

<b>1. PROGRAM TITLE</b>	<b>Universal Access to Early Childhood Education</b>
<b>2. STATE/TERRITORY</b>	<b>New South Wales</b>
<b>3. AGENCY</b>	<p>NSW Department of Education and Communities</p> <p>NSW Department of Family and Community Services</p> <p>NB. In late March 2011, the NSW Government announced a decision to transfer responsibility for the regulation and funding of all children's services from the NSW Department of Family and Community Services to the Department of Education and Communities. As this change was not in effect during the 2010 reporting period, the NSW Annual Report may refer to both departments separately.</p>
<b>4. DESCRIPTION OF THE PROGRAM</b>	<p><i>Describe the purpose and scope of the Universal Access program in your jurisdiction.</i></p> <p>The purpose, objectives and definitions of the program are detailed in the National Partnership Agreement on Early Childhood Education (NP ECE) endorsed by the Council of Australian Governments (COAG) and the Bilateral Agreement on Achieving Universal Access to Early Childhood Education agreed between the Government of the Commonwealth of Australia and the New South Wales Government.</p> <p>Those agreements describe the program as follows:</p> <p><i>"The universal access commitment is that by 2013, every child will have access to a preschool program in the 12 months prior to full-time schooling. The preschool program is to be delivered by a four year university qualified early childhood teacher, in accordance with a national early years learning framework, for 15 hours a week, 40 weeks a year. It will be accessible across a diversity of settings, in a form that meets the needs of parents and in a manner that ensures cost does not present a barrier to access."</i></p>
<b>5. PROGRAM ACTIVITIES COMMENCED</b>	<p><i>Detail the program activities commenced in the reporting period 1 January – 31 December 2010.</i></p> <p>Activity has <b>commenced</b>, and is ongoing in relation to: Actions B, C, F, G, J, K, L, N, O, P, Q, V, W.</p> <p>More detailed information about these program activities is set out in the attached Deliverables table.</p>
<b>6. PROGRAM ACTIVITIES COMPLETED</b>	<p><i>Detailed the program activities completed in the reporting period.</i></p> <p>Activity is <b>completed</b> in relation to: Actions A, D, E, H, I, M, R, S, T, U, X, Y, Z.</p>

	More detailed information about these program activities is set out in the attached Deliverables table.
<p><b>7. PROGRESS AGAINST:</b></p> <p>i) The performance benchmarks and deliverables in the Bilateral Agreement</p> <p>ii) The national priorities as outlined in paragraph 18 of the NP ECE.</p>	<p><i>Detailed the progress the State/Territory has made against items (i) and (ii).</i></p> <p><b>Performance Benchmarks and Deliverables</b> Quantitative information against each performance benchmark and deliverable in the Bilateral Agreement, including performance against the baseline position and performance benchmark targets and results for 2009 and 2010, is set out in the attached <b>Table 1: Performance Benchmark Results</b>.</p> <p>Detailed information about progress on program activities is set out in the attached <b>Table 2: Deliverables</b>.</p> <p><b>National Priorities, especially for the first 2 years of the Agreement</b> <b>Table 2: Deliverables</b> outlines how each Action in the Bilateral Agreement aligns with the national priorities.</p> <p>Additional information relating to NSW's performance against these national priorities, including 'concrete, on the ground examples', is included in <b>Table 3: National Priorities for the first 2 years of implementing Universal Access</b>.</p>
<p><b>8. A STATEMENT OF ISSUES</b></p>	<p><i>Include a statement of issues of concern that may impact on the achievement of any of the deliverables or performance benchmarks.</i></p> <p><i>There should be a clear link between analysis of progress included in section 7 above, and statements of relevant issues. Jurisdictions may wish to include a statement of issues in Section 7 above if this would aid readability.</i></p> <p><b>1. Overall participation rates</b></p> <p><b>Scope:</b> <i>Calculations for overall participation rates include Department of Education and Communities funded preschools, Department of Education and Communities operated preschools and long day care services delivering a preschool program.</i></p> <p>Over the reporting period, the proportion of children in the preschool age group enrolled in an early childhood education program (Performance Indicator 1.1) increased by 5.1 percentage points to 86.2%. This is an improvement from the 2009 performance benchmark result of 81.1%, but is below the 2010 performance benchmark target (94.6%). Despite the lag, the results are positive and indicate that NSW is making good progress towards the 2013 performance benchmark target.</p> <p>The increased proportion in 2009 is the result of the significant increase in the overall number of children enrolled in a preschool program, which is up by 10.4% or approximately 7,500 more children. The majority of this growth is from children within long day care services participating in a preschool program which is a result of using a different data source. Where NSW had previously relied on data from the 2006 Child Care Census, for the 2010 Annual Report, NSW has used data extracted from the Child Care Management System (CCMS) for the June 2010 quarter (provided on request by the Department of Education, Employment and Workplace Relations) to provide an estimate of the number of children who may</p>

be receiving a preschool program in long day care setting. The 2010 data shows that there has been significant growth in the total number of preschool age children (57,897 4 and 5 year olds in 2010) attending long day care services in NSW since the Child Care Census in 2006 (40,565 4 and 5 year olds in 2006).

It is acknowledged that the 2010 CCMS data has some limitations (discussed further below, under the title Long Day Care data). However, NSW has applied conservative assumptions to this data to derive an estimate of the number of preschool age children who may be receiving a preschool program in a long day care setting. On the basis of these assumptions, approximately 7,000 additional children may now be receiving a preschool program within a long day care setting. Despite its limitations, it is considered that the 2010 data provides a more accurate reflection of preschool attendance in the long day care sector and its contribution to the attainment of universal access objectives in NSW than the outdated 2006 data.

The 8.4 percentage point lag against the agreed 2010 performance benchmark target (94.6%) is partly due to the sizeable growth in the NSW population of 4 year olds since the commencement of the Agreement. At the commencement of the UA Agreement in 2008, the population of 4 year olds in NSW was 87,000 (using the ABS Estimated Resident Population). This figure increased to 88,000 in 2009 and increased again to 91,473 in 2010. This is an increase of 4,473 4 year old children over the two years of the Agreement so far.

ABS Birth data (ABS, *2201.0 Births, Australia*) shows that since 2005, there has been an increase in the number of children born in NSW, and children born during these years are now moving through the preschool system. The ABS data shows that the greatest numbers of children were born in NSW in 2007 – 2009. Children born in 2007 will be turning four in 2011, so the largest population of 4 year olds will enter the preschool system in 2011. NSW expects to continue to achieve an increase in the overall numbers of 4 year olds attending preschool, particularly as the preschool 'growth' spots that have been funded but have not yet been established begin to be utilised. However, in light of the population growth in NSW over recent years, achieving an increase in the proportion of children participating in preschool will be a significant challenge, particularly as the benchmark targets over the five years of the Bilateral Agreement are set at high levels.

## **2. Affordability**

**Scope:** *Calculations for the cost of preschool include fees in the Department of Education and Communities funded preschools only.*

During the reporting period, average state-wide fee levels held steady, declining by only 4 cents to \$27.89 per day.

Throughout 2010, preschool sector stakeholders have reported that the affordability of preschool fees is the greatest obstacle to achieving the Universal Access objectives. They report that this is a barrier both in terms of attracting families to send their child to preschool for one day, and is also a barrier to families who may wish to increase the amount of preschool their child attends.

NSW has been successful in reducing fees for Indigenous children and children from low income families and achieving

corresponding increases in their participation rates. However, the additional funding available under the Bilateral Agreement so far has had a negligible impact on fee levels for families with children in the Department of Education and Communities funded preschools who are not eligible for higher preschool subsidy rates. Overall participation rates in community preschools have improved only marginally. It may be desirable to invest additional Universal Access funds towards improving the affordability of community preschools in order to increase overall participation rates in this part of the preschool sector.

### **3. Achievement of 15 hours**

**Scope:** *Calculations for the achievement of 15 hours of preschool program include the Department of Education and Communities funded preschools and the Department of Education and Communities operated preschools.*


During the reporting period, the proportion of children enrolled in an early childhood education program available for at least 15 hours per week has increased to 41% (up from 29% in the 2009 reporting period). In addition, the state-wide average number of hours per week of attendance at an early childhood education program has increased to 13.39 hours/2.23 days (up from 2.11 days in 2009). This exceeds the 2010 performance benchmark targets of 33% and 2.15 days/week in the NSW Bilateral Agreement.

This is a significant improvement on the performance reported in 2009, however it is partly accounted for by an improved data collection method. In 2010, NSW went from a one week to two week representative period of data collection. This has improved accuracy, and enables the capture of data about services where children enrol for two days one week and three days the following week (giving an average of 15 hours).

The community preschool sector has continued to raise major concerns with the NSW Government about the achievability of the 15 hour UA target. Notably, their concerns relate to the workability, for both services and families, of the 15 hour target. It will not be straightforward to meet the 15 hour requirement under current attendance patterns, under which some children receive 18 hours preschool per week and other receive 12 hours per week. Stakeholders have also noted that it is problematic to shift the service delivery model given current industrial awards. Further, services argue that even if they do shift to models that provide 15 hours per week, it is not clear that families using community preschools are necessarily willing or able to adapt to this attendance pattern. NSW has raised these concerns in the context of the 18 month review of the National Partnership Agreement. While the targets in the Bilateral Agreement recognise that it will take some time to achieve the 15 hour target, it remains to be seen what gains will be made against this target in future years of the Agreement.

### **4. Long Day Care Data**

In its 2009 report, NSW used data from the 2006 Child Care Census to provide an estimate of the number of children receiving a preschool program in a long day care setting. For this report, NSW has used more recent CCMS data for the June 2010 quarter, which was provided on request by the Department of Education, Employment and Workforce Relations in

	<p>late January 2011) for the purposes of UA reporting. NSW has used this data to report against the performance indicators for the proportion of children who are enrolled in and early childhood education program, and the proportions of disadvantaged children and Indigenous children enrolled in an early childhood education program,.</p> <p>It is acknowledged that there are some limitations around this data, notably that it does not provide a count of how many children are actually receiving a preschool program within a long day care setting. Accordingly, NSW has used the proportion of children who were known to be receiving a preschool program in a long day care setting from the 2006 Child Care Census and has applied this proportion to the 2010 data to derive a reasonable estimate of the number of children who may now be receiving a preschool program in this setting. NSW acknowledges that more accurate sources of long day care data will be available for future UA reports as long day care services are now required to provide this information to the Commonwealth as part of eligibility requirements for Child Care Benefit and Child Care Rebate.</p>
<p><b>9. REPORTS</b></p>	<p><i>Include copies of all reports, evaluations, analysis and/or survey outcomes the state/territory has undertaken or has commissioned in relation to achieving any of the deliverables or performance benchmarks.</i></p> <ol style="list-style-type: none"> <li>1. Children's Services Program, Performance Management Framework Self Assessment Template</li> <li>2. Building Stronger Connections Project Evaluation Report.</li> </ol>
<p><b>10. DATA CAPABILITY REPORT</b></p>	<p><i>Include a Data Capability Exception Report reflecting any changes from the previous year.</i></p> <p>A Data Capability Exception Report is attached.</p>
<p><b>11. SIGNATURE</b></p>	<p><i>The report must be signed by the State/Territory delegate or the delegate's authorised representative.</i></p> 

**TABLE 1: Performance Benchmarks – Update of Benchmarks for NSW Annual Report 2010 (Reporting period to 31 December 2010)**

Under the '*Bilateral Agreement on Achieving Universal Access to Early Childhood Education*' New South Wales is responsible for achieving the Performance Benchmarks as agreed with the Commonwealth and specified in the table below. (Refer notes 1 & 2)

Outputs	Performance indicator	Baseline position (as at Sept 2008)	2009 performance benchmark target	2009 performance benchmark results	2010 performance benchmark target <sup>3</sup>	2010 performance benchmark results
Children have universal access to an Early Childhood Education Program for 15 hours per week, 40 weeks per year.	The proportion of children who are enrolled in (and attending, where possible to measure) an Early Childhood Education Program.	81.9%	88.6%	<u>81.1%</u>	94.6%	<u>86.2%</u> <sup>4</sup>
	The number of teachers delivering Early Childhood Education Programs who are 4 year university trained and early childhood qualified.	4,680	4,680	<u>5,741</u> <sup>5</sup> Comprises: 4,532 Degree or equivalent and 1,209 Diploma	4,680	<u>6,155</u> <sup>6</sup> Comprises: 4,022 Degree or equivalent and 2,133 Diploma
	Hours per week of attendance (where possible to measure) at an Early Childhood Education Program. <ul style="list-style-type: none"> <li>Proportion of children enrolled in an Early Childhood Education Program that is available for at least 15 hours a week</li> </ul>	29%	29%	<u>29%</u>	33%	<u>41%</u> <sup>7</sup>

Outputs	Performance indicator	Baseline position (as at Sept 2008)	2009 performance benchmark target	2009 performance benchmark results	2010 performance benchmark target <sup>3</sup>	2010 performance benchmark results
	<ul style="list-style-type: none"> <li>The average number of hours per week of attendance at an Early Childhood Education Program.</li> </ul>	<b>2.11 (6 hour) days</b>	<b>2.11 days</b>	<b>2.11 days</b>	<b>2.15 days</b>	<b>2.23 days</b> (average days of attendance) <u><b>13.39 hours</b></u> <sup>8</sup>
Universal access to an Early Childhood Education Program is delivered across a range of settings at a cost which is not a barrier to access	Distribution of children who attend an Early Childhood Education Program by weekly cost per child (after subsidies) as defined by jurisdictions	<b>Distribution of children across settings:</b> Government preschools: 4,284 Community preschools: 47,883 Long day care services delivering a preschool program: 19,656  <b>Cost:</b> <sup>9</sup> <i>Fees are for Department of Family and Community Services funded preschools only.</i>  Statewide average (cost per day) = \$28.30	<b>4,284</b>  <b>53,133</b>  <b>19,656</b>  Reduction: quantum of reduction cannot be specified at this time	<b>4,291</b>  <b>47,446</b>  <b>19,656</b>  Statewide average (cost per day) = <u><b>\$27.93</b></u>	<b>4,284</b>  <b>58,383</b>  <b>Increase on baseline</b>  Reduction: quantum of reduction cannot be specified at this time	<b>4,320</b>  <b>47,905</b>  <b>26,664</b>  State-wide average (cost per day) = <u><b>\$27.89</b></u>

