
6. Reporting against the final indicator (*PI5: The proportion of disadvantaged children enrolled (and attending) a Preschool Program*) remains dependent upon provision of updated Socio-Economic Indexes for Areas (SEIFA) data from the ABS, which is expected by 28 March 2013. A separate briefing process will be undertaken seeking approval to release this indicator result once SEIFA data is available.
7. Recent changes to the ABS: *Estimated Resident Population* of four-year-olds for Queensland negatively impacted the expected headline enrolment indicator (Ref: 13/57503).

#### Summary of results

8. Overall, Queensland met targets against all but the following two indicators:
  - *Proportion of children enrolled in a preschool program* (77% actual against a target of 86%);
  - *Proportion of Indigenous children enrolled in a preschool program* (66% actual against a target of 78%).
9. Although not meeting the two enrolment targets, both indicators have experienced strong increases in enrolment numbers since 2011.
10. In 2012, 50,029 children aged four or five were reported to be enrolled in a kindergarten program delivered by a degree-qualified teacher, which was 8,707 (or 21.1%) more than the 2011 result of 41,322.
11. Of the total preschool enrolments in 2012, 2,140 were identified as being of Aboriginal and/or Torres Strait Islander descent—a 17.3% increase on 2011.
12. Also, the estimated total number of four-year-old children enrolled in a long day care service, kindergarten service, limited hours care or pre-prep in school was almost 62,000 in 2012, which suggests most four-year-olds are enrolled in some form of child care but that the service might not operate an approved kindergarten program.
13. For those indicators where no targets are set, all measures reported positive increases compared to 2011.



Early Childhood Education Program Performance Benchmarks	2011 Target	2011 Actual	2012 Target	2012 Actual
1.1 The proportion of children who are enrolled in a Preschool Program	65%	68%	86%	77%
1.2 The proportion of children who are attending a Preschool Program		60%		75%
2. The number of teachers delivering Early Childhood Education Programs who are four-year university trained and early childhood qualified.	1,120	1,082	1,435	1,773
2.1 The proportion of workers delivering preschool programs who are four- year university trained and early childhood qualified		N/A		73%
2.2 The proportion of workers delivering preschool programs who are at least three-year university trained and early childhood qualified		N/A		75%
3.1 The proportion of children enrolled in a Preschool Program that is available for at least 15 hours a week.	57%	65%	68%	71%
3.2 The average number of hours per week of attendance at a Preschool Program	13.5	20.4	14.0	17.7
4.1 Distribution of children who are enrolled in a preschool program by weekly cost per child (after subsidies)				
\$0 to \$19.99 per week		13%		20%
\$20 to \$39.99 per week		8%		16%
\$40 to \$59.99 per week		13%		8%
\$60 and over per week		66%		56%
5.1 The proportion of disadvantaged children enrolled in a Preschool Program				
<i>Disadvantaged children enrolled in a kindergarten program as a proportion of all children enrolled</i>	13%	13%	13%	NYA
<i>Proportion of all disadvantaged children enrolled in a kindergarten program</i>	65%	69%	75%	NYA
5.1 The proportion of disadvantaged children attending a Preschool Program				
<i>Disadvantaged children attending a kindergarten program as a proportion of all children attending</i>		12%		NYA
<i>Proportion of all disadvantaged children attending a kindergarten program</i>		59%		NYA

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TRIM No: 13/46393  
Date brief completed by Action Officer: 28 February 2013

Early Childhood Education Program Performance Benchmarks	2011 Target	2011 Actual	2012 Target	2012 Actual
6.1 The proportion of Indigenous children (by geographic location) who are enrolled in a Preschool Program				
<i>Indigenous children enrolled in a kindergarten program as a proportion of all children enrolled</i>	4%	4%	5%	4%
<i>Proportion of all Indigenous children enrolled in a kindergarten program. -Based on Indigenous population data from the 2006 Census</i>	47%	56%	78%	66%
<i>Proportion of all Indigenous children enrolled in a kindergarten program. -Based on Indigenous population data from the 2009 Experimental Estimates and Projections for Indigenous 4 year olds in Queensland (ABS Cat. No. 3238.0 - 1991-2027).</i>		45%		52%
6.2 The proportion of Indigenous children (by geographic location) who are attending a Preschool Program				
<i>Indigenous children attending a kindergarten program as a proportion of all children attending.</i>		4%		4%
<i>Proportion of all Indigenous children attending a kindergarten program. -Based on Indigenous population data from the 2006 Census.</i>		49%		60%
<i>Proportion of all Indigenous children attending a kindergarten program. -Based on Indigenous population data from the 2009 Experimental Estimates and Projections for Indigenous 4 year olds in Queensland (ABS Cat. No. 3238.0 - 1991-2027).</i>		40%		47%

Partial reporting against performance indicator 2 - *The proportion of workers delivering preschool programs who are university trained.*

14. The denominator for the proportion of teachers delivering pre-school programs could not be accurately derived in 2012 due to inconsistent reporting methods applied by the sector when answering this question.
15. An evaluation of this data item by OECEC identified that a proportion of staff respondents likely ticked that they were teachers, coordinators or group leaders, when in fact they were more likely to be assistants to the teachers delivering the pre-school programs or holding other non-teaching positions.

Action Officer and Branch: Chris Kinsella, Director, ECECPI, Corporate Strategy and Performance  
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TRIM No: 13/46393  
Date brief completed by Action Officer: 28 February 2013



16. As a result, the denominator for this indicator (number of teachers) is likely over inflated. When applying this denominator, only 73% of teachers were reported as being four-year degree qualified, and 75% as being three-year degree qualified or higher.
17. Advice received from the Office is to therefore only include data against the headline indicator (number of qualified teachers) in the data capability report rather than the sub-indicators (proportions of qualified teachers).
18. Further detail on performance indicators are covered in the DCR and DER.

#### LEGAL IMPLICATIONS

19. There are no legal implications.

#### FINANCIAL IMPLICATIONS

20. There are no financial implications.

#### MEDIA IMPLICATIONS

21. A media release is not required.

#### RIGHT TO INFORMATION

22. I am of the view that the contents or attachments contained in this brief **are suitable** for publication. Data has yet to be approved for release by the Minister.

Executive Director: Boyd Paties

Signature: <i>Sighted and signed</i>	Date: 07/03/2013
Recommended - <input checked="" type="checkbox"/>	Not Recommended - <input type="checkbox"/>

Comments:

A/Deputy Director-General, Policy and Programs: Gabrielle Sinclair

Signature: <i>G. Sinclair</i>	Date: 11/03/2013
Recommended - <input checked="" type="checkbox"/>	Not Recommended - <input type="checkbox"/>

Comments:

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Action Officer and Branch: Chris Kinsella, Director, ECECPI, Corporate Strategy and Performance  
Telephone: 3405 6364  
TRIM No: 13/46393  
Date brief completed by Action Officer: 28 February 2013



# DATA CAPABILITY REPORT ON EARLY CHILDHOOD EDUCATION



2012

## Preamble

This Data Capability Report (DCR) aims to provide information supporting the 2012 Annual Report and performance benchmarks against the performance indicators in the National Partnership Agreement on Early Childhood Education (NP ECE) by evaluating the proposed estimation, methodology and data sources underpinning the current position, and the reliability of measuring movement against that baseline over the term of the NP ECE.

In 2009, the first DCR was provided to clarify the Baseline data reported for 2008 and as a companion document to the 2009 annual report. DCRs were also prepared for 2010 and 2011.

The DCR provides the following information for each performance indicator:

- Collection Name(s)
- Data (i.e. the figure(s) for the 2013 Annual report)
- Methodology (of the underlying data and sources)
- Coverage (i.e. the participant coverage in the collection)
- Data Quality Assessment
- Future Data Developments.

The DCR is structured to reflect the performance indicators in the NP ECE (Table 1: Outcomes, Outputs and Performance Indicators) and the associated Bilateral Agreements (Table 1 in Schedule 1).

The DCR provides the basis for discussions on how nationally comparable data can be developed in the future.

## Submission and Contact Details

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Please submit your completed report to:

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# 1. The proportion of children who are enrolled in (and attending, where possible to measure) a preschool program

## 1.1 The proportion of children who are enrolled in a preschool program

### 1.1 Data & Definitions

#### 1.1.1 Data

	Baseline	2009 - 4 year olds	2010 - 4 year olds	2010 - 4 & 5 year olds	2011 - 4 & 5 year olds	2012 - 4 & 5 year olds
Numerator	16,199	18,313	23,556	27,552	41,322	50,029
Denominator	55,860	57,574	59,488	59,488	60,896	65,278
Proportion (%)	29%	32%	40%	46%	68%	77%

#### 1.1.2 Definitions

Government	<p><b>Pre-Prep in schools</b> 28 State schools and one private school in Queensland provide specialised pre-Prep programs, included in the Bound for Success pre-Prep program, which operate in Indigenous communities. These programs make an early childhood education program available in remote communities where little or no early childhood education and care infrastructure exists; therefore, programs are provided utilising or leveraging from school infrastructure. This approach also addresses teacher recruitment and retention issues.</p> <p>Teachers of pre-Prep programs include 4 year ECEC qualified teachers, other qualified teachers and Aboriginal community teachers approved to teach by the Queensland College of Teachers and who bring to their role extensive cultural experience. ECEC qualified teachers provide supervision for curriculum programming and regular support to all teachers delivering these pre-Prep programs.</p> <p><b>Special Education Programs</b> Counts of children with a disability participating in Government special education programs are included in the counts of children in the Government sector in 2012. The Adjustment Information Management System (AIMS) captures information about children who have an Education Adjustment Program (EAP).</p> <p><b>eKindy</b> Counts of children enrolled in eKindy are included in the counts of children in the Government sector in 2012. The e-kindy program was piloted in 2012, and is a digital, teacher-directed learning program, delivered by schools of distance education, and focused on preparing</p>
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	<p>kindergarten-age children for the Preparatory year of school. E-kindy has been developed to ensure children in remote and isolated locations or those with medical issues or itinerant lifestyles have equitable access to a quality kindergarten program.</p>
Non-Government	<p><b>Kindergarten services</b></p> <p>Apart from providing pre-Prep in a small number of state schools, the State Government in Queensland funds kindergarten programs through the <i>Queensland Kindergarten Funding Scheme (QKFS)</i>. The vast majority of kindergarten services receive funding under QKFS.</p> <p>The terminology within the performance indicators in this report are aligned with those used within the Performance Indicator specifications and use the term "preschool". In line with Queensland terminology and for the purpose of this report preschool services are referred to as kindergarten services.</p> <p>For the purposes of this collection, kindergarten services are defined as: centre-based services providing education programs for children aged 3 to school age, usually during school terms.</p>
Kindergarten in Long Day Care	<p><b>Long day care services</b></p> <p>Children enrolled in kindergarten programs in long day care services are included in this performance indicator where a degree qualified teacher is reported as delivering a kindergarten program in the census reference period. This includes 3 and 4 year qualified and/or registered teachers with an early childhood qualification.</p>
Other	N/A

### 1.1.3 Further definitional discussion

Services and schools with approved kindergarten programs, and pre-Prep programs were asked to provide Unit Record Level (URL) data on children enrolled during the census reference period by their age as at 1 July 2012. An *approved kindergarten program* is described by legislation as a kindergarten program for which the service delivering the program receives state government funding.

All other services were asked to provide aggregate data on children enrolled during the census reference period by their age as at 1 July 2012.

Family Day Care schemes and other home-based services in Queensland are not recognised as delivering preschool programs. Therefore counts of children enrolled and attending these services are not included within the data.

The definition of Government provided early childhood education programs in the Baseline DCR referred to the Bound for Success program; however the data also includes a small number of schools offering pre-Prep which were not part of that program. For the purposes of clarity, the reference to 'pre-Prep in schools' has been updated. Where early childhood education programs are provided under the Bound for Success program on sites other than nominated schools, those services were required to be licensed under the *Education and Care Services National Law (Queensland Act) 2011*. The count of children in these services is included in the kindergarten services category.

The kindergarten category also includes a small number of services which are licensed to provide care for less than 20 hours per week. In Queensland, these services are normally categorised as limited hours care (which also includes Remote Aboriginal and Torres Strait Islander Child Care - RATSICC). However, for the purposes of this reporting they typically provide one kindergarten program per week and have therefore been included in the kindergarten services category.

