

Annual Report 2010 - Tasmania

<p>1. PROGRAM TITLE</p>	<p>Universal Access to Early Childhood Education</p>
<p>2. STATE/TERRITORY</p>	<p>Tasmania</p>
<p>3. AGENCY</p>	<p>Department of Education</p>
<p>4. DESCRIPTION OF THE PROGRAM</p>	<p>In Tasmania, the funding is being used to pay for the additional teacher and teacher aide time and resource requirements for the additional hours of kindergarten required to reach 15 hours, in government and non-government/registered schools (including child care centres) that deliver a kindergarten program under the Education Act 1994. The funding is all provided directly to schools. The State Government already funds (or in the case of the non-government/registered sector provides a subsidy) for 10 hours. The number of kindergartens added each year depends on the amount of Commonwealth funding provided and the funding split between sectors is based on the proportion of students not yet in receipt of 15 hours.</p>
<p>5. PROGRAM ACTIVITIES COMMENCED</p>	<p>During 2010, 49 government schools, 16 Catholic schools and 10 independent schools were funded to provide the additional hours of kindergarten. Government school resourcing is still being reviewed. As part of this a model for funding kindergarten has been proposed where the formula currently being used to pay the costs referred to in 4. above, can be met from the Commonwealth's commitment and the ratios will meet the National Quality Standard (NQS). (2:20)</p>
<p>6. PROGRAM ACTIVITIES COMPLETED</p>	<p>The data base to record attendance of kindergarten children in all schools which will enable accurate reporting of this information has been developed. No other program activities were completed as all schools added are continuing to deliver 15 hours into 2010.</p>

<p>Items in (i) Progress against the items in 7(i) is outlined in the attached tables</p> <p>Items in (2)</p> <p>The national priorities as outlined in paragraph 18 of the National Partnership Early Childhood Education (NP ECE). Apart from the continued focus in 2010 on increasing participation rates, particularly for Indigenous and disadvantaged children; increasing program hours and ensuring cost is not a barrier to access (as outlined in the attached table) actions were also undertaken to:</p> <ul style="list-style-type: none"> • strengthening program quality and consistency; and • fostering service integration and coordination across stand-alone preschool and child care. <p>More detail is provided in the table at the end of this template.</p>	<p>7. PROGRESS AGAINST:</p> <p>(i) The performance benchmarks and deliverables in the Bilateral Agreement</p> <p>(iii) The national priorities as outlined in paragraph 18 of the NP ECE</p>
<p>8.1 Whether the level of funding proposed for 2013 will be sufficient to for the staffing and resource requirements for 15 hours in all kindergartens.</p> <p>8.2 A desk top audit carried out in January 2011 indicates an infrastructure shortfall in some 84 individual schools which will prevent them providing 15 hours to some students. These figures relate to both the increased number of hours as well as future ratios. Without the ratio required under the National Quality Framework (NQF), the effect is 50. This number can be checked again once February census data has been verified (by Easter 2011).</p> <p>8.3 Negotiations are still ongoing with the University on courses which will enable existing 4 year qualified teachers who currently teach in kindergartens (or may wish to in the future) to obtain an early childhood qualification. A paper is being prepared to go to the course committees to enable it to be offered from the beginning of 2012. Under a partnership agreement with the University of Tasmania all school teachers can access the course without HECs fees.</p> <p>8.4 The Bilateral figure of 97.5% enrolment which Tasmania agreed to revise at DEEWR's request to 96.5% but which remains in the Bilateral document as 97.5% has been used by the COAG Reform Council to indicate Tasmania is not meeting their benchmark. The figures for Indigenous and Disadvantaged enrolments are also calculated differently from other states and territories which leads to incorrect conclusions about Tasmania's progress. We seek advice on when the Bilateral can be amended to address these matters.</p> <p>8.5 Industrial concerns that have been identified. These mainly relate to the NQS but also to the future costs of the 15 hours. The comments continue to be made in workshops and sessions. As yet there has been no formal discussion with the Australian Education Union (AEU) on any of these matters.</p> <ul style="list-style-type: none"> • The impact of the teacher nexus agreement and how Commonwealth funding will be indexed into the future. • Creating a further specialisation within an existing one. This includes subdividing the early childhood teaching workforce into two groups – those that have a different qualification requirement and also who have to meet additional regulatory and quality assurance requirements. In relation to the former issue, this will disappear over time as graduates emerge from the new Birth-8 degree and also if the regulations permit the grandfathering of the existing workforce as is currently being proposed. In relation to the second whilst every attempt will be made to reduce duplication and streamline, it is uncertain at this point how much ground can be made in this area. This concern has also been expressed as a narrowing of the workforce and of people's 	<p>8. A STATEMENT OF ISSUES</p>