Outputs	Performance indicator	Baseline position (as at Sept 2008)	2009 performance benchmark target	2009 performance benchmark results	2010 performance benchmark target <sup>3</sup>	2010 performance benchmark results
				ATSI child fee average = <b><u>\$10.40</u></b>  Low income family fee average = <b><u>\$16.62</u></b>		ATSI child fee average = <b><u>\$9.08</u></b>  Low income family fee average = <b><u>\$15.45</u></b>
Disadvantaged children have universal access to an Early Childhood Education Program.	The proportion of disadvantaged children enrolled in (and attending, where possible to measure) an Early Childhood Education Program	Children in low income families (ie Health Care Card holding families) (21.3% of population)  Proportion enrolled: 73.7% Number of children: 13,662	<b>78.0%</b>	<b>Rate: <u>75.2%</u></b>	<b>82.4%</b>	<b>Rate: <u>89.5%</u></b> <sup>10</sup>
Indigenous children (including those in Remote Indigenous Communities) enrolled in and attending an Early Childhood Education Program	The proportion of Indigenous children (by geographic location as identified by the Australian Standard Geographic Classification), who are Enrolled in (and attending, where possible to measure) an Early Childhood Education Program.	Proportion enrolled (Rate): 79.6% Number of children: 2,841	<b>82.7%</b>	<b>Rate: <u>88.2%</u></b>	<b>85.5%</b>	<b>Rate: <u>105.3%</u></b> <sup>11</sup>

## Notes:

1. Where agreed reliable data are not available, New South Wales will agree with the Commonwealth a strategy for developing an appropriate data set, as part of New South Wales's Data Capability Report (see Schedule 1 D2 for details).
2. This table should be read in conjunction with the Deliverables specified in the NSW Action Plan.
3. NSW intends to amend the performance benchmarks for the performance indicator "proportion of children enrolled in a preschool program", so that there is a more realistic trajectory towards achieving 95% enrolment by 2013, as follows:
  - 2010 – from 94.6 to 90.2%
  - 2011 – from 94.9 to 91.8%
  - 2012 – from 95.0 to 93.4%
  - 2013 – remains at 95%The revised trajectory would be implemented from the 2011 Annual Report.
4. The proportion of 86.2% is derived from calculations using existing counting rules. The numerator comprises all children in the preschool age group (3-5 years old) enrolled in an early childhood education (ECE) program in a government (4,320) or community preschool (47,905), and only 4-5 year old children enrolled in a long day care service delivering a preschool program (26,664), divided by the denominator which comprises NSW's estimated resident population of 4 year olds in 2010 (91,473). *Note: In the 2009 NSW Annual Report, figures for children receiving a preschool program within a long day care setting were sourced from the 2006 Australian Government Census of Child Care Services (referred to as '2006 Child Care Census'). For the 2010 report, the figure has been sourced from an extraction from the Child Care Management System (CCMS) for the June quarter 2010 reporting period, provided by the Department of Education, Employment and Workplace Relations. The Department of Family and Community Services then extracted data for children participating in an in-house pre-school program within a long day care service by applying the same proportion of children attending an in-house preschool program that was reported in the Child Care Census data (2006) to the 2010 CCMS data on children attending a long day care service. This methodology is explained in detail within the New South Wales Data Capability Report. Data Source: Department of Education and Communities Preschool Census 2010; Department of Family and Community Services Preschool Data Collection 2010; Department of Education, Employment and Workplace Relations Child Care Management System, June quarter 2010; Australian Bureau of Statistics Catalogue: 3101.0 Australian Demographic Statistics*
5. These are the figures as published in the NSW 2009 Annual Report. Under Action F it showed 2,734 degree qualified teachers working in long day care services that provided a preschool program. This figure was drawn from the 2006 Child Care Census. We now know this figure should consist of the number of Degree qualified educators (1,985) and Diploma qualified educators (733) working in long day care that provide a preschool program. Thus, NSW's 2009 report overcounted the number of degree qualified or equivalent educators by 733, and the total number of qualified educators as presented in the benchmark result by  $2,734 - (1,985 + 733) = 16$ . The 2009 performance benchmark result should therefore have been 5,725 (Degree or equivalent and diploma qualified). The correct methodology was used to derive the 2010 figure.
6. NSW data for 2008 did not distinguish between Degrees and Diplomas and did not distinguish between 3 and 4 year teaching degrees. NSW data for 2009 distinguished, for the first time, between Degrees and Degree equivalent qualifications and Diplomas. Data for 2010 (6,155) comprises: 4,022 Degree qualified teachers and 2,133 teachers with Diploma qualifications. *Data Source: Department of Education and Communities Preschool Census 2010; Department of Family and Community Services Preschool Data Collection 2010; 2006 Australian Government Census of Child Care Services.*
7. This performance indicator is based on hours of enrolment. The proportion of 41% comprises children in the preschool age group (3-5 aged children) enrolled in an ECE program for at least 15 hours per week in government preschools (3,050) and community preschools (17,384) divided by the number of preschool aged group (3-5 aged children) enrolled in an ECE program for any number of hours per week in government (4,320) and community preschools that offer at least 15 hours of ECE program (45,688). The increase is partly accounted for by an improved data collection method. NSW moved from a one week to a two week representative period of data collection in 2010. This improved accuracy. For example some children can enrol for

2 days in one week and 3 days in the other, giving an average of 2.5 days per week. This was not captured in previous data collections which covered only one week. *Note: Data is not available for children attending an ECE program within long day care services. As per the NSW Data Capability Report, long day care services are not included in the count for this benchmark. Data Source: Department of Education and Communities Preschool Census 2010; Department of Family and Community Services Preschool Data Collection 2010.*

8. As per the NSW Data Capability Report, this is the average hours of attendance per week for all children (all ages) in an ECE program within a government and community preschool. *Note: Data is not available for children attending an ECE program within a long day care service. Data Source: Department of Education and Communities Preschool Census 2010; Department of Family and Community Services Preschool Data Collection 2010.*
9. As per the NSW Data Capability Report, these figures reflect fees for all ages for children in the Department of Education and Communities funded preschools only. Figures are not included here for government and long day care services providing a preschool program. *Data Source: Department of Family and Community Services Preschool Data Collection 2010.*
10. The calculations used to derive the proportion as a rate of 89.5% is based on existing counting rules. The numerator consists of all children from low income families attending Department of Education and Communities funded preschools (9,506) and 4-5 year old children in long day care services delivering a preschool program (7,932) divided by the estimated NSW low income population for families with 4 year olds (19,484), which is based on 21.3% (the portion of families with children aged 0-5 years, who earn less than or equal to \$37,700, 2006 ABS Census) of NSW's 4 year old population in 2010 (91,473). Deriving the 2010 enrolment of children from low income families as a share of all enrolments equals 23.4%. This comprises all children in low income families attending the Department of Education and Communities funded preschools (9,506) and 4-5 year old children attending long day care services delivering a preschool program (7932) divided by all children attending an ECE program in community preschool (47,905), and all 4-5 year old children attending long day care services delivering a preschool program (26,664). The Department of Education and Communities funded preschool count is based on children from families holding a low income Health Care Card and the long day care count is based on children receiving the maximum Child Care Benefit. *Note: Figures are not available for income levels for children/families attending government preschools as this information is not collected. Data Source: Department of Family and Community Services Preschool Data Collection 2010; Department of Education, Employment and Workplace Relations Child Care Management System (CCMS) 2010; Australian Bureau of Statistics Catalogue: 3101.0 Australian Demographic Statistics.*
11. The calculations used to derive the proportion as a rate of 105.3% is based on existing counting rules. The numerator consists of all Indigenous children attending government preschools (493) and Department of Education and Communities funded preschool (2,843) and 4-5 year old Indigenous children in long day care services delivering a preschool program (831), divided by the denominator consisting of the estimated New South Wales Population of 4 year old Indigenous children (3,959). Indigenous population data was sourced from the *ABS cat no. 3238.0 Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021*. Using the estimated population value is appropriate as other Jurisdictions are using the same source for their Indigenous population estimations. It should be noted that the ABS has advised that "Single year of age population projections for Australia and the states and territories for 2007 to 2021 are provided for analytical purposes and should not be published. ABS advises caution in the use of single year of age Indigenous population projection data when calculating indicators such as rates. Low level estimates (such as by jurisdiction or remoteness location and single year of age) are subject to high levels of error and can result in participation rates that exceed 100%. This is due to the inherent uncertainty in single year of age estimates as a result of quality issues associated with the source data assumptions used to derive estimates and issues associated with modelling small numbers. Despite this, the ABS recommends that the Indigenous population projections are the best source of data for calculating and reporting Indigenous preschool enrolment rates, including by remoteness." Deriving the 2010 enrolment of Indigenous children as a share of all enrolments equals 5.3%. This comprises all Indigenous children enrolled in an ECE program in government preschools (493) and Department of Education and Communities funded preschools (2,843) and 4-5 year old Indigenous children in long day care services delivering a preschool program (831), divided by all preschool children enrolled in an ECE program in a government (4,325) or Department of Education and Communities funded preschool (49,134), and all 4-5 year old children in long day care services delivering a preschool program (26,664). *Data Source: Department of Family and Community Services Preschool Data Collection 2010; Department of Education and Communities Preschool Census 2010; Department of*

*Education, Employment and Workplace Relations Child Care Management System (CCMS) 2010.; ABS cat no. 3238.0 Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021.*

**NOTES ON DATA SOURCES, COVERAGE AND LIMITATIONS**

- See the NSW Bilateral Agreement and the Data Capability Report for the details of NSW data sources, coverage and limitations.

**TABLE 2: DELIVERABLES**

*Under the terms of the Bilateral Agreement New South Wales is responsible for achieving the Deliverables and Performance benchmarks agreed with the Commonwealth and specified in the Table below.*