### 1.1.4 Coverage

Coverage* (Disaggregation of the numerator)				
	Non-Government			Government
	Total non-government	Kindergarten services (Community & Private)	Kindergarten in long day care services (Community & Private)	
4 & 5 year olds	48,762	19,032	29,730	2,446

\* In Table 1.1.4, children can be counted more than once if they are enrolled in multiple programs. For example, if a child is enrolled in a kindergarten service and a long day care kindergarten program, they will be included against the Kindergarten services count and again in the Kindergarten in Long Day Care count. The numbers presented here will therefore aggregate to a higher number than the unique count, which is presented in the headline indicator.



### 1.1.5 Further coverage discussion

There were 29 schools providing pre-Prep in schools programs, 1,363 long day care services, 449 kindergarten services, 33 limited hours care services in Queensland in 2012.

### 1.1.6 Data Source

#### 1.1.6.1 Numerator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC) 2012</i>
<b>Collection Description</b> (Including purpose of collection and the body responsible for the collection and ownership of data).	<p>In 2012, Queensland's annual census was conducted by the Department of Education, Training and Employment. The census collected data in relation to all services approved / licensed under the <i>Education and Care Services National Law (Queensland Act) 2011</i> and the <i>Child Care Act 2002</i> as well as services funded under child care and family support funding programs, including limited hours care and Remote Area Aboriginal and Torres Strait Islander Child Care (RAATSICC) services. In 2012, schools providing pre-Prep in schools programs were included in the ECECSC.</p> <p>In 2012, this census was supplemented by data collected in the Adjustment Information Management System (AIMS) and through e-kindy. Refer to 1.1.2 for further information on these data collections.</p>
<b>Population Description</b> (of reported PI)	4 and 5 year old children as at 1 July 2012 who are reported to be enrolled in an early childhood education program at a service or school with a 3 or more year degree qualified (or equivalency) including those with an early childhood qualification delivering a kindergarten program in the census reference period. For some pre-Prep in schools programs the program is taught by an approved teacher who is supervised by a 4 year qualified and/or registered teacher with an early childhood qualification.

#### 1.1.6.2 Denominator

<b>Collection Name:</b>	ABS 2012 Estimated Residential Population (ERP) of 4 year olds in Queensland (ABS Cat. No. 3101.0).
<b>Collection Description:</b>	Estimated Resident Population (ERP) for the states and territories of Australia. Reports the ERP by sex and single year of age.
<b>Population Description</b> (of reported PI)	Estimated resident population (ERP) of 4 year old children in Queensland, as at 30 June 2012

## 1.2 Timeliness and reference period of collection

### 1.2.1 Collection date

The 2012 ECECSC collection period was conducted from 30 July until end of September 2012.

### 1.2.2 Reporting date

Data from the ECECSC are available for reporting in the first half of the following year.

### 1.2.3 Reference date

The reference period for the 2012 ECECSC for kindergarten programs in all service providers excluding community preschools, was 30 July to 5 August 2012. For community preschools, the reference period was 23 July to 5 August 2012. This reference fortnight was adopted for these service providers to better reflect their preschool delivery model.

### 1.2.4 Frequency

Data on all licensed early childhood education and care services and schools providing specialised pre-Prep programs is collected annually in the ECECSC.

## 1.3 Data issues and limitations

Improvements have been made to the quality of Queensland's early childhood education data relating to children enrolled including:

- Ensuring the reference period of the ECECSC aligned with the nationally agreed census period to ensure national consistency.
- Incorporating all but one of the aggregate National Minimum Data Set (NMDS) data elements into the ECECSC questions (gender).
- Collecting all data in line with guidelines within the National ECEC Collection: Data Collection Guide.
- Duplicates of children attending more than one program have been removed where identifiable, i.e.: where URL data was collected, for the count of enrolment and attendance.
- Improved response by services included in the ECECSC – 99.9% of all services and schools provided a response.
- DETE has developed and from 2010 has implemented an imputation process to ensure the results reported from the ECECSC are representative of the full population of service providers in Queensland at the time of the ECECSC. This process effectively removes the effects of non-response to the ECECSC. The first instance of the use of an imputation process in 2010 was reviewed and endorsed by the ABS as 'high quality'. In 2012, the imputation process was applied to 23 funded services that reported nil programs, resulting in the inclusion of an additional 449 children. No adjustment for any known or predicted undercount was undertaken.
- Progress has been made towards Unit Record Level (URL) data collection for children in approved kindergarten programs for the 2012 ECECSC. Legislative power to use and disclose URL data was first



enacted in November 2010 under the *Child Care Act 2002*. In 2011, this permitted early childhood education services delivering an approved kindergarten program to disclose URL data for children and staff to the Department and/or to organisations prescribed as central governing bodies and permits the Department to disclose URL data to the Australian Bureau of Statistics (ABS) and the Australian Institute of Health and Welfare for the purpose of reporting under the National Information Agreement.

- Legislative provisions that provide the authority to collect and disclose URL data were subsequently incorporated into the *Education and Care Services National Law (Queensland Act) 2011* which commenced from 1 January 2012 and were applied for the 2012 ECEC Services Census.

#### Data issues

- In 2010 the population cohort used for the numerator was 4 year old children as at 1 July 2010 who were reported to be enrolled in an early childhood education program at a service or school with a 4 year qualified and/or registered teacher with an early childhood qualification delivering a kindergarten program in the census reference period.
- From 2011, the population cohort was amended to include children aged 4 and 5 years of age as at 1 July 2012. The definition of a preschool program also changed to be inclusive of 3 year and above university trained teachers. These changes were introduced to align Queensland's reporting with the proposed NP ECE Performance Indicator Specification in the Early Childhood Education and Care National Minimum Dataset standards. It was recognised that this age grouping is reflective of children in the year prior to full-time schooling and captures those children who for various reasons, either have a delayed entry to or exit from a quality early childhood education program prior to commencing school.
- 2011 and 2012 data is therefore not comparable with previous years due to reporting differences in the use of children's combined ages and the change in teacher qualifications to include 3 year trained teachers.

## 1.4 Data quality assessment of the source of the indicator

Please refer to Attachment A.

## 1.5 Data Developments

### 1.5.1 Data Developments in 2012

Queensland is continuing to move towards national consistency through improved URL coverage. The number of services taking up their funding entitlement to deliver a kindergarten program (URL data) has increased considerably and is expected to continue as Queensland progresses towards universal access. This means the number of unfunded services who deliver a preschool program as defined in the NMDS (Aggregate data) is continually decreasing. For example, in 2011, the proportion of data captured at URL level comprised 60% of all respondent data. In 2012, this proportion had increased to 75%.

### 1.5.2 Data Developments beyond 2012

Under the National Implementation Agreement ECE, Queensland received \$65 000 in funding to work with Child Care Management System (CCMS) registered software providers to investigate opportunities to develop a Preschool Reporting Module that would facilitate the transfer of preschool related data directly to the Department – rather than through a separate collection tool. It anticipated that such a module would result in higher quality data provision, with reduced provider reporting burden.

The department has also commenced a procurement process to develop and implement an improved and streamlined collection toolset to undertake the 2013 Early Childhood Education and Care Services census, thereby reducing suspected under reporting and improving the quality and quantum of child URL data provision.

## 1.6 Comments and other discussions

Nil

## 1.2 The proportion of children who are attending a preschool program

### 1.7 Data & Definitions

#### 1.7.1 Current jurisdictional availability of preschool attendance data

In 2012, Queensland collected attendance data on children in preschool programs through the ECECSC for all service types. In 2012, URL data for children aged 4 and 5 years was collected from early childhood education services with approved kindergarten programs and from pre-Prep programs. All other services were asked to provide aggregate data on the number of children aged 4 and 5 years attending during the census reference as at 1 July 2012.

#### 1.7.2 Data

	Baseline	2009 - 4 year olds	2010 - 4 year olds	2010 - 4 & 5 year olds	2011 - 4 & 5 year olds	2012 - 4 & 5 year olds
Numerator	Not available	17,475	22,591	26,422	36,391	48,740
Denominator (4 year olds)	55,860	57,574	59,488	59,488	60,896	65,278
Proportion (%)	Not available	30%	38%	44%	60%	75%

#### 1.7.3 Definitions

Government	As described in 1.1.2
Non-Government	As described in 1.1.2
Kindergarten in Long Day Care	As described in 1.1.2
Other	N/A



#### 1.7.4 Further definitional discussion

As described in 1.1.2

#### 1.7.5 Coverage

Coverage (Disaggregation of the numerator)				
	Non-Government			Government
	Total non-government	Kindergarten services (Community & Private)	Kindergarten in long day care services (Community & Private)	State Government
4 & 5 year olds	47,522	18,712	28,810	2,346

\* In Table 1.7.5, children can be counted more than once if they are enrolled in multiple programs. For example, if a child is enrolled in a kindergarten service and a long day care kindergarten program, they will be included against the Kindergarten services count and again in the Kindergarten in Long Day Care count. The numbers presented here will therefore aggregate to a higher number than the unique count, which is presented in the headline indicator.

#### 1.7.6 Further coverage discussion

As per 1.1.5

#### 1.7.7 Data Source

##### 1.7.6.1 Numerator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC)2012</i>
<b>Collection Description</b>	As described in 1.1.6.1
<b>Population Description</b> (of reported PI)	4 and 5 year old children as at 1 July 2012 who are reported to be attending an early childhood education program at a service or school with a 3 or more year degree qualified and/or registered teacher including those with an early childhood qualification delivering a kindergarten program in the census reference period. For some pre-Prep in schools programs the program is taught by an approved teacher who is supervised by a 4 year qualified and/or registered teacher with an early childhood qualification.

#### 1.7.7.2 Denominator

<b>Collection Name:</b>	ABS 2012 Estimated Residential Population (ERP) of 4 year olds in Queensland (ABS Cat. No. 3101.0).
<b>Collection Description:</b>	As described in 1.1.6.2.
<b>Population Description</b> (of reported PI)	Estimated resident population of 4 year old children in Queensland as at June 30 2012.

### 1.8 Timeliness and reference period of collection

#### 1.8.1 Collection date

As per 1.2.1.

#### 1.8.2 Reporting date

As per 1.2.2.

#### Reference date

As per 1.2.3.

#### 1.8.3 Frequency

As per 1.2.4.

### 1.9 Data issues and limitations

As per 1.3.

### 1.10 Data quality assessment

Refer to Attachment A.

## 1.11 Data Developments

### 1.11.1 Data Developments in 2011

As per 1.5.1

### 1.11.2 Data Developments beyond 2011

As per 1.5.2

## 1.12 Comments and other discussions

As per 1.5.6



## 2. The proportion of teachers delivering preschool programs who are four year university trained and early childhood qualified

### 2.1 The proportion of workers delivering preschool programs who are four year university trained and early childhood qualified

#### 2.1 Data & Definitions

##### 2.1.1 Data

	Baseline	2009	2010*	2011	2012**
Numerator	609 (estimate)	892	809	1,082	1,773
Denominator	Not available	Not available	Not available	Not available	Not available
Proportion (%)	Not available	Not available	Not available	Not available	Not available

\* In 2010, the staff questions used to provide this figure had a non-response rate of approximately 35% and therefore this figure substantially understates the true count.

\*\* The denominator for proportion of teachers delivering preschool programs is not available, due to inconsistent reporting methods applied by the sector when answering this question in 2012. i.e. An evaluation conducted on census results indicated that a statistically significant proportion of respondents ticked that they were teachers, when in fact they were assistants to the teachers delivering the preschool programs or held another non-teaching position.

##### 2.1.2 Definitions

Government	The data includes all staff members who were reported as being a 4 year qualified (or equivalent) and/or registered teacher with an early childhood qualification, and providing face to face delivery of a pre-Prep in schools program in the census reference period. No staff information was available for the Special Education Programs.  See notes under further coverage discussion (2.1.5).
Non-Government	As per Government, but for delivery of kindergarten programs in kindergarten services.
Kindergarten in Long Day Care	As per Government, but for delivery of kindergarten programs in LDC.
Other	NA

### 2.1.3 Coverage

Coverage (Disaggregation of the numerator)			
Non-Government			Government
Total non-government	Kindergarten services (Community & Private)	Kindergarten in long day care services (Community & Private)	
1,715	771	944	58

### 2.1.4 Further coverage discussion

Inter-year comparisons of number of teachers are not possible due to differing data collection constraints for staff questions, which impacted on the level of non-response to those data items. In 2010 there is approximately 35% underestimation in the count of teachers. Additionally, in 2011, there was approximately 15% non-response across the various staff questions that contribute to the construction of the counts and proportions in this performance indicator. As a result, in deriving the 2011 count of teachers, an imputation process was applied.