<p>9. REPORTS</p> <p>9.1. The only other documents are working spreadsheets which sit behind the Data Capability Report (DCR).</p>	<p>10. DATA CAPABILITY REPORT</p>
<ul style="list-style-type: none"> • In relation to teachers, there is concern about the increased regulatory burden and that they are being treated differently from their colleagues in the next classroom – particularly by being rated. Whilst on the one hand they are confident of their quality programs and have welcomed the introduction of the Early Years Learning Framework (EYLF), on the other it is the difference that will be created between them and their colleagues and the likely additional workloads which are the concern. They do not see that any increase in administration/paperwork (which has not yet been quantified) will contribute to improving the quality of their program or indeed outcomes for children. Whilst they have read the new standards they are now worried about the work required to engage with a complex new Act and Regulation on top of normal departmental policies and processes. They are aware that every attempt is being made to streamline this with existing processes and procedures and are awaiting the outcomes of the assessment and rating trials with significant interest. Of particular concern is how this will impact on a teacher providing a kinder/prep with only a small number of kinder children. • Those that have experienced the field testing are also concerned about the quality of the judgements being made about their program and the knowledge of assessors about kindergartens in schools and the operations of kinder/prep classes. • The AEU branch has indicated informally that they may wish to pursue wage increases for Teacher Assistants on the grounds of the qualification requirement (no qualifications are currently required elsewhere for this group of employees) and they are going to be looking at the Act and the Regulation to see if in fact there will be increased levels of responsibility for these staff, which would also add to a case for increased pay. • Principals and the AEU indicate that they will also be looking at the impact any increased regulatory burden and responsibilities as part of their next round of salary negotiations. These are currently the subject of much press coverage (but not in relation to this specific matter). • All schools which offer primary grades in Tasmania also have kindergarten. 	<p>11. SIGNATURE</p> <p>11.1. The Report will be signed by the State/Territory delegate or the delegate's authorised representative and provided in hard copy once it has been agreed by the responsible Deputy Secretary.</p>

<p>7 (2) Progress against national priorities</p> <p>Comment</p>	<p>Increasing participation rates, particularly for Indigenous and disadvantaged children:</p> <ul style="list-style-type: none"> • Please see comments against Deliverable 3. • Whilst we are keen to further increase participation rates, given the current high levels (only missing an estimated 191 children) in this non-compulsory
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year), our focus is on improving educational outcomes for children. These are measured through our Kindergarten Development Check and the Performance Indicators in Primary Schools assessment in Preparatory which are both publicly reported annually for each school on the DoE website.

Increasing program hours:

- More schools have been funded to increase their hours to 15.

Ensuring cost is not a barrier to access:

- This is not an issue in Tasmanian as indicated in P1 4 and Deliverable 9. Tasmania. Under legislation, all eligible children are entitled to attend a government school program where a small levy (up to \$210pa) may be payable. Where a family income qualifies for the Student Assistance Scheme, no levy is payable. Although about 25% of families choose other settings where fees may be payable, this is not seen as a barrier as the public system always remains an option.

Strengthening program quality and consistency:

- Existing quality assurance and improvement processes continued through the Government school system and through both the Catholic Education Office and the Schools Registration Board with respect to all other kindergartens. No additional work was undertaken other than ongoing engagement on implementing the EYLF.

Fostering service integration and coordination across stand-alone preschool and child care:

- Meetings between the Education Department and the non-government sector and the child care sector continued to look at opportunities for service integration and co-ordination between kindergartens and child care services, and implement these where parent demand required. See comments also under Deliverable 5.
- Over time schools have consulted with their communities to decide the pattern of delivery of kindergarten hours – originally kindergarten was offered in half day sessions. 2010 figures show that 81% of all schools now offer full day kindergartens with 11% offering a mix of full and half day sessions.

15 Hour school		Y	N	Total
1/2 day only	4	14	18	
Full day only	78	100	178	
Combination 1/2 and full day	4	21	25	
All Schools				221

Please note that the 15 hours schools include self-funding schools, especially independent schools, and hence the data is larger than the number of schools on the funded lists elsewhere in this report.