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
<p><b>Output 1.1</b> Children have universal access to an Early Childhood Education program for 15 hours per week, 40 weeks per year.</p> <p><b>Performance Indicator 1.1.1.</b> The proportion of children who are enrolled in (and attending, where possible to measure) an Early Childhood Education program</p> <p><b>Deliverable 1.1.1.1</b> Increased proportion of target child population accessing a Early Childhood Education program in the year before school</p> <ul style="list-style-type: none"> <li>• <b>Stage 1 Target for 2009-2010:</b> Increase towards 95% of children in the year before school (ie 100% of all those seeking an ECE opportunity)</li> <li>• <b>Stage 2 Target for 2011 – 2013:</b> Achieve and maintain 95% preschool attendance (ie. 100% of all those seeking a preschool opportunity).</li> </ul>	<p><b>The proportion of children in the preschool age group who are enrolled in (and attending, where possible to measure) an early childhood education program.</b></p> <p>2009 Benchmark Result: 81.1% 2010 Benchmark Target: 94.6% <b>2010 Benchmark Result: 86.2%</b></p> <p>The 2010 children in the preschool age group enrolled in an Early Childhood Education program are as follows:</p> <ul style="list-style-type: none"> <li>• 4,320 children in Department of Education and Communities (DEC) preschools;</li> <li>• 47,905 children in community preschools; and</li> <li>• 26,664 children in long day care services with a preschool program (estimated).</li> </ul> <p>This is an <b><u>increase of 488 children</u></b> enrolled in community preschools and DEC preschools in 2010.</p> <p>This is an estimated <b><u>increase of 7,008 children</u></b> receiving a preschool program in a long day care setting, based on a data extraction from the Commonwealth Child Care Management System for the June 2010 quarter.</p> <p>Overall, this totalled 78,889 preschool age children, which equated to 86.2% of the 2010 estimated resident population (91,473) of 4 year olds in NSW.</p>
<p><b>Action A - New PIRP (PIRP) Resource Allocation Model</b></p>	<p><b>Strategy - Revised and increased funding allocations to support UAECE targets COMPLETED</b></p> <p><u>This action aligns with three of the national priorities for the first two years of the UA program - increasing program hours; increasing participation rates, particularly for Indigenous and disadvantaged children; and ensuring cost is not a barrier to access.</u></p> <p>Reforms of preschool funding commenced on 1 July 2008 as part of the NSW Government's Preschool</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>Investment and Reform Plan (PIRP), which pre-dates the Universal Access program. Services are now being funded based on:</p> <ul style="list-style-type: none"> <li>• the relative need and/or disadvantage of children and families attending services; and</li> <li>• characteristics of services that reflect increased service costs and/or community disadvantage.</li> </ul> <p>Every service is funded for every child that attends the preschool, up to 2.5 days/15 hours per week.</p> <p>The funding amounts established under the PIRP, as identified in this action, were rolled out to funded community preschools from 1 July 2008. The Universal Access Agreement has enabled significant enhancements to the individual funding amounts. As a minimum, per child funding is provided based on the weighted average income of families with children aged 0-5 in the service's Local Government Area (\$780 per-child per-year for high income LGAs up to \$1,600 per-child per-year for low income LGAs).</p> <p>The funds provided under the Bilateral Agreement have enabled new funding allocations to be calculated for all eligible community preschools in NSW so that services now receive:</p> <ul style="list-style-type: none"> <li>• \$3,300 per child per year for Aboriginal children attending services (up from \$3,000);</li> <li>• \$3,000 per child per year for children from low income families (up from \$1,750);</li> <li>• \$1,250 to \$2,950 per child per year based on the average income of the service's Local Government Area (up from \$780 - \$1,600), except for Aboriginal children and children from low income families.</li> </ul> <p>The following additional payments apply in addition to the Local Government Area Rate:</p> <ul style="list-style-type: none"> <li>• \$250 to \$500 per year per child from a culturally and linguistically diverse background;</li> <li>• \$850 per child per year for services in remote areas (up from \$765);</li> <li>• mobile services receive an additional \$1,000 (remote areas) to \$500 (non-remote areas) per child per year.</li> </ul> <p>As previously reported, the move to the new funding model has been completed. The model will be monitored and reviewed as required.</p> <p>In 2009-10, total funds of \$122.3M were allocated to community based preschools in NSW, which consisted of:</p> <ul style="list-style-type: none"> <li>• \$21.3M Universal Access funding</li> <li>• \$22.2M PIRP funding</li> <li>• \$78.8M Preschool Subsidies.</li> </ul>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>Funding to NSW community preschools increased by \$32.3M between 2008-09 and 2009-10. In 2010-11, the total funding committed to NSW community preschools is \$129.7M, an increase of \$7.4M since 2009-10. This consists of:</p> <ul style="list-style-type: none"> <li>• \$27.4M Universal Access funding</li> <li>• \$22.5M PIRP funding</li> <li>• \$79.8M Preschool Subsidies.</li> </ul> <p>Preschool funding in NSW is directly linked to service utilisation and the characteristics of children attending services. Therefore, the increased funding provided to community preschools from year to year reflects growth in the sector.</p> <p>In addition to the funding provided directly to preschools by the Department of Family and Community Services, PIRP Growth Phase funding of \$21M per annum has been provided by the NSW Government to the preschool sector since 2008/09, in order to contribute to preschool growth.</p>
<p>Action B- <b>Localised Strategies to Increase Early Childhood Education Access</b></p>	<p><b>Strategy - <i>Work directly with services in priority locations to develop and implement strategies to promote improved Early Childhood Education access</i> COMMENCED – ONGOING.</b></p> <p><u>This action aligns with three of the national priorities for the first two years of the UA program - increasing program hours; increasing participation rates, particularly for Indigenous and disadvantaged children; and ensuring cost is not a barrier to access.</u></p> <p>As noted in NSW's 2009 Annual Report, the Growth Phase of the NSW Government's PIRP, which pre-dates the Universal Access program, has been underway since January 2009.</p> <p>From early 2009, Community Child Care Cooperative and CareWest were contracted to work as the PIRP Growth Agencies. Since then, both agencies have worked directly with services in priority locations to develop and implement strategies to promote improved Early Childhood Education access including:</p> <ul style="list-style-type: none"> <li>• reducing or removing barriers to access to preschool programs;</li> <li>• increasing the efficiency of use of existing preschool places; and</li> <li>• increasing the usage of existing preschool places and/or the number or supply of preschool places.</li> </ul> <p>The Growth Phase provides funding to services, through the Community Child Care Cooperative and</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>CareWest, to initiate or support activities to increase the supply and use of early childhood education and care places by children in the year before school.</p> <p>The contracted organisations are provided with funds (consistent with the Preschool Resource Allocation Model) by the Department of Family and Community Services based on approved implementation plans to finance growth and access strategies.</p> <p>Funds continue to be approved and provided for growth and access strategies, including:</p> <ul style="list-style-type: none"> <li>• to support and extend service provision to areas not currently offering a preschool program so that children may access a service in those areas;</li> <li>• to fund services to maintain new enrolments that have commenced since the most recent data collection and so are not yet funded through the annual funding allocations;</li> <li>• to fund fee reductions at targeted services to attract new enrolments; and</li> <li>• for the engagement of Aboriginal workers in areas with a significant Aboriginal population to provide a link between preschool services and Aboriginal families.</li> </ul> <p>This initiative is a key plank in achieving NSW's PIRP and UA reforms. During the Growth Phase, Community Child Care Cooperative and CareWest have been working directly with services to expand the service system capacity and access to meet the universal access participation targets, and costs barrier reduction goals. The strategies that have been employed during the Growth Phase are driving change and stimulating growth in participation.</p> <p><i>Also see Action N below.</i></p> <p>During the reporting period, the Department of Family and Community Services approved funding to the PIRP Growth Agencies for the establishment of:</p> <ul style="list-style-type: none"> <li>- 5,018 preschool spots from 1 January – 30 June 2010;</li> <li>- 3,737 spots from July 2010 and December 2010.</li> </ul> <p>A total of 8,755 new spots have therefore been funded in 2010.</p> <p>During 2009/10, a total of 1,642 spots were reported as established and utilised. However, reporting data about spots that have been newly established and utilised since July 2010 is not yet available. In addition, a significant proportion of the new growth spots will be delivered through capital works, and may not be utilised until 2011/12. When data on the utilisation of these spots becomes available, it is</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>expected to show an increase in the number and proportion of children enrolled in a preschool program in the year before school.</p> <p>The August 2010 preschool data collection shows that there has been an overall increase of 488 children enrolled in community preschools and DEC preschools in 2010 and an estimated increase of approximately 7,000 children receiving a preschool program in a long day care setting (an estimate derived from CCMS data for the June 2010 quarter). This has resulted in a significant increase in the overall preschool program enrolment numbers and an increase in the proportion of children enrolled in a preschool program by 5.1% from 81.1% in 2009 to 86.2% in 2010.</p> <p>The increase in the NSW 4 year old population that was noted in last year's annual report has continued and strengthened. At the commencement of the UA Agreement in 2008, the population of 4 year olds in NSW was 87,000 (using the ABS Estimated Resident Population). This figure increased to 88,000 in 2009 and increased again to 91,473 in 2010. This is an increase of approximately 4,473 4 year old children over the two years of the Agreement so far. The proportion of children enrolled in a preschool could be much higher than currently reported if the growth in the 4 year old population had not increased so greatly in the relevant period.</p>
Action C – <b>Non-Government school based services</b> prior to school	<p><i>Strategy – New census of preschool children in Non-Government schools</i> <b>COMMENCED - ONGOING.</b></p> <p><u>This action aligns with one of the national priorities for the first two years of the UA program – fostering service integration and co-ordination across standalone preschool and childcare.</u></p> <p>As part of the PIRP the NSW Government has commenced regulating school-based preschools to ensure that all families are provided a consistent quality of early childhood education and care, regardless of who operates the service.</p> <p>Services provided by registered schools and providing formal education in accordance with the school curriculum prescribed under the <i>NSW Education Act 1990</i> are not included in this licensing.</p> <p>The regulation of school-based preschool services is being implemented in a 3 year staged process which commenced in 2008 and is nearing completion. Licensing of the final tranche of services commenced from July 2010. This will result in the licensing of all 100 NSW Government preschools, as well as the licensing of the smaller number of preschools provided by non-government schools in NSW.</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>The Department of Family and Community Services (DFCS) has received a total of 135 licence applications from school-based children’s services since licensing commenced. 87 licences for school-based children’s services have been approved and issued. 48 licence applications are pending assessment and will be completed in the near future.</p> <p>Under this action, DFCS and DEC will develop and conduct a data collection for non government school-based services provided to children in the year/s before they commence school.</p> <p>The data collection will aim to identify the number of children receiving a preschool program in the year prior to starting school (ie the year before Kindergarten) in the non-government school system. While the number of licensed school-based children’s services provided by the non-government sector is relatively small at 35 services, collecting data from these services is nonetheless an important aspect of establishing how many children in NSW are receiving a preschool program in the year before school.</p> <p>During 2010, DFCS has held initial consultations with peak organisations for the non-government schools systems about possible mechanisms for collecting data on children attending preschool programs in the year before school in the non-government sector. Consideration is being given to the most effective way of collecting this data from the non-government sector. This may involve asking non-government school providers to participate in DFCS’s data collection conducted in August each year. This action will be a priority in 2011.</p>
<p>Action D - <b>Increased Service Funding to support UAECE participation rate targets</b></p>	<p><i>Strategy - Revise and increase funding allocations to community preschools to achieve UAECE targets</i> <b>COMPLETED.</b></p> <p><u>This action aligns with three of the national priorities for the first two years of the UA program - increasing program hours; increasing participation rates, particularly for Indigenous and disadvantaged children; and ensuring cost is not a barrier to access.</u></p> <p>As noted at Action A, funds provided under the Bilateral Agreement have enabled new funding allocations to be calculated for all eligible community preschools in NSW to support the UA goals of increased access to, and affordability of, community preschools. This is mainly achieved through increasing the amount of funding provided per child and/or per service under the NSW preschool funding Resource Allocation Model (also outlined at Action A).</p> <p>As a result of the UA funding, 657 community preschools in NSW have received increased payments (and the remaining 87 preschools received the same amount of funding that they received in 2008-</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>09.)</p> <p>In 2009-10, total funds of \$122.3M were allocated to community based preschools in NSW, which consisted of:</p> <ul style="list-style-type: none"> <li>• \$21.3M Universal Access funding</li> <li>• \$22.2M PIRP funding</li> <li>• \$78.8M Preschool Subsidies</li> </ul> <p>Therefore, funding to NSW community preschools increased by \$32.3M between 2008-09 and 2009-10.</p> <p>In 2010-11, the total funding committed to NSW community preschools is \$129.7M, an increase of \$7.4M since 2009-10. This consists of:</p> <ul style="list-style-type: none"> <li>• \$27.4M Universal Access funding</li> <li>• \$22.5M PIRP funding</li> <li>• \$79.8M Preschool Subsidies</li> </ul> <p>The increased per child funding rates have been effective in increasing the numbers of children enrolled in preschool programs. During the reporting period, the estimated number of children enrolled in community preschool and DEC preschools increased by 488 children and the number of children receiving a preschool program in a long day care setting increased by approximately 7,000. Overall, the numbers of children enrolled in a preschool program increased from 71,393 in 2009 to 78,889 in 2010 resulting in an increased proportion of children enrolled in a preschool program from 81.1% in 2009 to 86.2% in 2010.</p> <p>The increased funding rates have been particularly successful in driving increased rates of enrolment by Indigenous children and children from low income families as the funding has enabled substantial fee reductions for these groups. In the reporting period, the proportion of Indigenous children (calculated as a rate) increased from 88.2% in 2009 to 129.5% in 2010 and the proportion of disadvantaged children (calculated as a rate) increased from 75.2% in 2009 to 119.9%.</p>
<p><b>Output 1.1:</b> Children have universal access to an Early Childhood Education program for 15 hours per week, 40 weeks per year.</p>	<p><b>Number of teachers delivering Early Childhood Programs who are four year university trained and early childhood qualified.</b></p> <p>2009 Performance Benchmark Result: 5,741 teachers (4,532 Degree equivalent, and 1,209 Diploma)</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
<p><b>Performance Indicator 1.1.2:</b> Number of teachers delivering Early Childhood Education Programs who are four year university trained and early childhood qualified.</p> <p><b>Deliverable 1.1.2.1:</b></p> <ul style="list-style-type: none"> <li>• <b>Stage 1 Target:</b> Strategy - <i>Current numbers of 3 year trained and 4 year trained teachers leading Early Childhood Education programs are maintained or improved.</i></li> <li>• <b>Stage 2 Target 2011 - 2013:</b> Increased numbers of children receiving an early childhood education program in the year before school guided and/or delivered by a 4 year trained ECT.</li> </ul>	<p>2009 Performance Benchmark Result <b>Corrected:</b> 5,725 teachers (3,783 Degree equivalent, and 1942 Diplomas)</p> <p>2010 Performance Benchmark Target: 4,680</p> <p><b>2010 Performance Benchmark Result: 6,155 (4,022 Degree equivalent, 2,133 Diplomas)</b></p> <p><b>NOTE re corrected 2009 Benchmark Result:</b> NSW's 2009 annual report reported (at Action F) that NSW had 2,734 degree qualified teachers working in long day care (LDC) services that provided a preschool program. This figure was drawn from the 2006 Commonwealth Child Care Census. However, the 2,734 figure is a total of the numbers of Degree qualified educators (1,985) and Diploma qualified educators (733) working in long day care that provide a preschool program. Thus, NSW's 2009 report overcounted the number of degree qualified educators by 733. This error is corrected above.</p> <p><b>NSW educators with a Degree in 2010:</b>  Higher degree (community and DEC preschools, NSW 2010 data collection) = <b>231</b>  4 year ECT degree (community and DEC preschools, NSW 2010 data collection) = <b>787</b>  3 year ECT degree (community and DEC preschools, NSW 2010 data collection) = <b>1019</b>  Degree qualified ECTs (LDC providing a preschool program, 2006 Child Care Census) = <b>1985</b>  <b>Total Degree qualified = 4,022</b></p> <p><b>NSW educators with Diplomas in 2010:</b>  Diploma qualified educators (community and DEC preschools, NSW 2010 data collection) = <b>1400</b>  Diploma qualified educators (LDC providing a preschool program, 2006 Child Care Census) = <b>733</b>  <b>Total Diplomas = 2,133</b></p> <p><b>TOTAL = 6,155 Degree and Diploma qualified staff</b></p> <p>There has been an <b>increase of 239 early childhood teachers</b> and an increase of <b>191 Diploma trained staff</b> in NSW during the reporting period.</p> <p><u>NSW has current data on the number of qualified staff in state funded long day care services, however DFCS does not currently collect data on unfunded (commercial) long day care services. Accordingly, data from the 2006 Child Care Census has been used for the numbers of degree and diploma qualified staff working in long day care services that provide a preschool program. However, this figure may be an undercount as the number of degree qualified educators working in long day care settings is likely to have increased since 2006.</u></p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
<p>Action E - <b>Maintain Early Childhood Teacher requirements</b></p>	<p><i>Strategy - Current numbers of 3 year trained and 4 year trained teachers leading Early Childhood Education programs are maintained or improved.</i>  <b>COMPLETED.</b></p> <p><u>This action aligns with one of the national priorities for the first two years of the UA program – strengthening program quality and consistency.</u></p> <p>NSW is the only Australian jurisdiction to already require by law the employment of university trained Teaching Staff Members in all long day care <i>and</i> preschool services catering for 30 or more children. Services must ensure that there are the following number of teaching staff members:</p> <ul style="list-style-type: none"> <li>▪ one teacher for the first 30 children;</li> <li>▪ two teachers if there are 40 or more children;</li> <li>▪ three teachers if there are 60 or more children; and</li> <li>▪ four teachers if there are 80 or more children.</li> </ul> <p>This requirement has been maintained during the reporting period. It will also be maintained when the National Quality Framework comes into effect from 1 January 2012</p> <p>DEC provides a university trained teacher in all 132 classes across its 100 preschools. In addition, a degree qualified teacher is allocated to provide two hours of relief per week for each preschool teacher. Therefore each preschool class of twenty children has a university trained teacher working face to face implementing the teaching and learning program for 100% of the time. In some hard to staff areas or where the substantive teacher is on extended leave, the degree may be in the primary area (K-6), however in these circumstances the teacher must also have demonstrated experience and expertise in early childhood education.</p> <p>It should be noted that in spite of the wording of the strategy above (“leading”), performance measurement is strictly related to qualified early childhood teachers <u>delivering</u> early childhood education programs.</p>
<p>Action F - <b>Increase the number of Early Childhood Education Programs led by Early Childhood Teachers</b></p>	<p><i>Strategy - Increased numbers of children that receive an Early Childhood Education program led by a 3 year or 4 year trained Early Childhood Teacher, in the year before school.</i>  (Note: there may be some reduction in 3 year trained teachers, in proportion to any increase in 4 year trained teachers, as graduates with 4 year qualifications displace those with 3 year qualifications).  <b>COMMENCED - ONGOING.</b></p> <p><u>This action aligns with one of the national priorities for the first two years of the UA program –</u></p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.												
	<p><u>strengthening program quality and consistency.</u></p> <p>It should be noted that in spite of the wording of Action F and the strategy above (“led by”), performance measurement is strictly related to qualified early childhood teachers <u>delivering</u> early childhood education programs.</p> <p>The data collected in NSW now better matches the UA performance indicator because it distinguishes between different teaching qualifications. NSW’s data now clearly identifies the number of 3 year and 4 year trained teachers delivering preschool programs in community preschools. Although NSW collects teacher qualification data for the 450 community based long day care services that receive funding from DFCS, it does not currently collect data in relation to the number of early childhood teachers employed in commercially operated long day care services. For this reason, data from the 2006 Child Care Census is used here to provide the number of teachers in long day care settings providing an early childhood education program. Because this data is now several years old, it is likely to be an undercount.</p> <p>There has been an <b><u>increase of 239 degree qualified early childhood teachers</u></b> who are delivering early childhood education programs in NSW during the reporting period. The breakdown of NSW degree qualified teachers in 2010 is as follows:</p> <table border="1" data-bbox="786 898 2051 1238"> <thead> <tr> <th data-bbox="792 903 1883 948">Degree qualification level</th> <th data-bbox="1890 903 2045 948">Number</th> </tr> </thead> <tbody> <tr> <td data-bbox="792 952 1883 997">Higher degree (community and DEC preschools, NSW 2010 data collection)</td> <td data-bbox="1890 952 2045 997">231</td> </tr> <tr> <td data-bbox="792 1002 1883 1046">4 year ECT degree (community and DEC preschools, NSW 2010 data collection)</td> <td data-bbox="1890 1002 2045 1046">787</td> </tr> <tr> <td data-bbox="792 1051 1883 1096">3 year ECT degree (community and DEC preschools, NSW 2010 data collection)</td> <td data-bbox="1890 1051 2045 1096">1019</td> </tr> <tr> <td data-bbox="792 1101 1883 1182">Degree qualified ECTs (Long Day Care providing a preschool program, 2006 Child Care Census)</td> <td data-bbox="1890 1101 2045 1182">1985</td> </tr> <tr> <td data-bbox="792 1187 1883 1232"><b>TOTAL</b></td> <td data-bbox="1890 1187 2045 1232">4,022</td> </tr> </tbody> </table> <p>Over the reporting period, there has also been an <b><u>increase of 191 Diploma trained staff</u></b> in NSW.</p>	Degree qualification level	Number	Higher degree (community and DEC preschools, NSW 2010 data collection)	231	4 year ECT degree (community and DEC preschools, NSW 2010 data collection)	787	3 year ECT degree (community and DEC preschools, NSW 2010 data collection)	1019	Degree qualified ECTs (Long Day Care providing a preschool program, 2006 Child Care Census)	1985	<b>TOTAL</b>	4,022
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Action G - <b>Priority of Growth Places</b> to services with Early Childhood Teachers	<i>Strategy – Develop new Early Childhood Education places led by EC Teachers</i> <b>COMMENCED – ONGOING.</b>												