The number of teachers delivering the Special Education Programs was not available, and therefore do not contribute to the count or proportion of teachers reported in this performance indicator.

### 2.1.5 Data Source

#### 2.1.5.1 Numerator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC) 2012</i>
<b>Collection Description</b>	As described in 1.1.6.1
<b>Population Description</b> (of reported PI)	<p>The number of workers delivering preschool programs, during the reference period, to children aged 4 and 5 years old as at 1 July of the collection year, who are four year university trained (or equivalent) and early childhood qualified.</p> <p>See note under further coverage discussion above in 2.1.4.</p>

### 2.1.5.2 Denominator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC) 2012</i>
<b>Collection Description</b>	As described in 1.1.6.1
<b>Population Description</b> (of reported PI)	The total number of workers delivering preschool programs to children aged 4 or 5 years old (i.e. irrespective of worker qualifications).

## 2.2 Timeliness and reference period of collection

### 2.2.1 Collection date

As per 1.2.1.

### 2.2.2 Reporting date

As per 1.2.2.

### 2.2.3 Reference date

All services were asked to report on staff working during the week beginning 30 July 2012.

### 2.2.4 Frequency

As per 1.2.4.

## 2.3 Data issues and limitations

The time series of data are not comparable across years due to differing data collection constraints for staff questions, which impacted on the level of non-response to those data items. In 2010 there is approximately 35% underestimation in the count of teachers. Additionally, in 2011, there was approximately 15% non-response across the various staff questions that contribute to the construction of the counts and proportions for this performance indicator. As a result, in deriving the 2011 count of teachers, an imputation process was applied.

Furthermore, the 2011 result only relates to the proportion of workers who were four year university trained in early childhood education. It excludes four year equivalent teachers. That is, teachers who were four year university trained in other fields, such as Child Care, Nursing, etc. but who have also completed a recognised early childhood qualification, and therefore meet the national reporting standards. In total, 99.3% of workers providing face to face delivery of preschool programs identified as having a recognised ECEC qualification.

The number of teachers delivering the Special Education Programs was not available, and therefore do not contribute to the count or proportion of teachers reported in this performance indicator.



## 2.4 Data quality assessment

Refer to Attachment A.

## 2.5 Data Developments

### 2.5.1 Data Developments in 2012

As per 1.5.1

### 2.5.2 Data Developments beyond 2012

As per 1.5.2

## 2.6 Comments and other discussions

The teachers included in the 2009 data are those reported as working in the kindergarten group, but this count of teachers may include some staff who were not directly responsible for delivering a program (such as non-contact Directors) causing a possible overestimate of teachers. From 2010, data includes only teachers providing face to face delivery of a kindergarten program.

The definition of a preschool program is inclusive of 3 year and above university trained teachers. Queensland also applied an equivalency for collection in the 2012 ECEC Services Census to account for both 3 year and four year qualified teachers. This equivalency for four year degree qualified teachers is defined as:

- (1) Have a recognised teacher letter; or
- (2) Have a QCT registration and hold a minimum 2year early childhood qualification; or
- (3) Have a QCT registration, in primary teaching, and are studying towards a minimum 2year early childhood qualification;

## 2.2 The proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified

### 2.7 Data & Definitions

#### 2.7.1 Data

	Baseline	2009	2010	2011	2012*
Numerator	NA	NA	NA	1,271	1,890
Denominator	NA	NA	NA	NA	NA
Proportion (%)	NA	NA	NA	NA	NA

\* The denominator for proportion of teachers delivering preschool programs is not available, due to inconsistent reporting methods applied by the sector when answering this question in 2012. i.e. An evaluation conducted on census results indicated that a statistically significant proportion of respondents ticked that they were teachers, when in fact they were assistants to the teachers delivering the preschool programs or held another non-teaching position.

#### 2.7.2 Definitions

Government	The data includes all staff members who were reported as being a 3 year qualified (or equivalent) and/or registered teacher with an early childhood qualification, and providing face to face delivery of a pre-Prep in schools program in the census reference period.  See notes under further coverage discussion (2.1.4).
Non-Government	As per Government, but for delivery of kindergarten programs in kindergarten services.
Kindergarten in Long Day Care	As per Government, but for delivery of kindergarten programs in LDC.
Other	NA

2012 program count	
Number of programs delivered where at least one teacher was 4 year degree qualified (or equivalent)	2,030
Total number of kindergarten programs reported	2,217
Proportion of programs meeting NP requirements (%)	92%

### 2.7.3 Coverage

Coverage (Disaggregation of the numerator)			
Non-Government			Government
Total non-government	Kindergarten services (Community & Private)	Kindergarten in long day care services (Community & Private)	
1,827	778	1,049	63

### 2.7.4 Further coverage discussion

As per 2.1.4
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### 2.7.5 Data Source

#### 2.1.5.1 Numerator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC) 2012</i>
<b>Collection Description</b>	As described in 1.1.6.1
<b>Population Description</b> (of reported PI)	<p>The number of workers delivering preschool programs, during the reference period, to children aged 4 and 5 years old as at 1 July of the collection year, who are three year university trained (or equivalent) and early childhood qualified.</p> <p>See note under further coverage discussion above in 2.1.4.</p>



#### 2.1.5.2 Denominator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC) 2012</i>
<b>Collection Description</b>	As described in 1.1.6.1
<b>Population Description</b> (of reported PI)	The total number of workers delivering preschool programs, to children aged 4 and 5 years old (i.e. irrespective of worker qualifications). See note under further coverage discussion above in 2.1.4.

## 2.8 Timeliness and reference period of collection

### 2.8.1 Collection date

As per 1.2.1.

### 2.8.2 Reporting date

As per 1.2.2.

### 2.8.3 Reference date

All services were asked to report on staff working during the week beginning 30 July 2012.

### 2.8.4 Frequency

As per 1.2.4.

## 2.9 Data issues and limitations

The figures prior to 2010 were not previously calculated and therefore are not available.  
See notes under further coverage discussion (2.1.4) and section 2.3.

## 2.10 Data quality assessment

Refer to Attachment A.

## 2.11 Data Developments

### 2.11.1 Data Developments in 2012

As per 1.5.1

### 2.11.2 Data Developments beyond 2012

As per 1.5.2

## 2.12 Comments and other discussions

As per 2.6

### 3. Hours per week of attendance (where possible to measure) at a preschool program

3.1 The proportion of children enrolled in a preschool program that is available for at least 15 hours a week

#### 3.1 Data & Definitions

##### 3.1.1 Data

	Baseline	2009 - 4 year olds	2010 - 4 year olds	2010 - 4 & 5 year olds	2011 - 4 & 5 year olds	2012 - 4 & 5 year olds
Numerator	Not available	6,910	13,029	15,543	39,694	46,387
Denominator	16,199	18,313	23,556	27,552	60,896	65,278
Proportion (%)	Not available	38%	55%	56%	65%	71%

##### 3.1.2 Definitions

Government	The proportion of children <b>enrolled</b> in a pre-Prep or special education program (as per 1.1.2) for at least 15 hours per week.
Non-Government	The proportion of children <b>enrolled</b> in a kindergarten program (as per 1.1.2) for at least 15 hours per week.
Kindergarten in Long Day Care	The proportion of children <b>enrolled</b> in a kindergarten program in a long day care service (as per 1.1.2) for at least 15 hours per week.
Other	N/A



### 3.1.3 Further definitional discussion

For the 2012 annual report the definition of this indicator was based on a different counting methodology:

1. Prior to 2012, the numerator was based on the availability of the program to be run for 15hrs per week. For the 2012 report this was counted at the unique child level i.e. the child being enrolled for 15hrs per week.
2. The denominator in 2010 was the number of children enrolled, Since 2011, as per the change in national reporting requirements, it is the Estimated Resident Population(ERP) of 4 year olds in Queensland.

### 3.1.4 Coverage

Coverage (Disaggregation of the numerator)				
	Non-Government			Government
	Total non-government	Kindergarten services (Community & Private)	Kindergarten in long day care services (Community & Private)	
4 and 5 year olds	45,185	18,424	26,761	2,362

\* In Table 1.7.5, children can be counted more than once if they are enrolled in multiple programs. For example, if a child is enrolled in a kindergarten service and a long day care kindergarten program, they will be included against the Kindergarten services count and again in the Kindergarten in Long Day Care count. The numbers presented here will therefore aggregate to a higher number than the unique count, which is presented in the headline indicator.

### 3.1.5 Further coverage discussion

As per 1.1.5

### 3.1.6 Data Source

#### 3.1.6.1 Numerator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC) 2012</i>
<b>Collection Description</b>	As described in 1.1.6.1
<b>Population Description</b> (of reported PI)	As described in 1.1.6.1 – enrolled children where the average hours per week of enrolment in the program is in accordance with the definitions at 3.1.3.

#### 3.1.6.2 Denominator

<b>Collection Name</b>	ABS 2012 Estimated Residential Population (ERP) of 4 year olds in Queensland (ABS Cat. No. 3101.0).
<b>Collection Description</b>	As described in 1.1.6.2
<b>Population Description</b> (of reported PI)	Estimated resident population of 4 year old children in Queensland as at June 30 2012.

## 3.2 Timeliness and reference period of collection

### 3.2.1 Collection date

As per 1.2.1.

### 3.2.2 Reporting date

As per 1.2.2.

### 3.2.3 Reference date

As per 1.2.3.

### 3.2.4 Frequency

As per 1.2.4.

## 3.3 Data issues and limitations

Prior to 2012, the definition of this indicator was based on a different counting methodology i.e. it was based on the availability of the program to be run for 15hrs per week. For the 2012 report this was counted at the unique child level i.e. the child being enrolled for 15hrs per week.

Time series for hours of attendance are not comparable across years due to changes in the collection methodology as identified above, as well as reporting differences for children's combined ages and change in teacher qualifications to include 3 year trained teachers.

Hours were derived to a 'weekly' equivalent, for community kindergarten services where they were collected under a fortnight reference period to accommodate service delivery. For aggregate reported data, the hours were based on a reported average hours of enrolment for the respective age group.

The collection of a more complete URL collection will improve the accuracy of the reporting of this data item, as more data will be available at the child level rather than an average of all children in both age groups

## 3.4 Data quality assessment

Refer to Attachment A.

## 3.5 Data Developments

### 3.5.1 Data Developments in 2011

As per 1.5.1

### 3.5.2 Data Developments beyond 2011

As per 1.5.2

## 3.6 Comments and other discussions

As reported in previous years, the Queensland Government commenced gradual implementation of a new kindergarten funding scheme in 2010 to support universal access to kindergarten programs in a variety of early childhood education and care settings across the state.

A minimum of 15 hours per week program duration is provided in all kindergarten programs integrated in long day care services that are approved as kindergarten program providers from 2010. Existing kindergarten services were supported to increase to 15 hours program duration by 2012 as they transition to new funding arrangements from 2011.



## 3.2 The average number of hours per week of attendance at a preschool Program

### 3.7 Data & Definitions

#### 3.7.1 Data

	Baseline	2009 - 4 year olds	2010 - 4 year olds	2010 - 4 & 5 year olds	2011 - 4 & 5 year olds	2012 - 4 & 5 year olds
Numerator	N/A	181,931	399,900	477,035	743,263	862,681
Denominator	N/A	13,243	23,556	26,422	36,391	48,740
Average Hours per week	12.8 hours per week	13.7 hours per week	17.0 hours per week	18.1 hours per week	20.4 hours per week	17.7 hours per week

#### 3.7.2 Definitions

Government	The proportion of children <b>attending</b> in a pre-Prep or special education program (as per 1.1.2) for at least 15 hours per week.
Non-Government	The proportion of children <b>attending</b> in a kindergarten program (as per 1.1.2) for at least 15 hours per week.
Kindergarten in Long Day Care	The proportion of children <b>attending</b> in a kindergarten program in a long day care service (as per 1.1.2) for at least 15 hours per week.
Other	N/A

#### 3.7.3 Further definitional discussion

As per 3.1.3

### 3.7.4 Coverage

Coverage (Disaggregation of the numerator)				
	Non-Government			Government
	Total non-government	Kindergarten services (Community & Private)	Kindergarten in long day care services (Community & Private)	
4 & 5 year olds	827,800	271,949	555,851	34,881

### 3.7.5 Further coverage discussion

As per 3.1.5

### 3.7.6 Data Source

#### 3.7.6.1 Numerator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC) 2012</i>
<b>Collection Description</b>	As described in 1.1.6.1
<b>Population Description</b>	Total hours of attendance of 4 and 5 year old, children (as at 1 July 2012) reported to be attending a preschool program with a 3 or more year degree qualified (or equivalent) teacher including those with an early childhood qualification delivering a kindergarten program in the census reference period.