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p><u>This action aligns with one of the national priorities for the first two years of the UA program – strengthening program quality and consistency.</u></p> <p>Community preschools funded by DFCS are licensed and operate based on the requirements of the Children’s Services Regulation. Services that increase their licensed places and service utilisation as a result of the PIRP and Universal Access growth strategies are required to increase the numbers of teachers employed in the service in line with the requirements of the Regulation. Services must ensure that there are the following number of teaching staff members:</p> <ul style="list-style-type: none"> <li>• one teacher for the first 30 children;</li> <li>• two teachers if there are 40 or more children;</li> <li>• three teachers if there are 60 or more children; and</li> <li>• four teachers if there are 80 or more children.</li> </ul> <p>For the Growth Phase of PIRP, DFCS contracted Community Child Care Cooperative and CareWest to work directly with services in priority locations to develop and implement strategies to promote improved Early Childhood Education access. As already explained, these organisations are provided with funds (consistent with the Preschool Resource Allocation Model) by DFCS based on approved implementation plans to finance growth and access strategies.</p> <p>As noted at Action B, DFCS has funded an additional 8,755 Growth places for implementation during the 2010 reporting period. Of these, 1,642 places were reported as established and utilised during 2009-10. Growth places that have already been utilised have contributed to increasing the numbers of children enrolled in an early childhood program with early childhood teachers. The 2010 data collection shows that the number of children in the preschool age group enrolled in an early childhood program in community preschools in NSW increased from 47,446 children in 2009 to 47,905 children (up 459 children) in the 2010 reporting period.</p> <p>Data relating to the majority of spots that have been funded during the Growth Phase is not yet available and some of these places, which are being created through capital growth, are not expected to be utilised until 2011-12. When this data is available, it is expected to show further increases in the numbers of children receiving an early childhood education from qualified early childhood teachers.</p>
Action H - Expedited Qualifications Assessment	<p><i>Strategy - Assist qualified staff to enter the Early Childhood workforce</i>  <b>COMPLETED - ONGOING.</b></p> <p>DFCS conducts assessments of qualifications for qualified staff positions - including Early Childhood</p>

<b>Outputs, Performance Indicators and Deliverables</b>	<b>Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.</b>
	<p>Teachers - in NSW children's services. DFCS has reformed the processes undertaken in conducting 'desktop' assessment of the qualifications of applicants for qualified positions required under the NSW Children's Services Regulation 2004. In addition, the full list of assessed and approved training is available on DFCS's website to make it easier for employers and workforce entrants to assess whether they have suitable, approved qualifications.</p> <p>In 2010, 166 qualification assessments were processed, with the majority of applications relating to assessments for the position of Teaching Staff Member (Early Childhood Teacher). Ninety six approvals for the position of Teaching Staff Member (Early Childhood Teacher) were provided during the reporting period. In 2009, a total 166 qualification assessments were also processed.</p>
<b>Action I - Regulation Review</b>	<p><i>Strategy – Review and reform regulation to support UAECE targets</i>  <b>COMPLETED.</b></p> <p><u>This action aligns with one of the national priorities for the first two years of the UA program – strengthening program quality and consistency.</u></p> <p>NSW commenced a fundamental review of the Children's Services Regulation 2004 in late 2008. There were a number of specific aims for the review:</p> <ul style="list-style-type: none"> <li>• to improve the standards of the Regulation that most critically and directly contribute to better outcomes for children</li> <li>• improving information to parents about the service their child attends or may be considering for their child</li> <li>• reducing red tape by simplifying the administration of the Regulation for centre operators and DFCS</li> <li>• giving providers more flexibility to respond to child and family needs and to innovate in service delivery but without compromising standards protecting children; and,</li> <li>• giving the DFCS the compliance and enforcement tools it needs to ensure that the providers of children's services are knowledgeable, capable and effective in meeting their legal obligations.</li> </ul> <p>Many of the aims originally identified for the NSW review will now be achieved nationally through the COAG National Quality Framework reforms that will come into effect from 1 January 2012. In light of COAG's decision, the NSW Government decided not to continue with the comprehensive review of the NSW Regulation. This reflects COAG's agreement that jurisdictions will not unilaterally make changes to their Regulatory standards.</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>During the reporting period, the NSW Government instead proceeded with a selected package amendments to the <i>Children and Young Persons (Care and Protection) Act</i> and the <i>Children's Services Regulation 2004</i> to begin aligning the NSW legislative and regulatory framework with the National Quality Framework. These changes will provide for a smoother transition by the NSW children's services sector when the National Quality Framework commences in 2012.</p> <p>The amendments to the Act streamline the children's services licensing and approval processes; expand the investigation powers of DFCS; introduce new mechanisms to address non-compliance with the Act and Regulation; and provide parents and the community with greater access to information about children's services.</p> <p>The amendments to the Regulation are consistent with the direction of the National Quality Framework, but also minimise disruption to the industry at a time when both the industry and DFCS' primary focus is on the transition to the new system. The amendments include the removal of the statutory cap on the total number of places for a centre-based service, as well as the removal of the cap on the number of children aged 2 – 6 years who may attend a service. These changes provide services with increased flexibility depending on local demand for their service, for example, it would enable services to increase the number of children receiving a preschool program. Another amendment is the introduction of a 1:4 ratio for children under two years (which took effect from 1 January 2011), an important quality reform that will come into effect with the NQF from January 2012.</p>
<p>Action J – Introduce an <b>Early Childhood Teacher Costs Contribution Scheme</b></p>	<p><i>Action/Strategy - Introduce an Early Childhood Teacher Costs Contribution Scheme</i>  <b>COMMENCED.</b> However, this activity is not scheduled to take effect until 2011-12 financial year.</p> <p><u>This action aligns with two of the national priorities for the first two years of the UA program – strengthening program quality and consistency; and ensuring cost is not a barrier to access.</u></p> <p>The Early Childhood Teacher Cost Contribution Scheme is intended to offset part of the costs associated with the employment and professional development of ECTs in all centre-based and mobile children's services. A further objective is to increase access to an early childhood program provided by an ECT to children who attend small services with less than 30 children.</p> <p>Under the Scheme, a one-off amount will be payable to every licensed centre-based or mobile service in NSW employing an Early Childhood Teacher consistent with the numbers of the <i>NSW Children's Services Regulation 2004</i> (ie up to four Early Childhood Teachers). The same funding contribution will be payable for small, licensed centre-based or mobile services that are under the regulatory threshold requiring a teacher but employ an Early Childhood Teacher anyway (limit of one).</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>Amounts for the subsidy are:</p> <ul style="list-style-type: none"> <li>• up to \$6,000 per 3 year trained ECT per year;</li> <li>• up to \$8,000 per 4 year trained ECT per year; and</li> <li>• an additional \$1,000 payable for services in remote areas.</li> </ul> <p>During the reporting period, DFCS has undertaken significant work on the design of the scheme to prepare for implementation in 2011-12. This work has included detailed economic modelling to estimate the anticipated cost of the scheme and consultation meetings with early childhood sector representatives to gain their input into its design. Work has also occurred within DFCS to develop arrangements for services to apply for the subsidy, capture appropriate data and establish procedures for the payment of subsidies. The scheme will operate for the year 2011-2012 only.</p>
<p><b>Output 1.1</b> Children have universal access to an Early Childhood Education program for 15 hours per week, 40 weeks per year.</p> <p><b>Performance Indicator 1.1.3</b> Hours per week of attendance (where possible to measure) at an Early Childhood Education program.</p> <ul style="list-style-type: none"> <li>• <i>The proportion of children enrolled in an Early Childhood Education Program that is available for at least 15 hour a week.</i></li> <li>• <i>The average number of hours per week of attendance at an Early Childhood Education program.</i></li> </ul> <p><b>Deliverable 1.1.1.1</b></p> <ul style="list-style-type: none"> <li>• <b>Stage 1 (2009 – 2010 and ongoing):</b> Increased numbers and/or proportion of children attending Early Childhood Education in the year before school for 2 days per week.</li> </ul>	<p><b>Hours per week of attendance (where possible to measure) at an Early Childhood Education program.</b></p> <ul style="list-style-type: none"> <li>• <i>The proportion of children enrolled in an Early Childhood Education Program that is available for at least 15 hour a week.</i></li> </ul> <p>2009 Benchmark Result: 29% 2010 Benchmark Target: 33% <b>2010 Benchmark Result: 41%</b></p> <p>There has been an <b>increase of 12 percentage points from 2009</b> in the proportion of children enrolled in an Early Childhood Education Program that is available for at least 15 hours a week in government funded and government operated preschools.</p> <p>In addition, NSW's 2010 data shows that a further 32% of preschool age children are receiving an Early Childhood Education Program for between 12 – 15 hours per week. Therefore 73% of preschool age children are receiving at least 12 or more hours per week of an Early Childhood Education Program and 27% of preschool age children are receiving an Early Childhood Education Program for between 0 – 11 hours per week.</p> <ul style="list-style-type: none"> <li>• <i>The average number of hours per week of attendance at an Early Childhood Education program.</i></li> </ul>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
<ul style="list-style-type: none"> <li><b>Stage 2 (2011-2013):</b> Increased numbers and/or proportion of children attending Early Childhood Education in the year before school for 2.5 days/15 hours per week.</li> </ul>	<p>2009 Benchmark Result: 2.11 days / 12.66 hours per week  2010 Benchmark Target: 2.15 days / 12.90 hours per week  <b>2010 Benchmark Result: 2.23 days / 13.39 hours per week</b></p>
<p><b>Action K – Increase Average Hours in Community Preschools</b></p>	<p><i>Strategy – Use funding support and accountability to increase child attendance hours</i>  <b>COMMENCED - ONGOING.</b></p> <p><u>This action aligns with one of the national priorities for the first two years - increasing program hours.</u></p> <p>Consistent with its approach under the Growth Phase of the PIRP, in the first two years of the Universal Access Agreement, NSW has particularly sought to improve access and affordability for children from disadvantaged families. These families are less likely to access children’s services and research has shown that they benefit most from quality early childhood education programs. The focus is on both increasing rates of participation and increased average hours of attendance.</p> <p>As already outlined, the funding amounts have been enhanced as part of the Universal Access program to support the goal of achieving average attendances of 2.5 days/15 hours per week. To create an incentive to increase children’s attendances, these funding amounts are provided to services for the number of children they can accommodate for 2.5 days per week/15 hours per week.</p> <p>Since July 2009, increased payments have been made to 657 preschool services in NSW as a result of the UA allocation increases.</p> <p>During the reporting period, 38% of preschool age children in community preschools were enrolled in an early childhood education program that was offered for at least 15 hours. A further 35% of children in community preschools were enrolled in an early childhood program that was offered for 12 – 15 hours. The average hours of attendance for children in community preschools was 13.15 hours per week.</p> <p>In addition, service funding specifications now clearly state the outcome and the key performance measures that community preschools agree to achieve during the funding period. The specification includes the outcome that all children have access to a preschool program in the year before school for 2.5 days a week.</p> <p>While there has been a pleasing improvement in the proportion of children enrolled in early childhood</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>education programs available for at least 15 hours per week over the past 12 months, the community preschool sector has continued to raise significant concerns about the achievability of the 15 hour UA target, noting that the majority of preschools in NSW operate for 6 hours per day in line with community needs.</p>
<p>Action L - <b>Increase Average Hours in Government</b> Preschools</p>	<p><i>Strategy - Develop strategies to raise average hours of attendance in Government preschools</i> <b>COMMENCED – ONGOING</b></p> <p><u>This action aligns with one of the national priorities for the first two years - increasing program hours.</u></p> <p>All DEC preschools provide a program for children one year before school entry. DEC preschools are continuing to work with their local communities to establish attendance patterns to meet the needs of their local context.</p> <p>In addition, DEC has established ten early childhood consultant positions, who are working closely with schools with preschools to ensure that attendance patterns are meeting the needs of local communities.</p> <p>In 2010, 71% of children in DEC preschools are enrolled in a preschool program that is provided for at least 15 hours per week. A further 28% of children in DEC preschools are enrolled in a preschool program that is provided for 12 – 15 hours per week. The average hours of attendance for children in DEC preschools was 15.38 hours per week.</p> <p>As is evident from this data, the majority of DEC’s 100 preschools currently meet the Universal Access requirement of 15 hours per week. Others are considering options to enable them to meet this requirement. However, a number of Departments preschools are in rural / remote locations and in these locations children will continue to be provided with more than 15 hours where there are only small numbers of children in the community. In these locations, the preschool class caters for up to 20 children in a single attendance pattern of more than 15 hours a week rather than providing two attendance patterns of 15 hours a week for up to 40 children.</p>
<p>Action M – Increased Service <b>Funding to support UAECE weekly attendance</b> hours targets</p>	<p><i>Strategy - Revise and increase funding allocations to community preschools to achieve UAECE targets</i> <b>COMPLETED.</b></p> <p><u>This action aligns with one of the national priorities for the first two years of the UA program - increasing program hours.</u></p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>The Preschool Investment and Reform Resource Allocation Model previously allocated funding to a maximum of 12 hours (or 2 days) per week per child. Funding was capped at this level. Using the extra resources provided through the National Partnership, the per-child funding increased to 15 hours (or 2.5 days) per week per child.</p> <p>As noted at Action A, the reforms of preschool funding commenced on 1 July 2008 as part of the NSW Government's PIRP. The funding amounts have been enhanced as part of the Universal Access program to support the goal of achieving average attendances of 2.5 days/15 hours per week (as set out at Action A).</p> <p>657 preschool services in NSW have received increased payments as a result of the allocation increases.</p> <p>In 2009-10, total funds of \$122.3M were allocated to community based preschools in NSW, which consisted of:</p> <ul style="list-style-type: none"> <li>• \$21.3M Universal Access funding</li> <li>• \$22.2M PIRP funding</li> <li>• \$78.8M Preschool Subsidies</li> </ul> <p>Therefore, funding to NSW community preschools increased by \$32.3M between 2008-09 and 2009-10.</p> <p>In 2010-11, the total funding committed to NSW community preschools is \$129.7M, an increase of \$7.4M since 2009-10. This consists of:</p> <ul style="list-style-type: none"> <li>• \$27.4M Universal Access funding</li> <li>• \$22.5M PIRP funding</li> <li>• \$79.8M Preschool Subsidies</li> </ul> <p>The impact of the increased funding to community preschools is reflected in the improved outcomes for the proportion of children enrolled in early childhood education programs available for at least 15 hours per week. In 2010, 38% of preschool age children in community preschools were enrolled in an early childhood education program that was offered for at least 15 hours. A further 35% of children were enrolled in an early childhood program that was offered for 12 – 15 hours. The increase in funding provided to community preschools has enabled some services to operate for longer hours, thus meeting the UA objective.</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>These results in community preschools are contributing to the improvement in NSW's overall performance against the 15 hour objective. The overall performance of NSW services (community and DEC preschools only) against this performance indicator has improved from 29% in 2009 to 41% in 2010, and the state-wide average number of hours per week of attendance at an early childhood education program has increased to 13.39 hours/2.23 days (up from 2.11 days in 2009).</p> <p>While there has been a pleasing improvement in the proportion of children enrolled for at least 15 hours per week over the past 12 months, the NSW community preschool sector has continued to raise significant concerns about the achievability of the 15 hour UA objective, noting that the majority of preschools in NSW operate for 6 hours per day in line with community needs.</p>
<p><b>Output 1.2:</b> Universal access to an Early Childhood Education program is delivered across a <i>range of settings</i> at a cost which is not a barrier to access.</p> <p><b>Performance Indicator 1.2.1:</b> Distribution of children who attend an Early Childhood Education program by weekly cost per child (after subsidies) as defined by jurisdictions</p> <p><b>Deliverable 1.2.1.1:</b> <i>Ensure Early Childhood Education programs continue to be delivered across a range of settings:</i></p> <ul style="list-style-type: none"> <li>▪ <i>DEC preschools;</i></li> <li>▪ <i>Community Preschools; and</i></li> <li>▪ <i>Long Day Care services (with preschool programs).</i></li> </ul> <p><b>Deliverables 1.2.1.2:</b> <i>Ensure Early Childhood Education programs in State funded settings are provided at a cost which is not a barrier to access, particularly for disadvantaged children.</i></p>	<p><b>Distribution of children who attend an Early Childhood Education program by weekly cost per child (after subsidies) as defined by jurisdictions</b></p> <ul style="list-style-type: none"> <li>• <i>Ensure Early Childhood Education programs continue to be delivered across a range of settings:</i></li> </ul> <p>2009 Benchmark Result: 4,291 (DEC preschools); 47, 446 (community preschools); 19,656 (LDC with a preschool program, based on 2006 Child Care Census)</p> <p>2010 Benchmark Target: 4,284 (DEC preschools); 58,383 (community preschools); increase on baseline (LDC with a preschool program)</p> <p><b>2010 Benchmark Result: 4,320 (DEC preschools); 47,905 (community preschools); 26,664 (LDC with a preschool program).</b></p> <p>The number of preschool age children enrolled in DEC preschools has <b>increased by 29 children</b>. The number of preschool age children enrolled in community preschools <b>has increased by 459 children</b>. The (estimated) number of children attending a long day care service with a preschool program <b>has increased by 7,008</b>.</p> <ul style="list-style-type: none"> <li>• <i>Ensure Early Childhood Education programs in State funded settings are provided at a cost which is not a barrier to access, particularly for disadvantaged children.</i></li> </ul> <p>2009 Benchmark Result:  State-wide average fee: \$27.93 per day  ATSI child average fee: \$10.40 per day</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>Low income child average fee: \$16.62 per day</p> <p>2010 Benchmark Target: Reduction. Quantum of reduction cannot be specified at the time of setting the target.</p> <p><b>2010 Benchmark Result:</b>  <b>State-wide average fee: \$27.89 per day</b>  <b>ATSI child average fee: \$9.08 per day</b>  <b>Low income child average fee: \$15.45 per day</b></p> <p>The state-wide average fee has <b>held steady</b>. The ATSI child fee has been <b>reduced by \$1.32 per day</b>, and the low income child fee has been <b>reduced by \$1.17 per day</b>.</p> <p><b>NOTE:</b> In general, fees may not be comparable to 2009 results due to the changed 2010 data collection method which enables the fee for each individual child to be collected. Previously, preschools only submitted their overall rates for each age grouping and type of fee.</p>
<p>Action N - Localised Strategies to <b>Increase Early Childhood Education Access in a range of settings</b></p>	<p><i>Strategy - Work directly with services in priority locations to develop and implement strategies to promote Early Childhood Education access in a range of settings</i>  <b>COMMENCED – ONGOING.</b></p> <p><u>This action aligns with three of the national priorities for the first two years of the UA program - increasing program hours; increasing participation rates, particularly for Indigenous and disadvantaged children; and ensuring cost is not a barrier to access.</u></p> <p>For the PIRP’s Growth Phase, in 2009 DFCS contracted Community Child Care Cooperative and CareWest to initiate or support activities to increase supply and use of early childhood education places by children in the year before school.</p> <p>During the reporting period, Community Child Care Cooperative and CareWest have continued to work directly with services in priority locations to develop and implement strategies to promote improved Early Childhood Education access. These organisations are provided with funds (consistent with the Preschool Resource Allocation Model) by DFCS based on approved implementation plans to finance growth and access strategies.</p> <p>To date, funds have been approved and provided for the strategies including:</p>

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	<ul style="list-style-type: none"> <li>• to support and extend service provision to areas not currently offering a preschool program so that children may access a service in those areas;</li> <li>• to fund services to maintain new enrolments that have commenced since the most recent data collection and so are not yet funded through the annual funding allocations;</li> <li>• to fund fee reductions at targeted services to attract new enrolments; and</li> <li>• for the engagement of Aboriginal workers in areas with a significant Aboriginal population to provide a link between preschool services and Aboriginal families.</li> </ul> <p>As noted at Action D above, DFCS approved funding to the PIRP (PIRP) Growth Agencies for the establishment of 8,755 preschool spots during the period 1 January – 31 December 2010. A ‘spot’ is a 15 hour place available for a child in a week.</p> <p>A total of 1,642 spots were reported as established and utilised during 2009/10. Reporting data about newly established and utilised spots since July 2010 is not yet available. In addition, a significant proportion of the new growth spots will be delivered through capital works, and may not be utilised until 2011/12. When data on the utilisation of these spots becomes available, it is expected to show a significant increase in the number and proportion of children attending a preschool program in the year before school.</p> <p>Also during the 2010 reporting period, DEC made changes to the provision of preschool classes through distance education to improve preschool access for children living in the Far West of NSW. DEC has 4 preschool classes providing a distance education provision for children in isolated /remote location across New South Wales. All four classes have previously operated from Dubbo as their base.</p> <p>In 2010, DEC undertook an analysis of demographic trends and worked with the Isolated Children’s Parents Association, and one distance education class was relocated on a trial basis to Broken Hill. At the completion of the trial, the class was officially relocated to Broken Hill. DEC and the Isolated Children’s Parents Association have developed a process whereby the distance education preschool provision would be considered on a cyclical basis to ensure that it is located in the most appropriate centre to meet demographic needs.</p>
Action O - Targeting new <b>funding support to preschool costs for disadvantaged children</b> and families	<p><i>Strategy – Improve affordability of community preschool programs, especially for UAECE target groups</i>  <b>COMMENCED – ONGOING.</b></p> <p><u>This action aligns with two of the national priorities for the first two years of the UA program -</u></p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p><u>increasing participation rates, particularly for Indigenous and disadvantaged children; and ensuring cost is not a barrier to access.</u></p> <p>A major priority for the preschool funding reforms and funding increases in NSW under both the PIRP and UA has been to put downward pressure on preschool fees. A particular priority has been to reduce fees for Aboriginal children and children from low income families for whom fees are recognised as a significant barrier to preschool access. As described elsewhere in this report, funding under the new Resource Allocation Model targets increased access and affordability for the most vulnerable and disadvantaged children and families by providing the greatest funding support for Indigenous children, low income families, and children in remote and low income communities. The UA program has enabled increased funding allocations to eligible community preschools in NSW as the priority activity of the UA program for the first two years of the Agreement.</p> <p>At the same time, preschool fees are set independently by providers. So, while government funding levels have a major impact on the fees services need to charge to cover their operating costs, other factors also affect fees.</p> <p>Services that receive increased funding are formally advised of the portion of the funding that is allocated for Aboriginal and Torres Strait Islander children and children from low-income families. Services are also advised by DFCS that that funding must be used to reduce fees and barriers for children of those families, and that monitoring will be undertaken to ensure that the funding increases flow through to families as reduced fees.</p> <p>The NSW state-wide average fee charged in 2010 was \$27.89 per day, and 58% of all preschools charged fees at, or below, this average. Despite the additional funding that has been made available to community preschools, the average fee has held steady, reducing only very slightly from 2009 to 2010. Maximum fees in NSW remain significantly higher than all other jurisdictions. During 2010, the NSW preschool sector has strongly argued that the high cost of preschool in NSW remains the greatest obstacle to increasing overall participation rates in NSW, and that it may be difficult to achieve further increases in overall participation rates without a stronger focus on improving preschool affordability.</p> <p>NSW has continued to achieve significant fee reductions for Aboriginal children and children from low income families. The fees for these groups of children are significantly lower than the average fee:</p> <ul style="list-style-type: none"> <li>• The average fee in 2010 for Aboriginal children was \$9.08 per day, a decrease of \$1.32 (12.7%) from the 2009 fee of \$10.40. 35% of Aboriginal children’s fees are charged at or below this average.</li> </ul>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<ul style="list-style-type: none"> <li>The average fee in 2010 for children from low income families was \$15.45 per day, a decrease of \$1.17 (7%) from the 2009 fee of \$16.62. 52% of low income families children's fees are charged at, or below, this average.</li> </ul> <p>These results continue to demonstrate that the PIRP/UA reforms have been effective in improving the affordability of preschool programs for ATSI children and children from low income families. The substantial reductions in fees for these groups are a significant factor in the corresponding increase in their attendance rates over the life of the Agreement so far.</p> <p>In general, fees may not be comparable to 2009 results due to the changed 2010 data collection method which enables the fee for each <u>individual</u> child to be collected. Previously, preschools only submitted their overall rates for each age grouping.</p>
<p>Action P – Increase <b>monitoring and management of preschool fees to ensure increased funding results in fee reductions</b>, particularly for priority groups</p>	<p><i>Strategy - Improve affordability of community preschool programs, especially for UAECE target groups (same as above)</i>  <b>COMMENCED - ONGOING</b></p> <p><u>This action aligns with two of the national priorities for the first two years of the UA program – ensuring cost is not a barrier to access; and increasing participation rates, particularly for Indigenous and disadvantaged children.</u></p> <p>DFCS has increased the monitoring and performance management of funded services to ensure that increased funding is directed to reducing preschool fees to the greatest extent possible.</p> <p>All services that receive increased funding as a result of the UA program are formally advised of the portion of the funding that is allocated for Aboriginal and Torres Strait Islander children and children from low-income families. Services are also advised that that funding must be used to reduce fees and barriers for children of those families, and that monitoring will be undertaken to ensure that the funding increases flow through to families as reduced fees. Regular contact and site visits to funded services are conducted by DFCS's Regional Partnerships and Planning Teams. The combination of targeting fee reductions for disadvantaged and Aboriginal children, establishing clear requirements in service specifications, and increased monitoring of how services allocate their funding has resulted in reduced fee levels for these groups and increased attendance rates.</p> <p>In July 2010, DFCS introduced a performance-based Children's Services Service Specification to manage the performance of funded preschool services in NSW. The new Service Specification reflects the program aims of both the PIRP and the UAECE. The Service specification gives DFCS a basis for</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>managing the performance of funded preschools services against outcomes.</p> <p>In addition, in line with the introduction of the performance-based service specifications, the Performance Monitoring Framework will be implemented from July 2011 to monitor services performance during 2010/11. Services will complete the self assessment template and submit it to DFCS. The Department will then conduct a desktop review to determine whether there are issues with the service's performance that require a monitoring visit. <u>A copy of the PMF Self-Assessment Process Template for children's services is attached.</u></p> <p><i>See Action V below regarding the Service Specification and Performance Management Framework for funded services.</i></p> <p>Underlying the new Service Specifications and Performance Monitoring Framework, the new data collection tool for funded preschools was implemented in August 2010. This collects unit record level data (that is, de-identified information about the characteristics of individual children attending services) which enables more accurate monitoring of services' use of their funding. The data collection tool also enables the gathering of more accurate information about services' fee levels for annual reporting purposes.</p> <p>The Preschools NSW website, (<a href="http://www.preschoolsnsw.org.au">www.preschoolsnsw.org.au</a>), an initiative of Community Child Care Cooperative in its role as a Growth Agency, was launched during the reporting period. The website includes some information about average fee levels, as well as information that families may wish to consider when they are choosing a service for their child.</p>
<p>Action Q – New <b>Commonwealth Early Learning and Care Centres</b></p>	<p><i>Strategy – Utilise new infrastructure and integrated service provision models to ensure services are available in a diversity of settings</i>  <b>COMMENCED - ONGOING</b></p> <p><u>This action aligns with two of the national priorities for the first two years of the UA program - increasing participation rates, particularly for Indigenous and disadvantaged children; and fostering service integration and co-ordination across standalone preschool and childcare.</u></p> <p>The Australian Government has allocated \$114.5M over four years in the 2008-9 Budget to build 38 additional Early Learning and Care Centres in priority locations. Of these, 10 mainstream centres and one Autism specific Centre are to be delivered in NSW. The first 11 Early Learning Centres and Care Centres are being established in New South Wales with five in the grounds of government schools.</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>The Australian Government is overseeing the establishment of all 11 centres which included management of the tender process to select the successful applicants.</p> <p>The NSW DEC is continuing to work collaboratively with the Commonwealth Department of Education, Employment and Workplace Relations as the five centres on school grounds are established. Progress on the establishment of these services is as follows:</p> <p><b>North Ryde Public School:</b> this 62 place centre opened in early 2011, and is operated by Explore &amp; Develop.</p> <p><b>Queanbeyan South Public School:</b> this 48 place centre opened in early 2011, and is operated by KU Children's Services.</p> <p><b>Milperra Public School:</b> a 60 place service will be operated by SDN Children's Services. SDN is awaiting approval of the development application through Council.</p> <p><b>Faulconbridge Public School:</b> the final location for the centre to be established within the school grounds has been agreed between the DEC and KU Children's Services. The centre will have 48 places.</p> <p><b>Merewether Heights:</b> construction of the new 68 place centre is to commence in the near future.</p> <p>During the reporting period, KU Children's Services opened the Autism Specific Early Learning and Care funded under this initiative. The <b>KU Marcia Burgess Autism Specific Early Learning and Care Centre</b> is operating from purpose built premises and is licensed for 20 children with autism or autism-like symptoms each day. KU has partnered with Sydney South West Area Health Services, the University of NSW and the Benevolent Society to provide a team of autism trained staff including early childhood teachers, child care workers, a paediatrician, behaviour analyst, occupational therapist, speech pathologist and a psychologist. All staff will be trained in the Early Start Denver Model (ESDM) to provide intensive intervention for young children with autism. Children have the opportunity to spend part of their week in a mainstream preschool or long day care centre within their local community, where additional support will be provided.</p> <p>Following a separate open tender process for the remaining five locations, centres will also be established as follows:</p> <p>At <b>Abbotsleigh School in the Killara</b> area: the school's 70 place centre has been operating since April 2010.</p> <p><b>Bondi Junction:</b> Waverley Council will operate a 52 place service, which is expected to commence operation during 2011.</p> <p><b>Fairlight:</b> construction is underway to extend and upgrade an existing service operated by Manly</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>Council.</p> <p><b>Inner West:</b> Ashfield Infants Home will enhance its existing services by an additional 50 places.</p> <p><b>Hazelbrook:</b> planning is underway for the refurbishment of an existing service operated by Blue Mountains City Council.</p>