#### 3.7.6.2 Denominator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC) 2012</i>
<b>Collection Description</b>	As described in 1.1.6.1
<b>Population Description</b> (of reported PI)	Children enrolled in a kindergarten program in 2011 (Refer to 1.1.4)

## 3.8 Timeliness and reference period of collection

### 3.8.1 Collection date

As described 1.2.1 for the ECECSC.

### 3.8.2 Reporting date

As per 1.2.2.

### 3.8.3 Reference date

As per 1.2.3.

### 3.8.4 Frequency

As per 1.2.4.

## 3.9 Data issues and limitations

As per 3.3

## 3.10 Data quality assessment

Refer to Attachment A.

## 3.11 Data Developments

### 3.11.1 Data Developments in 2012

As per 1.5.1.

### 3.11.2 Data Developments beyond 2012

As per 1.5.1.

## 3.12 Comments and other discussions



## 4. Distribution of children who attend a preschool program by weekly cost per child (after subsidies) as defined by jurisdictions

4.1 The distribution of children who are enrolled in a preschool program by weekly cost per child (after subsidies)

### 4.1 Data & Definitions

#### 4.1.1 Data

Proportion (%)	\$0 to \$19 per week	\$20 to \$39 per week	\$40 to \$59 per week	Over \$60 per week
Baseline	11%	51%	37%	1%
2009	4%	8%	81%	7%
2010	8%	11%	49%	32%
2011	13%	8%	13%	66%
2012	20%	16%	8%	56%

#### 4.1.2 Data (EXCLUDING LONG DAY CARE)

Proportion 2012 (%)	\$0 to \$19 per week	\$20 to \$39 per week	\$40 to \$59 per week	Over \$60 per week
Numerator	4,524	748	450	15,456
Denominator	21,178			

#### 4.1.3 2011 Fees Data by Sector

Sector 2012 (%)		\$0 to \$19 per week	\$20 to \$39 per week	\$40 to \$59 per week	Over \$60 per week
Government		72%	8%	5%	16%
Non-Government	Kindergarten Services (Community & Private)	15%	3%	2%	80%
	Kindergarten in Long Day Care Services (Community & Private)	19%	24%	13%	44%

#### 4.1.4 Definitions

Government	As per 1.1.2 – pre-Prep in state schools and Special Education Programs are provided at no cost to parents.
Non-Government	As per 1.1.2 – For data that has been collected under a URL methodology, fees for kindergarten services are based on the actual fee charged to the child, less any known subsidies. For data that has been collected under an aggregate methodology, fees for kindergarten services are based on a reported average fee (less any known subsidies) per child for the respective age group.
Kindergarten in Long Day Care	For data that has been collected under a URL methodology, fees for kindergarten programs are based on the actual fee charged to the child, less any known subsidies. For data that has been collected under an aggregate methodology, fees for kindergarten services are based on a reported average fee (less any known subsidies) per child for the respective age group
Other	N/A

#### 4.1.5 Further definitional discussion

All service types were required to report the fees under a one week reference period (including community kindergartens). For aggregate reported data, the fees are based on a reported average fee per child for the respective age group. Where fees have been reported on a daily basis, these have been converted a weekly equivalent based on the number of days of enrolment of the child.

The vast majority of families accessing kindergarten programs in long day care services are eligible for Australian Government subsidies that significantly reduce parent's out-of-pocket expenses. Child Care Rebate (CCR) and Child Care Benefit (CCB) provide a reduction in fees for many parents who meet the work, study or training eligibility requirements. Both CCR and CCB are able to be paid by the Australian Government directly to the parents therefore rendering the service unable to determine the real cost of the kindergarten program.

Services were explicitly requested to include any 'fee relief' such as CCB or CCR payments, where known, in their reported data. Some services were unaware of actual fee relief payments made to families and were therefore unable to provide accurate data. It is therefore likely that the proportions of families in the higher fee brackets are over-statements.

#### 4.1.6 Data Source

##### 4.1.6.1 Numerator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC) 2012</i>
<b>Collection Description</b>	As described in 1.1.6.1 (missing data removed)
<b>Population Description</b> (of reported PI)	<p>The standard fee most commonly paid for the kindergarten program, excluding additional services charges and discounts or fee relief.</p> <p>Fees are those payable for 4 &amp; 5 year old children (as at 1 July 2012) reported to be attending an early childhood education program with a 3 or more years degree qualified (or equivalent) teacher including those with an early childhood qualification delivering a kindergarten program in the census reference period, grouped by weekly cost.</p>

##### 4.1.6.2 Denominator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC) 2012</i>
<b>Collection Description</b>	As described in 1.1.6.1 (missing data removed)
<b>Population Description</b> (of reported PI)	Total number of children enrolled in a preschool program by weekly cost. See also data in 1.1.1 – total enrolment.



## 4.2 Timeliness and reference period of collection

### 4.2.1 Collection date

As per 1.2.1.

### 4.2.2 Reporting date

As per 1.2.2.

### 4.2.3 Reference date

As per 1.2.3.

### 4.2.4 Frequency

As per 1.2.4.

## 4.3 Data issues and limitations

The most appropriate performance indicator to assess any possible barrier to access that costs might present is parental out of pocket expenses with all subsidies removed, as proposed by this indicator.

In 2012 the Queensland Government ECECSC collected data from services on estimated hourly out of pocket fees. In previous years, data had been collected at either a weekly or daily figure and then disaggregated to estimate an hourly cost. The Queensland Government's ECEC Services Census only collects data from services, not parents.

The 2012 data reflects the standard weekly fee most commonly charged, excluding additional service charges, discounts and fee relief by services for four and five year old children attending a program.

Time series for fees data are not comparable across years due to changes in the collection methodology as identified above, as well as reporting differences for children's combined ages and change in teacher qualifications to include 3 year trained teachers.

In addition to the concerns described in 4.1.5, the quality of the reporting of this data item is unable to be determined, particularly within the long day care sector. The collection question required services to only include the fees for preschool attendance/enrolment, as separate from a 'care' component, however it is not possible to determine if this is what was accurately reported.

## 4.4 Data quality assessment

As per Attachment A.

## 4.5 Data Developments

### 4.5.1 Data Developments in 2012

As per 1.5.1.

From 2011, the Queensland Government introduced a subsidy for low income families attending kindergarten services as well as extra funding for all services in low socio-economic areas in an effort to decrease out-of-pocket fees for low income families. In light of this, together with the collection of URL data for children, the decreased proportion of families falling within the over \$60 per week category for fees was expected.

Similar subsidies are already available in Queensland Government funded long day care services.

### 4.5.2 Data Developments beyond 2012

As per 1.5.2.

## 4.6 Comments and other discussions

## 5. The proportion of disadvantaged children enrolled in (and attending, where possible to measure) a preschool program

### 5.1 The proportion of disadvantaged children who are enrolled in a preschool program

#### 5.1 Data & Definitions

##### 5.1.1 Data

	Baseline	2009 - 4 year olds	2010 - 4 year olds	2010 - 4 & 5 year olds	2011 - 4 & 5 year olds	2012 - 4 & 5 year olds
Numerator	2 731	3 701	2,726*	3,083*	5,249	7,699
Denominator (4 year old children in disadvantaged areas in Queensland)	7,146	7,146	7,146	7,146	7,645	10,783
Proportion (%) of children in disadvantaged areas	38%	52%	38%*	43%*	69%	71%
Denominator (total enrolments)	16,199	18,313	23,566	27,552	41,322	50,029
Proportion (%) of all children enrolled	17%	20%	12%*	11%*	13%	15%

\* 2010 figures are not comparable with previously reported figures and are likely to understate the values for these performance indicators.



### 5.1.2 Definitions

Government	As per 1.1.2 – all children enrolled in pre-Prep in state schools are included in the numerator above. For the special education programs, the location of the service was used to determine whether a child resided in a disadvantaged area.
Non-Government	As per 1.1.2 – where child level information is available and complete, the child's place of residence is used to determine if a child resides in a disadvantaged area. Where only aggregate data was collected, the location of the service was used as a proxy for determining if the child resides in a disadvantaged area,. SEIFA – Index of Relative Socio-Economic Disadvantage (IRSED), quintile 1, is used to determine the areas of disadvantage.
Kindergarten in Long Day Care	As per 1.1.2 – where child level information is available and complete, the child's place of residence is used to determine if a child resides in a disadvantaged area. Where only aggregate data was collected, the location of the service was used as a proxy for determining if the child resides in a disadvantaged area,. SEIFA – Index of Relative Socio-Economic Disadvantage (IRSED), quintile 1, is used to determine the areas of disadvantage.
Other	N/A

### 5.1.3 Further definitional discussion

It is acknowledged nationally that the calculation methodology for enrolments of disadvantaged children may not provide an accurate measure for reporting. Moreover, the calculation methodology used has differed considerably over reporting periods for the Queensland Annual Reports. Therefore, time series data are not comparable across years. For example:

- The baseline data were based only on enrolments in kindergarten services and pre-Prep in schools, and used Statistical Local Area of service location and the SEIFA Index of Relative Socio-economic Disadvantage.
- In 2009 data a different measure of disadvantage (IRSAD) was used (based on postcode where child address was known, and service collection district for aggregate counts).
- In 2010, no child address information was available so service location was used in all instances to determine the disadvantage status of enrolments.

Duplicates of children attending more than one program have also been removed, where identifiable, ie: where URL data was collected.

### 5.1.4 Coverage

Coverage (Disaggregation of the numerator)				
	Non-Government			Government
	Total non-government	Kindergarten services (Community & Private)	Kindergarten in long day care services (Community & Private)	
4 & 5 year olds	6,610	2,718	3,892	1,274

### Further coverage discussion

### 5.1.5 Data Source

#### 5.1.6.1 Numerator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC) 2012</i>
Collection Description	As described in 1.1.6.1
<b>Population Description</b> (of reported PI)	<p>Four and five year old children (as at 1 July 2012) reported to be enrolled in an early childhood education program with a 3 or more year degree qualified (or equivalent) teacher including those with an early childhood qualification delivering a kindergarten program in the census reference period and where the child's place of residence is located in a disadvantaged area (SEIFA - Index of Relative Socio-economic Disadvantage (IRSED) Decile 1 &amp; 2): based on the Statistical Local Area 1 (SA1) of the location.</p> <p>The location of the service was used as a proxy for the location of the child where only aggregate data was collected.</p>

#### 5.1.6.2 Denominator

<b>Collection Name:</b>	Sourced from unpublished data, Australian Bureau of Statistics.
<b>Collection Description:</b>	ERP by SEIFA for 2012 is built through apportioning the 2006 SEIFA deciles by SLA on 2012 ERP. The 2012 ERP is not official ABS statistics and is provided as indicative data only.
<b>Population Description</b> (of reported PI)	The estimated residential population of 4yr old children who reside in disadvantaged areas in Queensland (based on 2006 SEIFA).

## 5.2 Timeliness and reference period of collection

### 5.2.1 Collection date

As per 1.2.1.
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### 5.2.2 Reporting date

As per 1.2.2.
---------------

### 5.2.3 Reference date

As per 1.2.3.
---------------

#### 5.2.4 Frequency

As per 1.2.4.

### 5.3 Data issues and limitations

Time series data are not comparable across years due to reporting differences for children's combined ages and also for the change in teacher qualifications to include 3 year trained teachers (previously reported as delivery of an early childhood education program which strictly included only 4 year and above trained teachers).

The reporting of full address information at the unique child level within the URL dataset was not complete, and as such some of the SEIFA areas have been classified against the centroid of the suburb (where general suburb location information but not street address was provided) or location of the service for complete non-response to this component of child address.

Caution should also be used when comparing 2012 data to previous years. It should also be noted that the 2012 ERP by SEIFA for 2012 is built through apportioning the 2006 SEIFA deciles on 2012 ERP at the SLA level, since the Census Collection Districts for 2012 (building block for SEIFA) do not exist following the change in geography standards (ASGC to ASGS). ERP methodology for 2012 therefore differs from previous years calculations. The ABS have advised the 2012 ERP is not official ABS statistics and is provided as indicative data only.

### 5.4 Data quality assessment

As per Attachment A.

### 5.5 Data Developments

#### 5.5.1 Data Developments in 2012

As per 1.5.1.

#### 5.5.2 Data Developments beyond 2012

As per 1.5.2.