<p><b>Output 1.3:</b> Disadvantaged children have universal access to an Early Childhood Education program.</p> <p><b>Performance Indicator 1.3.1</b> The proportion of disadvantaged children enrolled in (and attending, where possible to measure) an Early Childhood Education program.</p> <p><b>Deliverable 1.3.1.1</b> Increase in numbers/proportion of population of children from target groups attending Early Childhood Education programs.</p>	<p><b>The proportion of disadvantaged children enrolled in (and attending, where possible to measure) an Early Childhood Education program.</b></p> <p>2009 Benchmark Result: 75.2% 2010 Benchmark Target: 82.4% <b>2010 Benchmark Result: 89.5% (calculated as a rate); or 23.4% (calculated as a share).</b></p> <p>There has been an <b>increase of 14.3 percentage points</b> in the proportion of disadvantaged children enrolled in an early childhood education program when calculated as a rate. There has been an <b>increase of 3.7 percentage points</b> when calculated as a share of the proportion of children enrolled in an early childhood education program that are from a disadvantaged background.</p> <p><b>NOTE:</b> This result comprises all children in low income families enrolled in community preschools (9,506) and an estimate of 4-5 year old children in long day care services delivering a preschool program (7,931) derived from the 2010 CCMS data. The 2010 long day care data did not have information on the portion of children who attend a preschool program within a long day care service. As such, the portion who did attend a preschool program within a long day care service in the 2006 Child Care Census was used as a proxy to proportion the children attending a long day care service from the 2010 long day care data. The portion of children receiving the maximum CCB rate was used as a proxy to portion the disadvantaged children attending a preschool program in long day care.</p> <p>When calculated as a share, the proportion of children enrolled in an early childhood education program that are from a disadvantaged background is 23.4%. This comprises <u>all children from low income families</u> enrolled in community preschools and 4-5 year old children in long day care services delivering a preschool program in NSW divided by <u>all children enrolled in community preschools and all 4-5 year old children in long day care services delivering a preschool program in NSW.</u> NSW has not previously presented its results for this performance indicator as a share. To enable comparison of the 2010 share (23.4%), 2009's results have also been calculated as a share (19.7%). This shows a growth of 3.7 percentage points in the proportion of children enrolled in an early childhood program that are from a disadvantaged background.</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
<p>Action R – <b>Priority of Access for disadvantaged children in Community Preschools</b></p>	<p><i>Strategy – Ensure that access to available services is prioritised for disadvantaged children.</i> <b>COMPLETED.</b></p> <p><u>This action aligns with one of the national priorities for the first two years of the UA program - increasing participation rates, particularly for Indigenous and disadvantaged children.</u></p> <p>Priority of Access guidelines form part of the revised service specifications issued to support the implementation of the PIRP and the Universal Access Program.</p> <p>There are priority of access targets for the following children:</p> <ul style="list-style-type: none"> <li>• children who are at risk of harm;</li> <li>• children in the year before school, with highest priority to those closest to school entry;</li> <li>• Aboriginal and Torres Strait Islander children;</li> <li>• children from low income families (ie those with Health Care Cards);</li> <li>• children from CALD backgrounds; and</li> <li>• children with disabilities.</li> </ul> <p>Over the first two years of the UA Agreement, NSW has achieved consistent increases in the proportion of children from low income families who are enrolled in an early childhood education program. The requirements relating to priority of access that are set out in service specifications provide services with clarity about which children have priority for enrolment, and this strategy (along with targeted fee reductions and increased accountability and monitoring requirements) is contributing to the increased enrolment of disadvantaged children.</p>
<p><b>Output 2.1:</b> Indigenous children (including those in remote Indigenous communities) enrolled in and attending an Early Childhood Education program.</p> <p><b>Performance Indicator 2.1.1</b> The proportion of Indigenous children (by geographic location as identified by the Australian Standard Geographic Classification), who are enrolled in (and attending, where possible to measure) an</p>	<p><b>The proportion of Indigenous children (by geographic location as identified by the Australian Standard Geographic Classification), who are enrolled in (and attending, where possible to measure) an Early Childhood Education program.</b></p> <p>2009 Benchmark Result: 88.2% 2010 Benchmark Target: 85.5% <b>2010 Benchmark Result: 105.3% (when calculated as a rate); or 5.3% (when calculated as a share)</b></p> <p>There has been an <b>increase of 17.1 percentage points</b> in the proportion of Indigenous children enrolled in an early childhood education program, when calculated as a rate. There has been an</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
<p>Early Childhood Education program.</p> <p><b>Deliverable 2.1.1.1</b> Increase in numbers/proportion of population of Indigenous children attending Early Childhood Education programs</p>	<p><b>increase of 0.8 percentage points</b> when calculated as a share or in the proportion of children enrolled in an early childhood education program that are from an Indigenous background..</p> <p><b>NOTE:</b> This result comprises all Indigenous children enrolled in government preschools (493) and community preschools (2,843) and an estimate of 4-5 year old Indigenous children in long day care services delivering a preschool program (1,520) derived from the 2010 CCMS data, divided by the estimated NSW population of 4 year old Indigenous children (3,750). The 2010 long day care data did not have information on the portion of children who attend a preschool program within a long day care service. As such, the portion who did attend a preschool program within a long day care service in the 2006 Child Care Census was used as a proxy to proportion the number of Indigenous children attending a long day care service from the 2010 long day care data. The proportion of children from an Indigenous background was used as a proxy to portion the children attending a preschool program in long day care.</p> <p>Indigenous population data was sourced from the <i>ABS cat no. 3238.0 Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians, 1991 to 2021</i>. Using the estimated population value is appropriate as other Jurisdictions are using the same source for their Indigenous population estimations. It should be noted that the ABS has advised that “<i>Single year of age population projections for Australia and the states and territories for 2007 to 2021 are provided for analytical purposes and should not be published. ABS advises caution in the use of single year of age Indigenous population projection data when calculating indicators such as rates. Low level estimates (such as by jurisdiction or remoteness location and single year of age) are subject to high levels of error and can result in participation rates that exceed 100%. This is due to the inherent uncertainty in single year of age estimates as a result of quality issues associated with the source data assumptions used to derive estimates and issues associated with modelling small numbers. Despite this, the ABS recommends that the Indigenous population projections are the best source of data for calculating and reporting Indigenous preschool enrolment rates, including by remoteness.</i>”</p> <p>When calculated as a share, the proportion of children enrolled in an early childhood education program that are from an Indigenous background is 5.3%. NSW has not previously presented its results for this Indicator as a share. To enable comparison, the 2009 result has also been calculated as a share (4.5%). This shows a growth of 0.8 percentage points in the proportion of children enrolled in an early childhood program that are from an Indigenous background.</p>
<p>Action S - Increased Service <b>Funding to support UAECE participation rate targets for Indigenous and disadvantaged children</b></p>	<p><i>Strategy - Revise and increase funding allocations to community preschools to achieve UAECE targets</i> <b>COMPLETED.</b></p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p><u>This action aligns with one of the national priorities for the first two years of the UA program - increasing participation rates, particularly for Indigenous and disadvantaged children.</u></p> <p>A number of actions under the Bilateral Agreement involve providing increased funding to community preschools in NSW to support the UA goals of increased access to, and affordability of, community preschools with a very strong focus on Indigenous and disadvantaged children. UA program funding has enabled increases to the per child rates of funding under the NSW preschool funding Resource Allocation Model. As a result of UA funding available under the Bilateral Agreement, all eligible community preschools in NSW now receive:</p> <ul style="list-style-type: none"> <li>• \$3,300 per child per year for Aboriginal children attending services (up from \$3,000);</li> <li>• \$3,000 per child per year for children from low income families (up from \$1,750).</li> </ul> <p>Enrolment by Indigenous and disadvantaged children, and the cost of services for the families of these children, have continued to see consistent improvements:</p> <ul style="list-style-type: none"> <li>• Enrolments by Indigenous children have increased from 3,181 children in 2009 to 4,856 children in 2010 (including the estimate of the number of Indigenous children attending a preschool program in a long day care service derived from the 2010 CCMS data); and</li> <li>• Enrolments by disadvantaged children have increased from 14,088 children in 2009 to 23,354 children in 2010 (including the estimate of the number of disadvantaged children attending a preschool program in a long day care service derived from the 2010 CCMS data).</li> </ul>
Action T – Priority of Access for Indigenous children in Community Preschools	<p><i>Strategy – Ensure that access to available services is prioritised for Indigenous children</i> <b>COMPLETED.</b></p> <p><u>This action aligns with one of the national priorities for the first two years of the UA program - increasing participation rates, particularly for Indigenous and disadvantaged children.</u></p> <p>Priority of Access guidelines form part of the revised service specifications issued to support the implementation of the PIRP and the Universal Access Program.</p> <p>There are priority of access targets for the following children:</p> <ul style="list-style-type: none"> <li>• children who are at risk of harm;</li> <li>• children in the year before school, with highest priority to those closest to school entry;</li> <li>• Aboriginal and Torres Strait Islander children;</li> </ul>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<ul style="list-style-type: none"> <li>• children from low income families (ie those with Health Care Cards);</li> <li>• children from CALD backgrounds; and</li> <li>• children with disabilities.</li> </ul> <p>Over the first two years of the UA Agreement, NSW has achieved significant increases in the proportion of ATSI children from low income families who are enrolled in an early childhood education program. The requirements relating to priority of access that are set out in service specifications provide services with clarity about which children have priority for enrolment, and this strategy (along with targeted fee reductions and increased accountability and monitoring requirements) is contributing to the increased enrolments of ATSI children.</p>
<p>Action U – <b>Priority of Access for disadvantaged and Indigenous children in Government Preschools.</b></p>	<p><i>Strategy – Ensure that access to available services is prioritised for disadvantaged and Indigenous children</i>  <b>COMPLETED.</b></p> <p><u>This action aligns with one of the national priorities for the first two years of the UA program - increasing participation rates, particularly for Indigenous and disadvantaged children.</u></p> <p>The Department of Education and Communities has a well established preschool enrolment policy that provides priority of access to children from disadvantaged backgrounds, in particular those whose families experience financial hardship and Aboriginal children.</p> <p>The Department operates 132 preschool classes in 100 government preschools across New South Wales. Fifty five of the preschools are located in schools participating in the National Partnership for Low SES Communities.</p> <p>DEC preschool enrolment policy, giving priority access to the most needy children in the local community, applies to all 100 government preschools.</p> <p>In 2010:</p> <ul style="list-style-type: none"> <li>• 493 Aboriginal children attended DEC preschools (this is 11.4% of the total DEC preschool cohort).</li> <li>• 1,832 children were from culturally and linguistically diverse backgrounds.</li> <li>• 114 children had a confirmed disability and a further 125 children had additional learning needs and/or unconfirmed diagnosis of disability.</li> </ul> <p><i>Overall progress in enrolments for Aboriginal and disadvantaged children in NSW are reported at</i></p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p><i>Action S above.</i></p> <p>The evaluation of the Department's <i>Building Stronger Connections Project</i> was completed during this reporting period (a copy of the evaluation attached). This project aimed to increase access by Aboriginal children to DEC preschools through enhanced engagement of Aboriginal families and communities. The project commenced in 2009 in 22 Government schools across NSW and targeted those communities where there were high numbers of Aboriginal children but low numbers of Aboriginal children attending preschool.</p> <p>The project's objectives were to develop culturally appropriate resources and strategies in each of the preschools and to encourage participation of parents and caregivers in the education of their children with the long term goal of building stronger relationships and connections between schools and the Aboriginal community.</p> <p>The <i>Building Stronger Connections</i> project was successful in developing ideas and solutions to address the urgent need to ensure more Aboriginal children enrol in preschool and are therefore better prepared for their formal schooling.</p> <p>The project was evaluated from October 2009 to May 2010, with the following findings:</p> <ul style="list-style-type: none"> <li>• 24.6% of all children enrolled in the 22 preschools in March 2010 are Aboriginal compared with 16% in 2007;</li> <li>• The employment of Aboriginal people to work in the preschool was effective in supporting the implementation of the <i>Building Stronger Connections</i> project;</li> <li>• Aboriginal workers reported that working in the project made them feel valued and increased their pride in their Aboriginality;</li> <li>• There were strengthened connections between preschool/school and Aboriginal parents, Aboriginal community and other agencies supporting the Aboriginal community including a range of non-government agencies;</li> <li>• There was increased understanding by preschool teachers and support staff of Aboriginal culture; and</li> <li>• Preschools were more culturally inclusive and obviously welcoming.</li> </ul> <p>This was a relatively low-cost project and generated ideas and strategies which have worked and could be shared with other preschools which serve Aboriginal communities. Employing Aboriginal workers to support the preschool and the school to drive the project was pivotal to its success. This action alone strengthened the partnership and level of trust between the preschool, the school and the Aboriginal</p>