### 5.6 Comments and other discussions

It is acknowledged nationally that the calculation methodology for enrolments of disadvantaged children may not provide an accurate measure for reporting. Moreover, when child residential address is not available, the use of service location as a proxy to allocate enrolments to a geographic area to determine a Socio-Economic Indexes for Areas (SIEFA) score is also imprecise.

The selection of the unit of geography to allocate the enrolments to and then apply a suitable SEIFA index value can have a significant effect on the final results. Due to these issues, combined with the methodological limitations highlighted above, data are not comparable across years.

The 2012 ECEC Service Census collected the residential address of children in funded early childhood education



services. This allows the statistical area for these children to be determined and a SEIFA value accurately allocated to each child. For kindergarten services not funded under the Queensland Kindergarten Funding Scheme, enrolments still default to the service location.

Queensland is continuing to move towards national consistency through improved URL coverage. The number of services taking up their funding entitlement to deliver a kindergarten program (URL data) has increased considerably and is expected to continue as Queensland progresses towards universal access. This means the number of children unable to be accurately allocated the correct statistical area is continually decreasing.

## 5.2 The proportion of disadvantaged children who are attending a preschool program

### 5.7 Data & Definitions

#### 5.7.1 Data

	Baseline	2009 - 4 year olds	2010 - 4 year olds	2010 - 4 & 5 year olds	2011 - 4 & 5 year olds	2012 - 4 & 5 year olds
Numerator	n.a	n.a	2,617	2,964	4,506	7,389
Denominator (4 year old children in disadvantaged areas in Queensland)	n.a	n.a	7,146	7,146	7,645	10,783
Proportion (%) of children in disadvantaged areas	n.a	n.a	37%	41%	59%	69%
Denominator (total attendance)	n.a	n.a	22,591	26,422	36,391	48,740
Proportion (%) of all children attending	n.a	n.a	12%	11%	12%	15%

### 5.7.2 Definitions

Government	As per 1.1.2 – all children attending a pre-Prep in state schools are included in the numerator above. For the special education programs, the location of the service was used to determine whether a child resided in a disadvantaged area.
Non-Government	As per 1.1.2 – where child level information is available and complete, the child's place of residence is used to determine if a child resides in a disadvantaged area. Where only aggregate data was collected, the location of the service was used as a proxy for determining if the child resides in a disadvantaged area,. SEIFA – Index of Relative Socio-Economic Disadvantage (IRSED), quintile 1, is used to determine the areas of disadvantage.
Kindergarten in Long Day Care	As per 1.1.2 – where child level information is available and complete, the child's place of residence is used to determine if a child resides in a disadvantaged area. Where only aggregate data was collected, the location of the service was used as a proxy for determining if the child resides in a disadvantaged area,. SEIFA – Index of Relative Socio-Economic Disadvantage (IRSED), quintile 1, is used to determine the areas of disadvantage.
Other	N/A

### 5.7.3 Further definitional discussion

As per 5.1.3

### 5.7.4 Coverage

Coverage (Disaggregation of the numerator)				
	Non-Government			Government
	Total non-government	Kindergarten services (Community & Private)	Kindergarten in long day care services (Community & Private)	
4 & 5 year olds	6,378	2,621	3,757	1,184

### 5.7.5 Further coverage discussion

## 5.7.6 Data Source

### 5.7.6.1 Numerator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC) 2012</i>
<b>Collection Description</b>	As described in 1.1.6.1
<b>Population Description</b> (of reported PI)	<p>Four and five year old children (as at 1 July 2012) reported to be enrolled in an early childhood education program with a 3 or more year degree qualified (or equivalent) teacher including those with an early childhood qualification delivering a kindergarten program in the census reference period and where the child's place of residence is located in a disadvantaged area (SEIFA - Index of Relative Socio-economic Disadvantage (IRSED) Decile 1 &amp; 2): based on the Statistical Local Area 1 (SA1) of the location.</p> <p>The location of the service was used as a proxy for the location of the child where only aggregate data was collected.</p>

### 5.7.6.2 Denominator

<b>Collection Name:</b>	Not yet available.
<b>Collection Description:</b>	Not yet available.
<b>Population Description</b>	The estimated residential population of 4yr old children who reside in disadvantaged areas in Queensland.

## 5.8 Timeliness and reference period of collection

### 5.8.1 Collection date

As per 1.2.1.

### 5.8.2 Reporting date

As per 1.2.2.

### 5.8.3 Reference date

As per 1.2.3.

### 5.8.4 Frequency

As per 1.2.4.



## 5.9 Data issues and limitations

As per 5.3

## 5.10 Data quality assessment

Refer to Attachment A.

## 5.11 Data Developments

### 5.11.1 Data Developments in 2012

As per 1.5.1.

### 5.11.2 Data Developments beyond 2012

As per 1.5.2.

## 5.12 Comments and other discussions

As per 5.6.

## 6. The proportion of Indigenous children (by geographic location as identified by the Australian Standard Geographic Classification (ASGC))), who are enrolled in (and attending, where possible to measure) a preschool program.

The proportion of Indigenous children (by geographic location) who are enrolled in a preschool program

### 6.1 Data & Definitions

#### 6.1.1 Data

	Baseline	2009 - 4 year olds	2010 - 4 year olds	2010 - 4 & 5 year olds	2011 - 4 & 5 year olds	2012 - 4 & 5 year olds
Numerator	946	1,079	1,135	1,259	1,825	2,140
Denominator (total 4 year old Indigenous children in Queensland)						
<i>Based on 2006 census</i>	3,262	3,262	3,262	3,262	3,262	3,262
<i>Based on ABS Experimental Estimates</i>	3,715	3,952	3,883	3,883	4,028	4,136
Proportion (%) of Indigenous children						
<i>Based on 2006 census</i>	29%	33%	35%	39%	56%	66%
<i>Based on ABS Experimental Estimates</i>	25%	27%	29%	32%	45%	52%

	Baseline	2009 - 4 year olds	2010 - 4 year olds	2010 - 4 & 5 year olds	2011 - 4 & 5 year olds	2012 - 4 & 5 year olds
Denominator (total enrolments)	16,199	18,313	23,556	27,552	41,322	50,029
Proportion (%) of all children enrolled	6%	6%	5%	5%	4%	4%

## 6.2

### 6.2.1 Definitions

Government	As per 1.1.2 – all children who identify or are identified by a parent or guardian as being of Aboriginal and/or Torres Strait Islander origin, as reported by schools (for the pre-Prep in schools program) or services (for the special education programs). For the special education programs, the location of the service was used to determine remoteness.
Non-Government	As per 1.1.2 – all children who identify or are identified by a parent or guardian as being of Aboriginal and/or Torres Strait Islander origin, as reported by services. Where only aggregate data was collected, the location of the service was used as a proxy for determining remoteness.
Kindergarten in Long Day Care	As per 1.1.2. – all children who identify or are identified by a parent or guardian as being of Aboriginal and/or Torres Strait Islander origin, as reported by services. Where only aggregate data was collected, the location of the service was used as a proxy for determining remoteness.
Other	N/A

### 6.2.2 Further definitional discussion

As per 1.1.3.

The calculation methodology for determining remoteness has differed considerably over reporting periods for the Queensland Annual Reports. Therefore, time series data are not comparable across years. For example, in 2010, no child address information was available so service location was used in all instances to determine the disadvantage status of enrolments.

In 2011 and 2012 ECEC Service Census collected the residential address of children in funded early childhood education services. This allows the statistical area for these children to be determined and a remoteness value accurately allocated to each child. For kindergarten services not funded under the Queensland Kindergarten Funding Scheme,



enrolments and therefore remoteness values still default to the service location.

Duplicates of children enrolled in more than one program have also been removed, where identifiable, ie: where URL data was collected.

### 6.2.3 Coverage

Coverage (Disaggregation of the numerator)				
	Non-Government			Government
	Total non-government	Kindergarten services (Community & Private)	Kindergarten in long day care services (Community & Private)	
Major Cities of Australia	540	308	232	2
Inner Regional Australia	354	221	133	2
Outer Regional Australia	509	321	188	95
Remote Australia	134	124	10	88
Very Remote Australia	54	50	4	407
4 & 5 year olds	1591	1024	567	594

### 6.2.4 Further coverage discussion

In 2011 and 2012, the reporting of full address information at the unique child level within the URL dataset was not complete, and as such some of the remoteness values have been classified against the centroid of the suburb (where general suburb location information but not street address was provided) or location of the service for complete non-response to this component of child address.

## 6.2.5 Data Source

### 6.1.6.1 Numerator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC) 2012</i>
<b>Collection Description</b>	As described in 1.1.6.1
<b>Population Description</b> (of reported PI)	4 and 5 year old, Indigenous children (as at 1 July 2012) reported to be enrolled in an early childhood education program at a service or school with a 3 or more year degree qualified (or equivalent) teacher including those with an early childhood qualification delivering a kindergarten program in the census reference period.

### 6.1.6.2 Denominator

<b>Collection Name:</b>	Experimental Estimates and Projections Aboriginal and Torres Strait Islander Australians (ABS Cat. No. 3238.0 – 1991-2027)
<b>Collection Description:</b>	ABS Experimental Estimates and Projections Aboriginal and Torres Strait Islander Australians
<b>Population Description</b> (of reported PI)	Projected Total Indigenous 4 year olds resident in Queensland, as at 30 June 2012.

## 6.3 Timeliness and reference period of collection

### 6.3.1 Collection date

As per 1.2.1.
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### 6.3.2 Reporting date

As per 1.2.2.
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### 6.3.3 Reference date

As per 1.2.3.
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### 6.3.4 Frequency

As per 1.2.4.
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## 6.4 Data issues and limitations

As per 1.1.3.
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The calculation methodology for determining remoteness has differed considerably over reporting periods for the Queensland Annual Reports. Therefore, time series data are not comparable across years. For example, in 2010, no child address information was available so service location was used in all instances to determine the disadvantage status of enrolments.

In 2011 and 2012 ECEC Service Census collected the residential address of children in funded early childhood education services. This allows the statistical area for these children to be determined and a remoteness value accurately allocated to each child. For kindergarten services not funded under the Queensland Kindergarten Funding Scheme, enrolments and therefore remoteness values still default to the service location.

Duplicates of children attending more than one program have also been removed, where identifiable, ie: where URL data was collected.

## 6.5 Data quality assessment

Please refer to Attachment A.

## 6.6 Data Developments

### 6.6.1 Data Developments in 2012

As per 1.5.1.

### 6.6.2 Data Developments beyond 2012

As per 1.5.2.

## 6.7 Comments and other discussions

As per 1.5.3.



## The proportion of Indigenous children (by geographic location) who are attending a preschool program

### 6.8 Data & Definitions

#### 6.8.1 Data

	Baseline	2009 - 4 year olds	2010 - 4 year olds	2010 - 4 & 5 year olds	2011 - 4 & 5 year olds	2012 - 4 & 5 year olds
Numerator	n.a.	n.a.	1,049	1,162	1,606	1,949
Denominator (total 4 year old Indigenous children in Queensland)						
<i>Based on 2006 census</i>	n.a.	n.a.	3,262	3,262	3,262	3,262
<i>Based on ABS Experimental Estimates</i>	n.a.	n.a.	3,883	3,883	4,028	4,136
Proportion (%) of Indigenous children						
<i>Based on 2006 census</i>	n.a.	n.a.	32%	36%	49%	60%
<i>Based on ABS Experimental Estimates</i>	n.a.	n.a.	27%	30%	40%	47%

	Baseline	2009 - 4 year olds	2010 - 4 year olds	2010 - 4 & 5 year olds	2011 - 4 & 5 year olds	2012 - 4 & 5 year olds
Denominator (total attendance)	n.a.	n.a.	22,591	27,552	36,391	48,740

Proportion (%) of all children attending	n.a.	n.a.	5%	4%	4%	4%
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### 6.8.2 Definitions

Government	As per 1.1.2 – all children who identify or are identified by a parent or guardian as being of Aboriginal and/or Torres Strait Islander origin, as reported by schools (for the pre-Prep in schools program) or services (for the special education programs). For the special education programs, the location of the service was used to determine remoteness.
Non-Government	As per 1.1.2 – all children who identify or are identified by a parent or guardian as being of Aboriginal and/or Torres Strait Islander origin, as reported by services. Where only aggregate data was collected, the location of the service was used as a proxy for determining remoteness.
Kindergarten in Long Day Care	As per 1.1.2. – all children who identify or are identified by a parent or guardian as being of Aboriginal and/or Torres Strait Islander origin, as reported by services. Where only aggregate data was collected, the location of the service was used as a proxy for determining remoteness.
Other	N/A

### 6.8.3 Further definitional discussion

As per 1.1.3.

The calculation methodology for determining remoteness has differed considerably over reporting periods for the Queensland Annual Reports. Therefore, time series data are not comparable across years. For example, in 2010, no child address information was available so service location was used in all instances to determine the disadvantage status of enrolments.

In 2011 and 2012 ECEC Service Census collected the residential address of children in funded early childhood education services. This allows the statistical area for these children to be determined and a remoteness value accurately allocated to each child. For kindergarten services not funded under the Queensland Kindergarten Funding Scheme, enrolments and therefore remoteness values still default to the service location.

Duplicates of children enrolled in more than one program have also been removed, where identifiable, ie: where URL data was collected.

#### 6.8.4 Coverage

Coverage (Disaggregation of the numerator)				
	Non-Government			Government
	Total non-government	Kindergarten services (Community & Private)	Kindergarten in long day care services (Community & Private)	
Major Cities of Australia	506	184	322	2
Inner Regional Australia	337	204	133	2
Outer Regional Australia	470	254	216	75
Remote Australia	128	122	6	61
Very Remote Australia	50	48	2	354
4 & 5 year olds	1491	812	679	494

#### 6.8.5 Further coverage discussion

In 2011 and 2012, the reporting of full address information at the unique child level within the URL dataset was not complete, and as such some of the remoteness values have been classified against the centroid of the suburb (where general suburb location information but not street address was provided) or location of the service for complete non-response to this component of child address.

#### 6.8.6 Data Source

##### 6.7.6.1 Numerator

<b>Collection Name</b>	<i>Early Childhood Education and Care Services Census (ECECSC) 2012</i>
<b>Collection Description</b>	As described in 1.1.6.1
<b>Population Description</b> (of reported PI)	4 and 5 year old, Indigenous children (as at 1 July 2012) reported to be attending an early childhood education program at a service or school with a 3 or more year degree qualified (or equivalent) teacher including those with an early childhood qualification delivering a kindergarten program in the census reference period..

#### 6.7.6.2 Denominator

<b>Collection Name:</b>	Experimental Estimates and Projections Aboriginal and Torres Strait Islander Australians (ABS Cat. No. 3238.0 – 1991-2027)
<b>Collection Description:</b>	ABS Experimental Estimates and Projections Aboriginal and Torres Strait Islander Australians
<b>Population Description</b> (of reported PI)	Projected Total Indigenous 4 year olds resident in Queensland, as at 30 June 2012.

## 6.9 Timeliness and reference period of collection

### 6.9.1 Collection date

As per 1.2.1.

### 6.9.2 Reporting date

As per 1.2.2.

### 6.9.3 Reference date

As per 1.2.3.

### 6.9.4 Frequency

As per 1.2.4.

## 6.10 Data issues and limitations

As per 6.3.

## 6.11 Data quality assessment

Please refer to Attachment A.

## 6.12 Data Developments

### 6.12.1 Data Developments in 2011

As per 1.5.1.



#### 6.12.2 Data Developments beyond 2011

As per 1.5.2.

### 6.13 Comments and other discussions

As per 1.5.3.

## Attachment A– Data Quality Assessment of DET Collections

*Collection Description:* 2012 ECEC Services Census – conducted annually (minimum 6 month delay before publication)

*For a more comprehensive coverage of the Data Quality Assessment associated with the ECEC Services Census, see the detail in the Queensland section of the ABS – NATIONAL ECEC COLLECTION: CONCEPTS, SOURCES AND METHODS publication:*

<http://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/4240.0.55.0012011?OpenDocument>

Institutional environment	<p>The Census collected data in relation to all services licensed under the the Child Care Act 2002 (Queensland) and the Education and Care Services National Law 2011 (Queensland), including Bound for Success pre-Prep programs.</p> <p>For government funded preschool programs delivered in non-government managed services and Long Day Care (LDC) centres with a signed service agreement with Queensland DET, it was a contractual requirement to participate in the ECECSC.</p> <p>Data were also collected from unfunded services, however participation in the ECECSC was voluntary for these providers.</p>
Relevance	<p>Data is collected in accordance with classifications used in the ECEC NMDS.</p> <p>The 2012 ECECSC was undertaken in the week commencing 30 July 2012.</p> <p>For all service providers excluding community preschools, the reference period was 30 July to 5 August 2012. For community preschools, the reference period was 23 July to 5 August 2011.</p> <p>This reference fortnight was adopted for these service providers to reflect their preschool delivery model. This reference fortnight was then derived by Queensland to a one week reference period to enable comparison with other service providers across Queensland and other jurisdictions for the National ECEC Collection.</p>
Accuracy	<p>For the 2012 ECECSC, data were collected from service providers via an online survey tool.</p> <p>A limited number of services supplied information through paper-based forms that were equivalent to the on-line census.</p> <p>As part of the internal validation process for 2012, Queensland DETE included 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. During the data validation process, where information was not supplied, data were substituted from other parts of the service's data supply. Only in certain circumstances were service providers contacted to collect missing information.</p> <p>An Imputation process was undertaken by Queensland DETE for non-responses by unfunded services in 2012, incorporating historical and donor methodology. No adjustment for any known or predicted undercount was undertaken.</p>
Coherence	<p>For the purposes of the National ECEC Collection, data collected through the 2012 ECECSC were not directly comparable with 2011 data as the proportions of URL data and Aggregate data were not consistent between years. The number of services taking up their funding entitlement to deliver a kindergarten program (URL data) has increased considerably and is expected to continue as Queensland progresses towards universal access. This means the number of unfunded services (Aggregate data) is continually decreasing and therefore no further legislation change to collect URL data from unfunded services has been pursued. Consequently, Queensland data are comparable at the child episode level only.</p>
Interpretability	<p>Queensland provided a range of information to assist in the collection and reporting of data, such as</p>

	<p>explanatory notes for providers. The explanatory notes, together with printable copies of ECECSC collection forms, were available from the Queensland DETE website: &lt;<a href="http://deta.Queensland.gov.au/earlychildhood.html">http://deta.Queensland.gov.au/earlychildhood.html</a>&gt;.</p>
Accessibility	<p>Data sourced from the ECECSC for the 2012 National ECEC Collection are published at the state and territory level in Experimental Estimates of Preschool Education, Australia, 2012 (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 Queensland DETE website.</p>

# **Data tables**

**National Partnership Early Childhood Education**

**Bilateral Agreement on Achieving Universal Access to Early Childhood Education**

**Queensland**

**Annual Report**

**2012**

**CONFIDENTIAL**

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Early Childhood Education Program Performance Benchmarks	Baseline	2009 Target	2009 Actual	2010 Target	2010 Actual	2011 Target	2011 Actual	2012 Target	2012 Actual	Notes
1.1 The proportion of children who are enrolled in a Preschool Program	29%	30%	32%	36%	40%	65%	68%	86%	77%	Based on revised ERP data provided 21 Feb 2013
1.2 The proportion of children who are attending a Preschool Program			30%		38%		60%		75%	Based on revised ERP data provided 21 Feb 2013
2. The number of teachers delivering Early Childhood Education Programs who are four year university trained and early childhood qualified.	609	630	892	720	809	1120	1082	1,435	1,773	
2.1 The proportion of workers delivering preschool programs who are four year university trained and early childhood qualified										
2.2 The proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified										

Early Childhood Education Program Performance Benchmarks	Baseline	2009 Target	2009 Actual	2010 Target	2010 Actual	2011 Target	2011 Actual	2012 Target	2012 Actual	Notes
3.1 The proportion of children enrolled in a Preschool Program that is available for at least 15 hours a week.	0%	3%	38%	20%	55%	57%	65%	68%	71%	Based on revised ERP data provided 21 Feb 2013
3.2 The average number of hours per week of attendance at a Preschool Program	12.8	12.8	13.7	13.5	17.0	13.5	20.4	14.0	17.7	



Early Childhood Education Program Performance Benchmarks	Baseline	2009 Actual	2010 Actual	2011 Actual	2012 Actual	Notes
4.1 Distribution of children who are enrolled in a preschool program by weekly cost per child (after subsidies)	\$0 to \$19.99 per week - 11%	4%	8%	13%	20%	
	\$20 to \$39.99 per week - 51%	8%	11%	8%	16%	
	\$40 to \$59.99 per week - 37%	81%	49%	13%	8%	
	\$60 and over per week - 1%	7%	32%	66%	56%	

Early Childhood Education Program Performance Benchmarks	Baseline	2009 Target	2009 Actual	2010 Target	2010 Actual	2011 Target	2011 Actual	2012 Target	2012 Actual	Notes
5.1 The proportion of disadvantaged children enrolled in a Preschool Program										
<i>Disadvantaged children enrolled in a kindergarten program as a proportion of all children enrolled</i>	17% <sup>1</sup>	18%	20%	20%	12% <sup>2</sup>	13%	13%	13%	15%	
<i>Proportion of all disadvantaged children enrolled in a kindergarten program</i>	38%	42%	52%	55%	38% <sup>2</sup>	65%	69%	75%	71%	

<sup>1</sup>An incorrect figure was used in determining the baseline in 2008 and once corrected, the baseline for this indicator increased from 16% to 17%.

<sup>2</sup>2010 figures are not comparable with previously reported figures and are likely to underestimate the values for these performance indicators



Early Childhood Education Program Performance Benchmarks	Baseline	2009 Target	2009 Actual	2010 Target	2010 Actual	2011 Target	2011 Actual	2012 Target	2012 Actual	Notes
5.2 The proportion of disadvantaged children attending a Preschool Program										
<i>Disadvantaged children attending a kindergarten program as a proportion of all children attending</i>			18%		12% <sup>2</sup>		12%		15%	
<i>Proportion of all disadvantaged children attending a kindergarten program</i>			44%		37% <sup>2</sup>		59%		69%	

<sup>1</sup> An incorrect figure was used in determining the baseline in 2008 and once corrected, the baseline for this indicator increased from 16% to 17%.

<sup>2</sup> 2010 figures are not comparable with previously reported figures and are likely to underestimate the values for these performance indicators.

<sup>3</sup> The ABS figures for the estimated residential population (ERP) of children who reside in disadvantaged areas in Qld is expected to be available in March 2013.



Early Childhood Education Program Performance Benchmarks	Baseline	2009 Target	2009 Actual	2010 Target	2010 Actual	2011 Target	2011 Actual	2012 Target	2012 Actual	Notes
6.1 The proportion of Indigenous children (by geographic location) who are enrolled in a Preschool Program										
<i>Indigenous children enrolled in a kindergarten program as a proportion of all children enrolled</i>	6%	5%	6%	5%	5%	4%	4%	5%	4%	
<i>Proportion of all Indigenous children enrolled in a kindergarten program. -Based on Indigenous population data from the 2006 Census</i>	29%	29%	33%	33%	35%	47%	56%	78%	66%	
<i>-Based on Indigenous population data from the 2009 Experimental Estimates and Projections for Indigenous 4 year olds in Queensland (ABS Cat. No. 3238.0 - 1991-2027).</i>	25%		27%		29%		45%		52%	



6.2 The proportion of Indigenous children (by geographic location) who are attending a Preschool Program									
<i>Indigenous children attending a kindergarten program as a proportion of all children attending.</i>					5%		4%		4%
<i>Proportion of all Indigenous children attending a kindergarten program. -Based on Indigenous population data from the 2006 Census.</i>					32%		49%		60%
<i>-Based on Indigenous population data from the 2009 Experimental Estimates and Projections for Indigenous 4 year olds in Queensland (ABS Cat. No. 3238.0 - 1991-2027).</i>					27%		40%		47%



# NP ECE DATA EXCEPTION REPORT TEMPLATE



DEEWR recommends that the 2012 Early Childhood Education and Care (ECEC) National Collection is utilised in NP ECE Annual Reports for 2012 where it is available.

While use of the National Collection is not essential, this template should be completed for each measurable performance indicator (PI) where the information and/or calculation of the PI does not conform to the Performance Indicator Specification document (attached).

The data exception report template covers the following information:

- Performance Indicator calculation description (numerator, denominator, computation and presentation)
- Numerator Information (collection name and population description)
- Denominator Information: (collection name and population description)
- Calculation Notes (including any information about how the PI is calculated)
- Rationale for exception reporting (including any additional information to explain how and why the PI differs from the specification).

The language used in this template is the same as that used in the attached PI specification document, so that users can easily relate the information required in this document to their own reporting.