<b>Outputs, Performance Indicators and Deliverables</b>	<b>Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.</b>
	community.

The following activities are being undertaken to assist in delivering various Performance Indicators, Deliverables and Targets under the National Partnership for Early Childhood Education.

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
<p>Action V – <b>Performance Management Framework</b> for PIRP and UAECE</p> <p>Contributes to all Outputs, Performance Indicators and Deliverables</p>	<p><b>COMMENCED - ONGOING.</b></p> <p><u>This action aligns with three of the national priorities for the first two years of the UA program - increasing program hours; increasing participation rates, particularly for Indigenous and disadvantaged children; and ensuring cost is not a barrier to access.</u></p> <p>In July 2010, DFCS introduced a performance-based service specification, which reflects PIRP and UAECE program aims. The specification outlines client groups, geographic coverage, service activities provided, outcome and service results, any performance targets expected and levels of service. The service specification gives the Department a basis for managing the performance of funded preschool services against outcomes, and also provides services with greater clarity about what outcomes they should be seeking to achieve.</p> <p>As part of the monitoring process, service providers are required to maintain systems to record the results and service levels attained (through the annual data reporting). This is collected through a new data collection tool for funded children’s services which was implemented in August 2010, which collects de-identified unit record level data about the characteristics of individual children attending services.</p> <p>In line with the introduction of the performance-based service specifications, the Performance Monitoring Framework (PMF) will be implemented from July 2011 to monitor performance during 2010/11. The PMF measures compliance with the service specification and the Department’s Services’ Standard Service Agreement, including financial requirements. <u>A copy of the PMF Self-Assessment Process Template for children’s services is attached.</u></p>
<p>Action W – NSW Department of Family and <b>Community Services’ Research Agenda</b></p> <p><b>Contributes to Performance Indicators:</b> 1.3.1 The proportion of disadvantaged children enrolled in (and attending, where possible to measure) an Early Childhood Education program.</p>	<p><i>Strategy – Department of Family and Community Services will continue to commission and support research to inform policy and practice aimed at increasing participation in early childhood services, especially for disadvantaged and Indigenous children and families.</i></p> <p><b>COMMENCED - ONGOING.</b></p> <p><u>Child Care Choices – Longitudinal Extension Study</u> This research was reported in the 2009 Annual Report as completed and a copy of the research was provided.</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
<p>AND</p> <p>2.1.1 The proportion of Indigenous children (by geographic location as identified by the Australian Standard Geographic Classification), who are enrolled in (and attending, where possible to measure) an Early Childhood Education program</p> <p><b>Contributes to Deliverables:</b></p> <p>1.3.1.1 Increase in numbers/proportion of population of children from target groups attending Early Childhood Education programs:</p> <ul style="list-style-type: none"> <li>- CALD children;</li> <li>- children from low income families;</li> <li>- children from remote areas; and</li> <li>- children with additional needs</li> </ul>	<p><u><i>Child Care Choices of Indigenous Families</i></u> The Department of Family and Community Services commissioned this research to investigate the reasons why Indigenous families are less likely to use formal child care than other families.</p> <p>As reported in the 2009 Annual Report, the researchers initially experienced difficulties in recruiting Aboriginal families to participate in the research and this slowed the progress of this study. Subsequently, 107 Indigenous families, from urban, regional and remote NSW, participated in the study. The research found that many of the participating families valued early childhood education as a start for their children’s education and to help them get a better education than their parents. However, participants also reported that access to children’s services is still greatly influenced by cost, availability and lack of transport, and reported feeling misunderstood or not respected by staff in children’s services. Participating families also reported a feeling of cultural safety when Aboriginal staff were employed at services and when family members were able to attend the services.</p> <p>DFCS has now received the final report. To aid dissemination of the findings, the Department is currently preparing a shorter ‘Research Note’ to summarise the research and its findings, which will be published during the first half of 2011.</p>
<p>AND</p> <p>2.1.1.1 Increase in numbers/proportion of population of Indigenous children attending Early Childhood Education programs.</p>	<p>A number of the themes identified in this research are already being addressed in NSW through Universal Access/PIRP strategies. As noted elsewhere in this report, this includes targeted fee reductions for Indigenous families and priority of access for Indigenous children. Other strategies to facilitate Indigenous children’s access to early childhood education are being pursued by the Growth Agencies. For example, Community Child Care Cooperative has funded a number of Aboriginal Community Engagement Projects in areas where social planning data and local knowledge suggest that numbers of Aboriginal children are not accessing preschool. This enables Aboriginal Community Support Workers to engage and link Aboriginal families with preschool services in a culturally appropriate way.</p> <p>Combined, these strategies are proving effective in increasing the overall numbers, and proportion, of Indigenous children attending preschool programs in NSW, as is evident from NSW’s positive results against Performance Benchmark 2.1.1.</p> <p><u><i>Barriers to participation of disadvantaged young children, their families, and professionals in early childhood service</i></u> DFCS commissioned this research to investigate the low participation rates for socio-economically disadvantaged families, despite research and policy supporting the benefits of engagement for both</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>children and their carers.</p> <p>101 families living in disadvantaged communities across NSW participated in the research. The research also included early childhood staff working in these communities.</p> <p>The research has identified barriers and potential facilitators to disadvantaged families' participation in children's services. The facilitators to participation that were identified related to the features of the service (these included flexible hours, the service being close to home, integration with other services, preschool program provided with an LDC setting, provision of meals); the features of the staff (highly trained, welcoming, culturally appropriate); and the features of the family (good staff/child relationships, family involvement in the human services system, an older sibling had already attended an early childhood service).</p> <p>A final report has now been received. To aid dissemination of the findings, it is intended that a shorter 'Research Note' will be prepared to summarise the research findings, which will be published during 2011.</p> <p><i>Commonwealth Workforce Census</i></p> <p>In addition to the above reports, during the reporting period NSW supported the Department of Education, Employment and Workplace Relations' Early Childhood Census. The Census will provide data that will assist NSW to better target our Universal Access implementation.</p>
<p>Action X - <b>Improved Data</b></p> <p>Contributes to all Outputs, Performance Indicators and Deliverables</p>	<p><b><i>Improved Data COMPLETED.</i></b></p> <p>In its 2009 Annual Report, NSW reported that DFCS had successfully implemented a new online data collection tool. The data collection tool has been aligned with the Performance Indicators, Deliverables and Targets required for the UAECE National Partnership. On-line reporting is contributing to improved data quality and increased rates of return.</p> <p>The tool was refined after its initial use in 2009 to capture more detailed information about each child attending a preschool service (via de-identified URL data) as part of the August 2010 collection. DFCS prepared a User Guide to assist services in making the shift to the entry of URL data.</p> <p>The online tool and the transition to the provision of URL data were well received by services. In 2010, preschool services were given the option of using either the old data collection system or the new data collection system and 95% of preschool services opted to use the new data system (providing URL data), a reflection that online reporting is easier and faster for services.</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p><i>A Data Capability Exceptions Report is provided as part of this Annual Report and details all data related changes and improvements.</i></p> <p>DEC has undertaken significant work to develop an on-line census collection tool. It now has a unique student identifier known as the Enrolment Registration Number (ERN) for all enrolments in government schools, including government preschools.</p> <p>Information is harvested from ERN in preparation for the annual census to ensure accuracy of data and reduction of administrative requirements for schools in completing the preschool census.</p> <p>Further refinement to the current DEC census will be considered as the data strategy for the National Partnership develops. Work is currently underway to refine the 2011 census that will be collected in August 2011.</p>
<p><b>Action Y – NSW capability enhancements: Data, Funded Service Performance, and Accountability</b></p> <p>Contributes to all Outputs, Performance Indicators and Deliverables</p>	<p><b>COMPLETED.</b></p> <p>The NSW Data Capability Report was formally accepted by DEEWR on 29 September 2009 during the 2009 reporting period.</p> <p><i>A Data Capability Exceptions Report</i>, outlining changes to data collection since the DCR was finalised, is attached to this Annual Report.</p> <p>As part of the Bilateral Agreement, DFCS has enhanced personnel to meet the National Partnership requirements (four equivalent full time positions). All four positions were filled during the 2010 reporting period.</p>
<p><b>Action Z - Curriculum and Educational Frameworks</b></p> <p>Contributes to all Outputs, Performance Indicators and Deliverables</p>	<p><b>COMPLETED.</b></p> <p><u>This action aligns with two of the national priorities for the first two years of the UA program – strengthening program quality and consistency; and fostering service integration and co-ordination across standalone preschool and childcare.</u></p> <p>The Early Years Learning Framework (EYLF) was formally released in 2010 and is the first national framework to guide early childhood educators and families in the delivery of quality early childhood education. The EYLF is integral to the National Quality Framework for Early Childhood Education and Care, which will come into effect from 1 January 2012.</p>

Outputs, Performance Indicators and Deliverables	Progress made against (i) the performance benchmarks and deliverables in the Bilateral Agreement, and (ii) the national priorities outlined in paragraph 18 of the NP ECE for the reporting period 1 January 2010 – 31 December 2010.
	<p>In NSW, the EYLF will be the only formally recognised curriculum framework for services in NSW under the NQF from the commencement of the new national system in January 2012. NSW's previous, voluntary, Curriculum Framework, <i>The Practice of Relationships</i>, will remain a resource for all early childhood professionals and practitioners and will continue to be made available on the DFCS website.</p> <p>Services across Australia have the opportunity to familiarise themselves and begin using the EYLF before it becomes a formal requirement as part of the National Quality Framework. The EYLF is being warmly received by services in NSW, many of which are taking advantage of the lead time to begin making the transition to the new Framework.</p> <p>During the reporting period, DEC commenced an implementation phase for the EYLF. This included:</p> <ul style="list-style-type: none"> <li>• a state wide workshop for early childhood consultants focussed on the early years of school to look at the early childhood curriculum and the school based curriculum, to consider and identify the overlaps and support the continuity of learning for young children from prior to school into school;</li> <li>• regular professional development and support for early childhood consultants to ensure that they can provide leadership in areas such as the implementation of the EYLF and commitments under Universal Access to preschool;</li> <li>• state wide workshops for all departmental preschool and early intervention teachers to focus specifically on the EYLF;</li> <li>• ongoing regional networks and workshop meetings to provide more in depth professional development and support for preschool teachers and their support staff; and</li> <li>• development of a Preschool Handbook which includes information aligned to the National Quality Framework and associated standards and the EYLF.</li> </ul>

**TABLE 3: NSW PROGRESS AGAINST THE NATIONAL PRIORITIES FOR THE FIRST TWO YEARS OF IMPLEMENTING UNIVERSAL ACCESS**

These priorities are set out in paragraph 18 of the National Partnership on Early Childhood Education and Care.

Priority objectives for the first 2 years of Universal Access	Progress (including supporting data)	Concrete, 'on the ground' examples
<p>Increasing participation rates, particularly for Indigenous and disadvantaged children</p>	<p><b><u>1) Indigenous children<sup>i</sup></u></b></p> <p><b>Attendance Number:</b>                      2009 – 3,181                      2010 – 4,167                      (+ 986 children or +31.0%)</p> <p><b>Proportion of Indigenous children in a preschool program derived as a:</b></p> <p><b><u>Rate</u></b>                      2009 – 88.2%                      2010 – 105.3%                      (+ 17.1 points)</p> <p><b><u>Share</u></b>                      2009 – 4.5%                      2010 – 5.3%                      (+ 0.8 points)</p>	<p><i>NSW has achieved strong results against this priority, the proportion of Indigenous children in an Early Childhood Education Program derived as a rate increasing by 17.1 percentage points and by 0.8 percentage points if derived as a share. Strong results were also achieved for the proportion of disadvantaged children in an Early Childhood Education Program, if derived as a rate increasing by 14.3 percentage points and as a share up 3.7 percentage points.</i></p> <p>The following programs and activities have contributed to these results:</p> <p><b><u>1. Aboriginal Community Engagement Projects</u></b></p> <p>Community Child Care Cooperative has been contracted by the Department of Family and Community Services to work directly with preschool services in priority locations and develop localised strategies to improve Early Childhood Education Access. Community Child Care Cooperative has funded a number of Aboriginal Community Engagement Projects in areas where social planning data and local knowledge suggest that numbers of Aboriginal children are not accessing preschool.</p> <p>Aboriginal Community Support Workers engage and link Aboriginal families with preschool services in a culturally appropriate way. As a result, funded preschools have:</p> <ul style="list-style-type: none"> <li>• Created links with playgroups, Aboriginal health services, schools and other support agencies, with the aim of increasing enrolment and retention of Aboriginal children in local preschools.</li> <li>• Engaged and supported early childhood staff to develop cultural awareness and create meaningful links with Aboriginal communities.</li> <li>• Raised awareness in the Aboriginal community about the importance of preschool education.</li> <li>• Gathered information about barriers to preschool access for the Aboriginal community and collaboratively addressed these.</li> </ul> <p>Preschool services are seeing increased enrolments by Indigenous families. For example, Tregear Presbyterian Preschool in Western Sydney has been working to break down barriers that may prevent Aboriginal families from enrolling their children in preschool by significantly reducing fees, buying a van to transport children to and from the service, and by employing five Indigenous staff members. As a result, 36</p>

Priority objectives for the first 2 years of Universal Access	Progress (including supporting data)	Concrete, 'on the ground' examples
	<p><b><u>2) Disadvantaged Children (children in low income families)</u></b><sup>ii</sup></p> <p><b>Attendance Number:</b>  2009 – 14,088  2010 – 17,438  (+ 3,350 children or +23.8%)</p> <p><b>Proportion of children in low income families in a preschool program derived as a:</b></p> <p><b><u>Rate</u></b>  2009 – 75.2%  2010 – 89.5%  (+ 14.3 points)</p> <p><b><u>Share</u></b>  2009 – 20.7%  2010 – 23.4%  (+ 3.7 points)</p>	<p>Indigenous children are now enrolled at the service, and more than 30% of children at the service are from Indigenous families.</p> <p>Goonellabah Preschool, on the Far North Coast, has also seen substantial growth as a result of its community engagement project. The community engagement worker visited playgroups and wrote a booklet about an Aboriginal child starting preschool that has been placed in medical clinics and other waiting rooms. Goonellabah Preschool has enrolled 25 new Indigenous children since the Preschool Growth Program provided this funding through PIRP.</p> <p>Young Pre-School Kindergarten, in the South West, has also had the involvement of a community engagement worker who focussed on cultural awareness, respect and relationship building. She also encouraged families to enrol at the preschool. As a result Young Preschool has had 7 new Aboriginal children enrolled for 2011.</p> <p>2. Development and promotion of resources tailored for Aboriginal families</p> <p>The Department of Family and Community Services also contributed Universal Access funds for the development and promotion of resources tailored for Aboriginal families to promote engagement in early childhood education and care services. These included projects such as:</p> <ul style="list-style-type: none"> <li>• The Preschool Indigenous Access “Little School” project to encourage more Aboriginal families to access early childhood education for their children. The “Little School” project includes a CD to raise awareness among Aboriginal families about the benefits of an early childhood education. The CD has some catchy songs in simple, culturally appropriate language that children of all ages can sing along and dance to. Performed by Indigenous singer Emma Donovan, the songs carry positive messages about preschool activities and promote what “little school” is all about. The initiative was launched during NAIDOC week in July 2010, and is being distributed widely through appropriate networks including Aboriginal Medical Health Services, Aboriginal Maternal and Infant Health Services, Aboriginal Land Councils and the Aboriginal Child Youth and Family Strategy. A second phase of the project is being considered that would involve a DVD and would build on the work that has already been done to promote a better understanding of the benefits of early learning activities.</li> </ul>