DEEWR considers that the following data exception report template is consistent with and satisfies data reporting requirements outlined in clause E2 and E4(h) of the Bilateral Agreements. Therefore this data exception report template replaces previously used Data Capability Exception Report templates.

Completed data exception reports are to be submitted with NP ECE Annual Reports for 2012.



**PI 1.1**

<b>Original PI:</b> <i>Proportion of children who are enrolled in (and attending where possible to measure) a preschool program</i>	
<b>Measurable PI:</b> <i>Proportion of children who are enrolled in a preschool program</i>	
<b>State/ Territory:</b> <i>Qld</i>	
<b>Description:</b> <i>The proportion of children aged 4 and 5 years old as at 1 July of the collection year, who are enrolled in a preschool program in the year before full-time schooling.</i>	
<b>Calculation</b>	
<b>Numerator:</b> 50,029	
<b>Denominator:</b> 65,278	
<b>Computation:</b> 77%	
<b>Presentation:</b> <i>Proportion expressed as a percentage.</i>	
<b>Numerator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012. (Refer to the Data Capability Report for further information.)</i>
<b>Population</b>	<i>Includes all children aged 4 &amp; 5 years enrolled in preschool programs in government and non-government services</i>
<b>Denominator Information: Collection name and population description</b>	
<b>Source</b>	<i>ABS unpublished data based on 2006 Census population</i>
<b>Population</b>	<i>Estimated Resident Population By Single Year Of Age, Queensland, 4 year old persons, June 2012</i>
<b>Calculation Notes</b>	<p><i>The definition of a preschool program being taught by a 'university qualified teacher', according to the NMDS, has been collected within the Qld ECECSC by equivalency. This equivalency is defined as:</i></p> <ol style="list-style-type: none"> <li><i>(1) 4year early childhood teacher; or</i></li> <li><i>(2) Have a recognised teacher letter; or</i></li> <li><i>(3) Have a QCT registration and hold a minimum 2year early childhood study; or</i></li> <li><i>(4) Have a QCT registration, in primary teaching, and are studying towards a minimum 2year early childhood study; or</i></li> <li><i>(5) Have a 3year university qualification in teaching.</i></li> </ol> <p><i>Qld do not have a full collection under URL, therefore:</i></p> <ul style="list-style-type: none"> <li><i>• detection and removal of duplicates is only possible in the URL component, where unique child details were provided.</i></li> <li><i>• it is not possible to reliably assess whether the child is in the preschool program in the year before full-time schooling. For the aggregate data collection component, it is presumed that all children of preschool age (4 and 5 years) are in a preschool program in the year before full-time schooling.</i></li> </ul>
<b>Rationale for exception reporting</b>	<p><i>To account for agreed equivalency teacher qualifications in Queensland, as defined under ACECQA.</i></p> <p><i>To reflect QLD collection processes capturing both URL and aggregate data.</i></p>

## PI 1.2

<b>Original PI:</b> <i>Proportion of children who are enrolled in (and attending where possible to measure) a preschool program</i>	
<b>Measurable PI:</b> <i>The proportion of children who are attending a preschool program</i>	
<b>State/ Territory:</b> <i>Qld</i>	
<b>Description:</b> <i>The proportion of children aged 4 and 5 years old as at 1 July of the collection year, who are attending a preschool program in the year before full-time schooling.</i>	
<b>Calculation</b>	
<b>Numerator:</b> 48,740	
<b>Denominator:</b> 65,278	
<b>Computation:</b> 75%	
<b>Presentation:</b> <i>Proportion expressed as a percentage.</i>	
<b>Numerator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012. (Refer to the Data Capability Report for further information.)</i>
<b>Population</b>	<i>Includes all children aged 4 &amp; 5 years attending preschool programs in government and non-government services</i>
<b>Denominator Information: Collection name and population description</b>	
<b>Source</b>	<i>ABS unpublished data based on 2006 Census population</i>
<b>Population</b>	<i>Estimated Resident Population By Single Year Of Age, Queensland, 4 year old persons, June 2012</i>
<b>Calculation Notes</b>	<i>As per PI 1.1 calculation notes.</i>
<b>Rationale for exception reporting</b>	<i>As per PI 1.1 rationale for exception reporting.</i>



**PI 2.1**

<b>Original PI:</b> <i>The proportion of teachers delivering preschool programs who are four year university trained and early childhood qualified.</i>	
<b>Measurable PI:</b> <i>The proportion of workers delivering preschool programs who are four year university trained and early childhood qualified.</i>	
<b>State/ Territory:</b> <i>Qld</i>	
<b>Description:</b> <i>The proportion of workers delivering preschool programs to children aged 4 and 5 years old as at 1 July of the collection year, who are four year university trained and early childhood qualified.</i>	
<b>Calculation</b>	
<b>Numerator:</b> <i>1,773</i>	
<b>Denominator:</b> <i>Not available</i>	
<b>Computation:</b> <i>Not available</i>	
<b>Presentation:</b> <i>Proportion expressed as a percentage.</i>	
<b>Numerator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012. (Refer to the Data Capability Report for further information.)</i>
<b>Population</b>	<i>Includes all workers delivering preschool programs in government and non-government services, during the reference period, to children aged 4 and 5 years old as at 1 July of the collection year, who are four year university trained and early childhood qualified.</i>
<b>Denominator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012</i>
<b>Population</b>	<i>Includes all workers delivering preschool programs in government and non-government services, during the reference period, to children aged 4 and 5 years old as at 1 July of the collection year.</i>
<b>Calculation Notes</b>	<i>Refer to the Data Capability Report for calculation notes</i>
<b>Rationale for exception reporting</b>	<p><i>The denominator for the proportion of teachers delivering preschool programs could not be accurately derived in 2012 due to inconsistent reporting methods applied by the sector when answering this question.</i></p> <p><i>An evaluation of the results against this indicator identified that a high proportion of staff respondents ticked that they were teachers, coordinators or group leaders, when in fact they were more likely to be assistants to the teachers delivering the preschool programs or holding other non-teaching positions.</i></p> <p><i>This resulted in an over reporting of the denominator, and an inaccurate result for proportion of university trained and early childhood qualified teachers.</i></p>



## PI 2.2

<b>Original PI:</b> <i>The proportion of teachers delivering preschool programs who are four year university trained and early childhood qualified.</i>	
<b>Measurable PI:</b> <i>The proportion of workers delivering preschool programs who are at least three year university trained and early childhood qualified.</i>	
<b>State/ Territory:</b> <i>Qld</i>	
<b>Description:</b> <i>The proportion of workers delivering preschool programs to children aged 4 and 5 years old as at 1 July of the collection year, who are at least three year university trained and early childhood qualified.</i>	
<b>Calculation</b>	
<b>Numerator:</b> <i>1,890</i>	
<b>Denominator:</b> <i>Not available</i>	
<b>Computation:</b> <i>Not available</i>	
<b>Presentation:</b> <i>Proportion expressed as a percentage.</i>	
<b>Numerator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012. (Refer to the Data Capability Report for further information.)</i>
<b>Population</b>	<i>Includes all workers delivering preschool programs in government and non-government services, during the reference period, to children aged 4 and 5 years old as at 1 July of the collection year, who are at least three year university trained and early childhood qualified.</i>
<b>Denominator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012. (Refer to the Data Capability Report for further information.)</i>
<b>Population</b>	<i>Includes all workers delivering preschool programs in government and non-government services, during the reference period, to children aged 4 and 5 years old as at 1 July of the collection year.</i>
<b>Calculation Notes</b>	<i>As per PI 2.1 calculation notes.</i>
<b>Rationale for exception reporting</b>	<i>As per PI 2.1 rationale for exception reporting.</i>

**PI 5.1a**

<b>Original PI:</b> <i>The proportion of disadvantaged children enrolled in (and attending, where possible to measure) a preschool program</i>	
<b>Measurable PI:</b> <i>The proportion of disadvantaged children who are enrolled in a preschool program</i>	
<b>State/ Territory:</b> <i>Qld</i>	
<b>Description:</b> <i>The proportion of children aged 4 and 5 years old as at 1 July of the collection year, who reside in disadvantaged areas and are enrolled in a preschool program in the year before full-time schooling.</i>	
<b>Calculation</b>	
<b>Numerator:</b> <i>Not available</i>	
<b>Denominator:</b> <i>10,783</i>	
<b>Computation:</b> <i>Not available</i>	
<b>Presentation:</b> <i>Proportion expressed as a percentage.</i>	
<b>Numerator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012. (Refer to the Data Capability Report for further information.)</i>
<b>Population</b>	<i>The number of children aged 4 and 5 years old as at 1 July of the collection year, who reside in disadvantaged areas and are enrolled in a preschool program in the year before full-time schooling. (Not yet available. SEIFA data is expected to be released by the ABS on 28 March 2013).</i>
<b>Denominator Information: Collection name and population description</b>	
<b>Source</b>	<i>ABS unpublished data.</i>
<b>Population</b>	<i>Estimated number of children aged 4 years old who reside in disadvantaged areas in Queensland, as at 30 June of the collection year.</i>
<b>Calculation Notes</b>	<p><i>Where child level information is available and complete, the child's place of residence is used to determine if a child resides in a disadvantaged area.</i></p> <p><i>Where aggregate data was collected or child URL address not provided, the location of the service was used as a proxy for determining if the child resides in a disadvantaged area.</i></p>
<b>Rationale for exception reporting</b>	<i>SEIFA data and data on the ABS ERP of 4 year old children who reside in disadvantaged areas is not yet available.</i>

**PI 5.1b**

<b>Original PI:</b> <i>The proportion of disadvantaged children enrolled in (and attending, where possible to measure) a preschool program</i>	
<b>Measurable PI:</b> <i>The proportion of disadvantaged children who are enrolled in a preschool program</i>	
<b>State/ Territory:</b> <i>Qld</i>	
<b>Description:</b> <i>The proportion of children aged 4 and 5 years old as at 1 July of the collection year, who reside in disadvantaged areas and are enrolled in a preschool program in the year before full-time schooling.</i>	
<b>Calculation</b>	
<b>Numerator:</b> <i>Not available</i>	
<b>Denominator:</b> <i>50,029</i>	
<b>Computation:</b> <i>Not available</i>	
<b>Presentation:</b> <i>Proportion expressed as a percentage.</i>	
<b>Numerator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012. (Refer to the Data Capability Report for further information.)</i>
<b>Population</b>	<i>The number of children aged 4 and 5 years old as at 1 July of the collection year, who reside in disadvantaged areas and are enrolled in a preschool program in the year before full-time schooling. (Not yet available. SEIFA data is expected to be released by the ABS on 28 March 2013).</i>
<b>Denominator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012.</i>
<b>Population</b>	<i>The number of children aged 4 and 5 years old as at 1 July of the collection year, who are enrolled in a preschool program in the year before full-time schooling.</i>
<b>Calculation Notes</b>	<i>As per PI 5.1a calculation notes.</i>
<b>Rationale for exception reporting</b>	<i>As per PI 5.1a rationale for exception reporting.</i>



## 5.2a

<b>Original PI:</b> <i>The proportion of disadvantaged children enrolled in (and attending, where possible to measure) a preschool program</i>	
<b>Measurable PI:</b> <i>The proportion of disadvantaged children who are attending a preschool program</i>	
<b>State/ Territory:</b> <i>Qld</i>	
<b>Description:</b> <i>The proportion of children aged 4 and 5 years old as at 1 July of the collection year, who reside in disadvantaged areas and are attending a preschool program in the year before full-time schooling.</i>	
<b>Calculation</b>	
<b>Numerator:</b> <i>n/a</i>	
<b>Denominator:</b> <i>10,783</i>	
<b>Computation:</b> <i>N/A</i>	
<b>Presentation:</b> <i>Proportion expressed as a percentage.</i>	
<b>Numerator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012. (Refer to the Data Capability Report for further information.)</i>
<b>Population</b>	<i>The number of children aged 4 and 5 years old as at 1 July of the collection year, who reside in disadvantaged areas and are attending a preschool program in the year before full-time schooling. (Not yet available. SEIFA data is expected to be released by the ABS on 28 March 2013).</i>
<b>Denominator Information: Collection name and population description</b>	
<b>Source</b>	<i>ABS unpublished data.</i>
<b>Population</b>	<i>Estimated number of children aged 4 years old who reside in disadvantaged areas in Queensland, as at 30 June of the collection year.</i>
<b>Calculation Notes</b>	<i>As per PI 5.1a calculation notes.</i>
<b>Rationale for exception reporting</b>	<i>As per PI 5.1a rationale for exception reporting.</i>

PI 5.2b

<b>Original PI:</b> <i>The proportion of disadvantaged children enrolled in (and attending, where possible to measure) a preschool program</i>	
<b>Measurable PI:</b> <i>The proportion of disadvantaged children who are attending a preschool program</i>	
<b>State/ Territory:</b> <i>Qld</i>	
<b>Description:</b> <i>The proportion of children aged 4 and 5 years old as at 1 July of the collection year, who reside in disadvantaged areas and are attending a preschool program in the year before full-time schooling.</i>	
<b>Calculation</b>	
<b>Numerator:</b> n/a	
<b>Denominator:</b> 48,740	
<b>Computation:</b> n/a	
<b>Presentation:</b> <i>Proportion expressed as a percentage.</i>	
<b>Numerator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012. (Refer to the Data Capability Report for further information.)</i>
<b>Population</b>	<i>The number of children aged 4 and 5 years old as at 1 July of the collection year, who reside in disadvantaged areas and are attending a preschool program in the year before full-time schooling. (Not yet available. SEIFA data is expected to be released by the ABS on 28 March 2013).</i>
<b>Denominator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012.</i>
<b>Population</b>	<i>The number of children aged 4 and 5 years old as at 1 July of the collection year, who are attending a preschool program in the year before full-time schooling.</i>
<b>Calculation Notes</b>	<i>As per PI 5.1a calculation notes.</i>
<b>Rationale for exception reporting</b>	<i>As per PI 5.1a rationale for exception reporting.</i>

# PI 6.1a

<b>Original PI:</b> <i>The proportion of Indigenous children (by geographic location as identified by the ASGC), who are enrolled in (and attending, where possible to measure) a preschool program</i>	
<b>Measurable PI:</b> <i>The proportion of Indigenous children (by geographic location) who are enrolled in a preschool program</i>	
<b>State/ Territory:</b> <i>Qld</i>	
<b>Description:</b> <i>The proportion of Indigenous children aged 4 and 5 years old as at 1 July of the collection year, who are enrolled in a preschool program in the year before full-time schooling.</i>	
<b>Calculation</b>	
<b>Numerator:</b> 2,140	
<b>Denominator:</b> 4,136	
<b>Computation:</b> 52%	
<b>Presentation:</b> <i>Proportion expressed as a percentage.</i>	
<b>Numerator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012. (Refer to the Data Capability Report for further information.)</i>
<b>Population</b>	<i>The number of Indigenous children aged 4 and 5 years old as at 1 July of the collection year, who are enrolled in a preschool program in the year before full-time schooling.</i>
<b>Denominator Information: Collection name and population description</b>	
<b>Source</b>	<i>ABS unpublished data. Based on 2006 Census data, using methodology consistent with Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (cat. no. 3238.0)</i>
<b>Population</b>	<i>Projected total Indigenous 4 year old children resident in Qld, as at 30 June 2012.</i>
<b>Calculation Notes</b>	<i>Where child level information is available and complete, the child's place of residence is used to determine remoteness.</i>  <i>Where aggregate data was collected or child URL address not provided, the location of the service was used as a proxy for determining remoteness.</i>
<b>Rationale for exception reporting</b>	<i>To account for QLD collection processes capturing both URL and aggregate data.</i>



# PI 6.1b

<b>Original PI:</b> <i>The proportion of Indigenous children (by geographic location as identified by the ASGC), who are enrolled in (and attending, where possible to measure) a preschool program</i>	
<b>Measurable PI:</b> <i>The proportion of Indigenous children (by geographic location) who are enrolled in a preschool program</i>	
<b>State/ Territory:</b> <i>Qld</i>	
<b>Description:</b> <i>The proportion of Indigenous children aged 4 and 5 years old as at 1 July of the collection year, who are enrolled in a preschool program in the year before full-time schooling.</i>	
<b>Calculation</b>	
<b>Numerator:</b> <i>2,140</i>	
<b>Denominator:</b> <i>50,029</i>	
<b>Computation:</b> <i>4%</i>	
<b>Presentation:</b> <i>Proportion expressed as a percentage.</i>	
<b>Numerator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012. (Refer to the Data Capability Report for further information.)</i>
<b>Population</b>	<i>The number of Indigenous children aged 4 and 5 years old as at 1 July of the collection year, who are enrolled in a preschool program in the year before full-time schooling.</i>
<b>Denominator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012.</i>
<b>Population</b>	<i>Number of children aged 4 and 5 years old who are enrolled in a preschool program.</i>
<b>Calculation Notes</b>	<i>As per PI6.1a calculation notes.</i>
<b>Rationale for exception reporting</b>	<i>As per PI 6.1a rationale for exception reporting.</i>

**PI 6.2a**

<b>Original PI:</b> <i>The proportion of Indigenous children (by geographic location as identified by the ASGC), who are enrolled in (and attending, where possible to measure) a preschool program</i>	
<b>Measurable PI:</b> <i>The proportion of Indigenous children (by geographic location) who are attending a preschool program</i>	
<b>State/ Territory:</b> <i>Qld</i>	
<b>Description:</b> <i>The proportion of Indigenous children aged 4 and 5 years old as at 1 July of the collection year, who are attending a preschool program in the year before full-time schooling.</i>	
<b>Calculation</b>	
<b>Numerator:</b> 1,949	
<b>Denominator:</b> 4,136	
<b>Computation:</b> 47%	
<b>Presentation:</b> <i>Proportion expressed as a percentage</i>	
<b>Numerator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012. (Refer to the Data Capability Report for further information.)</i>
<b>Population</b>	<i>The number of Indigenous children aged 4 and 5 years old as at 1 July of the collection year, who are attending a preschool program in the year before full-time schooling.</i>
<b>Denominator Information: Collection name and population description</b>	
<b>Source</b>	<i>ABS unpublished data. Based on 2006 Census data, using methodology consistent with Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021 (cat. no. 3238.0)</i>
<b>Population</b>	<i>Projected total Indigenous 4 year old children resident in Qld, as at 30 June 2012.</i>
<b>Calculation Notes</b>	<i>As per PI 6.1a calculation notes.</i>
<b>Rationale for exception reporting</b>	<i>As per PI 6.1a rationale for exception reporting.</i>

**PI 6.2b**

<b>Original PI:</b> <i>The proportion of Indigenous children (by geographic location as identified by the ASGC), who are enrolled in (and attending, where possible to measure) a preschool program</i>	
<b>Measurable PI:</b> <i>The proportion of Indigenous children (by geographic location) who are attending a preschool program</i>	
<b>State/ Territory:</b> <i>Qld</i>	
<b>Description:</b> <i>The proportion of Indigenous children aged 4 and 5 years old as at 1 July of the collection year, who are attending a preschool program in the year before full-time schooling.</i>	
<b>Calculation</b>	
<b>Numerator:</b> 1,949	
<b>Denominator:</b> 48,740	
<b>Computation:</b> 4%	
<b>Presentation:</b> <i>Proportion expressed as a percentage.</i>	
<b>Numerator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012. (Refer to the Data Capability Report for further information.)</i>
<b>Population</b>	<i>The number of Indigenous children aged 4 and 5 years old as at 1 July of the collection year, who are attending a preschool program in the year before full-time schooling.</i>
<b>Denominator Information: Collection name and population description</b>	
<b>Source</b>	<i>Qld Early Childhood Education and Care Services Census (ECECSC) 2012. (Refer to the Data Capability Report for further information.)</i>
<b>Population</b>	<i>Number of children aged 4 and 5 years old who are attending a preschool program.</i>
<b>Calculation Notes</b>	<i>As per PI 6.1a calculation notes.</i>
<b>Rationale for exception reporting</b>	<i>As per PI 6.1a rationale for exception reporting.</i>



DEPARTMENT OF EDUCATION, TRAINING  
AND EMPLOYMENT

GENERAL BRIEFING NOTE

TO: THE A/DIRECTOR-GENERAL

SUBJECT: AUSTRALIAN BUREAU OF STATISTICS REVISION TO THE  
NUMBER OF FOUR-YEAR-OLDS IN QUEENSLAND

Approved / Not Approved

A/Director-General .....

Date ...../...../.....

Date Action Required By: 1/03/2013

☐ Copy to Minister's Office

RECOMMENDATION

It is recommended that the Acting Director-General **note** that the Australian Bureau of Statistics (ABS) has revised the number of four-year-old children in Queensland in 2012 and the impact on the *Proportion of Children Enrolled in a Kindergarten Program*.

Comments:

BACKGROUND

1. The annual Early Childhood Education and Care (ECEC) Services Census is the primary source of information on the Queensland ECEC sector and is used to report on performance benchmarks identified under various Council of Australian Governments' (COAG) agreements relating to ECEC and Closing the Gap.
2. One of the key performance indicators associated with the National Partnership on Early Childhood Education (NP ECE) is that by 2013, *95% of children will be enrolled in an early childhood education program*.
3. This performance indicator is calculated by dividing the total number of children enrolled in a quality kindergarten program by the Estimated Resident Population (ERP) of four-year-old children in Queensland.

KEY ISSUES

4. In the 2012 ECEC Services Census, 50,029 Queensland children were identified as participating in a kindergarten program.
5. In December 2012, the ABS advised that the Queensland four-year-old ERP was 62,486 as at June 2012.
6. Participation by 50,029 of this population suggested the *Proportion of Children Enrolled in a Kindergarten Program* in Queensland was 80%.
7. On 21 February 2013, ABS communicated that the ERP figure previously advised for NP reporting was incorrect and provided a revised ERP of 65,278.

Action Officer and Branch: Dion Harle, Principal Statistical Officer, Performance Monitoring & Reporting  
Telephone: 3405 4679  
TRIM No: 13/57503  
Date brief completed by Action Officer: 21/02/2013

8. By using the revised ERP as the denominator, the *Proportion of Children Enrolled in a Kindergarten Program* in Queensland is now calculated to be 77%.
9. The initial figure provided by the ABS was based on 2011 preliminary census data, however for National Partnership reporting the four-year-old population is to be calculated based on 2006 census data.
10. The revised ERP figures will also be included for all jurisdictions in the publication *4240.0 - Preschool Education, Australia*, due for release on 13 March 2013.
11. The following table indicates the impact the different methods have for each jurisdiction and highlights that Queensland shows the largest negative impact with a 4% (2,792 child) increase using the 2006 census-based ERP.

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	Total
2011 Census	95,001	71,294	62,486	19,874	32,499	6,498	3,686	4,748	296,086
2006 Census	93,086	73,196	65,278	20,518	33,160	6,831	3,728	4,799	300,596
Actual change	-1,915	1,902	2,792	644	661	333	42	51	4,510
% change	-2%	3%	4%	3%	2%	5%	1%	1%	2%

12. The 2006 census-based ERP is the agreed population dataset to use as it allows comparative time series analysis across the life of the NP ECE—the 2011 census-based ERP is also not considered final and subject to revision, therefore unsuitable for National Partnership reporting.
13. In August 2013 the ABS will release the "Final" ERP for June 2012 based on 2011 census data, which will then be used for future national reporting.
14. The revised 2012 ERP reflects an increase of 7% (4,382 children) in the four-year-old population.

	Baseline	2009 4 year olds	2010 4 & 5 year olds	2011 4 & 5 year olds	2012 4 & 5 year olds
Children enrolled	16,199	18,313	27,552	41,322	50,029
2006 ERP	55,860	57,574	59,488	60,896	65,278
Proportion (%)	29%	32%	46%	68%	77%

#### LEGAL IMPLICATIONS

15. There are no legal implications.

#### FINANCIAL IMPLICATIONS

16. There are no financial implications.

#### MEDIA IMPLICATIONS

17. A media release is not required. Performance results have not yet been approved for release.

#### RIGHT TO INFORMATION

18. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Executive Director, Performance Monitoring and Reporting: Boyd Paties

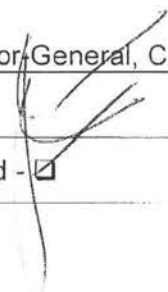
Signature: <i>Approved</i>	Date: 21/02/2013
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Executive Director, Program Management, Funding & Performance: Kathryn Woods

Signature: <i>Approved</i>	Date: 22/02/2013
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Comments:

A/Deputy Director General, Corporate Services: Jeff Hunt

Signature: 	Date: 28/2/13
Recommended - <input checked="" type="checkbox"/>	Not Recommended - <input type="checkbox"/>

Comments:

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Action Officer and Branch: Dion Harle, Principal Statistical Officer, Performance Monitoring & Reporting  
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Date brief completed by Action Officer: 21/02/2013