Priority objectives for the first 2 years of Universal Access	Progress (including supporting data)	Concrete, 'on the ground' examples
		<ul style="list-style-type: none"> <li>• Indigenous Early Words resources kit developed in the Sydney Metro West region, in partnership with Children First. The resources have been tailored specifically for the Aboriginal community in the Metro West region, and provide parents with information on simple early learning activities they can do with their children. The resources are available to the public on the Children First website, and have also been used in the Metro Central region and will be rolled out in August 2010 in the Metro South West region.</li> <li>• ACYFS Parenting Books have been published in ten communities (there are plans for expansion of this project). These books provide a resource for Aboriginal parents and Family Workers to help parents to understand the importance of early learning to their child. The books are adapted for each individual community to ensure they are relevant and accessible to that community.</li> <li>• The “Helping Our Booris on Their Way” project seeks to redress inequity by targeting Aboriginal families with children under 5 years who do not attend an Early Childhood Service such as a preschool, playgroup or day care centre on the south coast of NSW. The project is under the auspice of the South Coast Medical Service Aboriginal Corporation based in Nowra and linked to local Family Support Teams. An Aboriginal Project Officer has engaged with the Aboriginal community (including a door knocking approach) and relevant agencies to firstly identify Aboriginal children not accessing Early Childhood Services and then work with those families to support a connection with and enrolment in those services. The strategies reflect parental participation and cultural significance. They also deliver small workshops to raise awareness of the benefits of early childhood education to families and communities.</li> </ul> <p><u>3. DEC projects that support the participation of children from disadvantaged backgrounds, including Aboriginal children</u></p> <p>The Department of Education and Communities (DEC) has a well established preschool enrolment policy that provides priority of access to children from disadvantaged backgrounds, in particular those whose families experience financial hardship and Aboriginal children.</p> <p>Fifty five of DEC’s preschools participate in the National Partnership for Low SES Communities. The preschool enrolment policy gives priority access to the most needy children in the local community and</p>

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		<p>applies to all 100 preschools.</p> <p>DEC has implemented three projects that specifically focus on supporting the participation of young Aboriginal children, refugee children and those from culturally and linguistically diverse backgrounds. These projects are:</p> <ul style="list-style-type: none"> <li>• The <u>Building Stronger Connection project</u> which aimed to increase access by Aboriginal children to the NSW Department of Education and Communities preschools through enhanced engagement of Aboriginal families and communities. The project's objectives were to develop culturally appropriate resources and strategies in each of the preschools and to encourage participation of parents and caregivers in the education of their children with the long term goal of building stronger relationships and connections between schools and the Aboriginal community. The project commenced in 2009 in 22 Government schools across NSW and targeted communities where there were high numbers of Aboriginal children but low numbers of Aboriginal children enrolled in the preschools. The evaluation of the Project was completed during 2010 and a copy of the evaluation is attached. Attendance of Aboriginal children in the 22 participating preschools increased from 16.9% in 2008 to 24.6% in 2010.</li> </ul> <p>There are four case studies (see Section 5 of the attached evaluation report) which provide a range of creative strategies being implemented in the projects. The case studies are taken from a sample of urban and rural participating schools.</p> <p>The following stories by different groups provide examples of how the project has made a positive impact:</p> <p><i>"Thank you for the opportunity to express my thoughts about preschool for my son and for the Building Stronger Connections program which I was involved with.....Both my children and fiancée identify as Aboriginal and the Building Stronger Connections program has been a very powerful tool when we talk to our children about their heritage and history. We are now tracing our family's history and tracing which tribe we are from. We now spend each night reading together. I think the program gives all parents a great sense of pride in playing such an important role in their child's education. This has also been responsible for many parents starting friendships with other parents that they normally wouldn't speak to</i></p>

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		<p><i>or may even just walk past in the playground when they are dropping off and picking up their children from preschool. This is especially the case when it comes to Aboriginal families who come from diverse cultural backgrounds and would not generally associate with the majority of the student and parent group, but now with a certain amount of barriers broken will speak freely to many more people. My son is in kindergarten this year and he is going well". Letter from an Aboriginal father to the Evaluation</i></p> <p><i>"The Building Stronger Connections project in the preschool, whilst not having a dramatic effect on our enrolments of Aboriginal children, has done so much to assist us as a school to refresh and rework our Aboriginal Education Policy and strategies. The increased numbers and frequency of Aboriginal parents and local Aboriginal community leaders attending the school and working with our children is very exciting. This to me is a big step in gaining trust, improved relationships and greater connections with the Aboriginal community."</i> Principal</p> <p><i>"Being involved with the Building Stronger Connections project has helped me develop my own understanding of Aboriginal culture. I have much stronger relationships with the Aboriginal families in the Whalan community and I strongly believe that those positive relationships will continue after the one year that I have taught or will teach their children. Our project has enabled me to learn so much about Aboriginal culture, heritage and history particularly history of the local Darug people. I feel more confident and comfortable in following protocols and speaking with the Aboriginal community".</i> Preschool teacher</p> <p><i>"We have worked in the local community for many years and were pleased to visit the Preschool and talk about Aboriginal culture as part of the Building Stronger Connections program. It is important for Aboriginal children in schools to have Aboriginal role models within the school grounds. The Aboriginal education officers play a very important part but are sometimes overlooked when it comes to being valued for their knowledge and connections. I like the idea of schools having a bush tucker garden with a learning centre attached so that all kids learn together, a place to discuss Aboriginal culture and or bush food. We love having</i></p>

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		<p><i>kids, including preschoolers, visit Gunnawannabe. Getting started early at school for my people's children is very important". Aboriginal owners, Gunnawannabe Cafe/Gallery and Learning Centre</i></p> <ul style="list-style-type: none"> <li>• The <u>Bi-lingual Learners at Preschool project</u>: focused on supporting teachers in departmental preschools with significant numbers of children from culturally diverse and linguistic backgrounds. Phase One of the project commenced in 2010 and included the engagement of Dr Priscilla Clarke who is well known for her work on bilingualism and young children. Two full day workshops for the 35 participating preschool teachers and support staff were led by Dr Clarke. Phase Two of the project has commenced and will continue throughout 2011 with regional based workshops to support preschool teachers in their work with young children, where English is their second language.</li> <li>• The <u>Beginning School Well project</u>: an early intervention initiative which commences in the preschool year as part of the transition to school program to increase the capacity of preschools and schools to support refugee children and their families. Beginning School Well commences in Term 3 and continues through to Term 1 of the preschool and/or Kindergarten year.</li> </ul>
Increasing program hours	<p><b><u>Number of services that operate for at least 15 hours per week.</u></b></p> <p><b>Department of Family and Community Services' funded preschools:</b> 2009 – 702 2010 – 711 (+ 9 services)</p> <p><b>DEC:</b> The majority of DEC's</p>	<p><i>NSW has achieved good results against this priority, with <b>9 more Department of Family and Community Service's funded preschools</b> operating for at least 15 hours per week and the <b>majority of DEC's 100 preschools services</b> also operating for at least 15 hours per week.</i></p> <p>The following programs and activities have contributed to these results:</p> <p>CareWest has been contracted by the Department of Family and Community Services to work directly with preschool services in priority locations and develop localised strategies to improve early childhood education access. CareWest has supported Grenfell Preschool to establish two new mobile preschool services. One mobile service outreaches to Quandialla and the other delivers services in Caragabal. Initially, Grenfell planned to open the Quandialla service for one day per week, however with encouragement, the service consulted with parents of children attending their service, to see whether they would send their children for two days per week. Some of the parents were unsure if they could afford an additional day of preschool, however the service took a chance and opened the second day. Now the majority of children</p>

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	<p>100 preschools currently meet the Universal Access requirement of 15 hours per week. Others are considering the options to enable them to meet this requirement.</p>	<p>who originally attended one day at Quandialla are accessing two days of preschool per week.</p> <p>Encouraged by the success of Quandialla, Grenfell is currently working with the CareWest to deliver a second day in Caragabal.</p> <p>The NSW Department of Education and Communities newly established ten early childhood consultant positions are working closely with schools with preschools to ensure that attendance patterns are meeting the needs of local communities.</p>
<p>Ensuring cost is not a barrier to access</p>	<p><b>Department of Family and Community Services' funded preschools:</b></p> <p><b>Statewide average daily fee:</b>  2009 - \$27.93  2010 - \$27.89  (held steady)</p> <p><b>ATSI average daily fee:</b>  2009 - \$10.40  2010 - \$9.08  (reduced by \$1.32)</p> <p><b>Low Income family daily fee:</b>  2009 - \$16.62  2010 - \$15.45  (reduced by \$1.17)</p>	<p><i>NSW has achieved reasonable results against this priority. The state-wide average fee has <b>held steady</b>. The ATSI child and low income child fees have been significantly lower than the average fee over the first two years of the agreement. The ATSI child fee has been <b>reduced by \$1.32</b> per day over the past 12 months, and the low income child fee has been <b>reduced by \$1.17</b> per day over the past 12 months.</i></p> <p>The following programs and activities have contributed to these results:</p> <p>Community Child Care Cooperative supports services to increase the access of families to preschool. Fairfield City Council (FCC) owns and manages eight long day care centres, three centre-based preschools and four mobile preschools. In 2009, fees for the Council's preschools were as low as they could be, but still too high for many parents in the socio-economically disadvantaged area. FCC had a tiered fee system, with the top fee ranging from \$32 to \$34 a day. Last year, the FCC requested a visit from Community Child Care Cooperative to have a look at their service structure, as part of the Preschool Investment and Reform Plan. Due to the number of preschools Fairfield City Council was managing, Community Child Care Cooperative sent a specialist consultant and a finance officer to Fairfield. FCC reviewed their budgets and calculated their new funding and new fees for the 2010 calendar year. FCC managed to reduce their top fee to \$29 per day and now have a low income fee of \$15, with a fee for ATSI children of just \$10 per day.</p> <p>KU Children's Services, as a Preschool Investment and Reform Plan (PIRP) Growth Agency, reduced fees in 77 of its 93 preschools across NSW in an effort to make preschool more affordable for families. The fee reductions were made possible as a result of additional one-off funding received from the NSW Government for the remainder of 2010, designed to reduce some of the barriers to accessing preschool. In KU Children's Services' media release (dated 20 August 2010), Christine Legg, KU's General Manager, Early Childhood</p>

Priority objectives for the first 2 years of Universal Access	Progress (including supporting data)	Concrete, 'on the ground' examples
		<p>Education and Care mentioned “We know that finding high quality early childhood education and care is a real priority for families, and the cost can be one of the biggest barriers for families” ..... “We know these fee reductions will help overcome that, meaning more children are able to attend preschool”..... “We welcome the additional funding and are very pleased to be passing the benefit on to parents by reducing preschool fees for the remainder of the 2010 preschool year”.</p>
<p>Strengthening program quality and consistency</p>	<p>No data available</p>	<p>Community Child Care Cooperative (CCCC), as a Preschool Investment and Reform Plan (PIRP) Growth Agency, encouraged services looking at growth to consider quality group sizes. For instance, Bradbury Preschool is now planning to expand to 60 places from 56 places, based on group sizes of 20. CCCC has also encouraged Bankstown Community Resource Group to create a two group 40 place preschool, rather than one group for 30 children, to ensure a better learning environment.</p> <p>The NSW Department of Education and Communities established ten early childhood consultants with one consultant located in each of the school education regions to provide leadership in early childhood education and provide support to the 100 DEC preschools to focus on strengthening the provision of quality teaching and learning for young children in the year before school entry. Each of the consultants have ongoing regular contact with the preschools and provide professional learning and network support. In 2010, DEC commenced an implementation phase for the Early Years Learning Framework. This included:</p> <ul style="list-style-type: none"> <li>• State wide workshop for early childhood consultants and consultants focused on the early years of school to look at the early childhood curriculum and the school based curriculum, to consider and identify the overlaps and support the continuity of learning for young children from prior to school into school.</li> <li>• Regular professional development and support for early childhood consultants to ensure that they can provide leadership in areas such as the implementation of the Early Years Learning Framework and commitments under Universal Access to preschool</li> <li>• State wide workshops for all departmental preschool and early intervention teachers to focus specifically on the Early Years Learning Framework.</li> <li>• Ongoing regional networks and workshops meetings to provide more in depth professional development and support for preschool teachers and their support staff.</li> </ul>

Priority objectives for the first 2 years of Universal Access	Progress (including supporting data)	Concrete, 'on the ground' examples
		<ul style="list-style-type: none"> <li>Development of a Preschool Handbook which includes information aligned to the National Quality Framework and associated standards and the Early Years Learning Framework.</li> </ul>
Fostering service integration and coordination across stand alone preschool and child care	no data available	<p>Community Child Care Cooperative provided growth support for multi-function services such as Annette's Place in Young, to offer both increased preschool places alongside their Long Day Care places in a coordinated fashion and in response to community needs.</p> <p>The NSW Department of Education and Communities' early childhood consultants are working with preschools in their region to connect with local community based preschools. In one region where there are no departmental preschools, the consultant is working with schools to connect them with their local community based preschool, particularly small stand alone preschools.</p>

<sup>i</sup> Data for Indigenous children in a preschool program include all Indigenous children enrolled in government operated preschools and government funded preschools, and 4-5 year old Indigenous children attending long day care services delivering a preschool program. *Data Source: Department of Family and Community Services preschool data collection 2010; Department of Education and Communities Preschool Census 2010; Department of Education, Employment and Workplace Relations Child Care Management System (CCMS) 2010; Australian Bureau of Statistics Catalogue: 3238.0 for data on Indigenous population.*

<sup>ii</sup> Data for children in low income families in a preschool program include all children from low income families enrolled in government funded preschools and 4-5 year old children from low income families attending long day care services delivering a preschool program. The Department of Family and Community Service funded preschool count is based on children from families holding a low income Health Care Card and the long day care count is based on children receiving the maximum Child Care Benefit. Note: Figures are not available for income levels for children/families attending government preschools as this information is not collected. *Data Source: Department of Family and Community Services Preschool Data Collection 2010; Department of Education, Employment and Workplace Relations Child Care Management System (CCMS) 2010; Australian Bureau of Statistics Catalogue: 3101.0 Australian Demographic Statistics.*