- Whilst this change has occurred over a long period, it has accelerated with the move to 15 hours delivery.

- Out of School Hours Care (OSHC) is commonly delivered on school sites and services can provide access for kindergarten children. An analysis undertaken in 2010, in conjunction with the state office of DEEWR, indicated that 80% of all kindergartens (covering 94% of enrolments) had OSHC or other forms of licensed care either on site, close by or with dedicated transport arrangements
- Action is undertaken at an individual school level to suit the needs of the services and parents.
- A guide was prepared in 2007 to assist schools and child care services to work together, particularly in relation to OSHC. OSHC in Tasmania can include kinder children. More than 50% of all schools have OSHC already on site.
- Tasmania awaits the opportunity to pilot the provision of after kinder care (on school sites or elsewhere) which commences earlier than OSHC, and which can be eligible for CCB.

Progress against each performance benchmark (PI)

General data quality comments:

- The performance indicators for 2010 have been calculated using the ABS and Australian Institute for Health and Welfare (AIHW) draft *NP ECE Performance Indicator Specifications* (presented at the 25 February 2011 meeting of the Early Childhood Data Sub Group).
- Tasmania used a Unit Record Level collection methodology in 2010.
- Data were requested from government and non-government pre-schools. Tasmania had full compliance in data provision from all required institutions (registered preschools).
- Repeating students were excluded as per the PI calculation methodology. Data for students enrolled at more than one institution were reconciled.
- Data collection adhered to the National Minimum Dataset as closely as was practicable.
- Tasmania is willing to share the detail of the methodology used to construct the performance indicators.
- As the ABS "return to source" data had not been provided with sufficient time for the department to use, the measures provided above may vary slightly from those that would be constructed using the "return to source" data.

Original Performance Indicators	Measurable Performance Indicators	Baseline position	Target/result 31 December 2009	Target/result 31 December 2010	Jurisdiction comment
1. The proportion of children who are enrolled in preschool (and attending, where possible to measure) a preschool program.	1.1 Proportion of children who are enrolled in a preschool program.	97.5%	Target Maintain	Result 6239/6430 = 97.0%	Numerator is the number of students aged 4 or 5 as at 1 July 2010 enrolled in a preschool (kindergarten) program in a registered school. Repeating students have been excluded. Denominator is sourced from 3101.0 <i>Australian Demographic Statistics, TABLE 6. Estimated Resident Population By Single Year Of Age, Tasmania</i> , and is average of population estimates of 4 and 5 year olds Due to strict guidelines concerning the preschool starting age (4 as at 1 January) Tasmania has an approximate 50:50 ratio of 4 and 5 year olds enrolled in preschool with an average age of 5 as at 1 July. Furthermore, the ages of this cohort are distributed evenly.
1.2 Proportion of children who are attending a preschool		N/A	N/A	Target N/A	As per general consensus that 95% is considered full enrolment Tasmania considers results greater than 95% for this PI should be deemed to have met the "maintain" target.
					As above except numerator is the number that attended at least once in the reference period.

Original Performance Indicators	Measurable Performance Indicators	Baseline position	Target/result 31 December 2009	Target/result 31 December 2010	Jurisdiction comment
	program.			Result 6181/6430 = 96.1%	
2. The number of teachers delivering preschool programs who are four year university trained and early childhood qualified.	2. The proportion of teachers delivering preschool programs who are four year university trained and early childhood qualified.	355	351	Target N/A Result 337/339 = 99.4%	Numerator is the number of teachers who are at least 4 year university trained and early childhood qualified (or equivalent) who delivered. Denominator is the number of teachers who, in the reference period, delivered preschool program to children aged 4 or 5 years old. Through a brokered data sharing agreement with the state's Teacher Registration Board Tasmania was able to collect very good quality data on teacher qualifications.
3. Hours per week of attendance (where possible to measure) at a preschool program.	3.1 The proportion of children enrolled in a preschool program that is available for at least 15 hours per week.	6%	Target 21% Result 23%	Target 29% Result 2214/6430 = 33.4%	Numerator is the number of students who were enrolled in a preschool program for at least 15 hours per week. This number is probably slightly smaller than the number enrolled in a preschool program that is available for at least 15 hours per week (i.e. this figure is probably an underestimate.) Denominator is sourced from 3101.0 Australian Demographic Statistics, TABLE 6. Estimated Resident Population By Single Year Of Age, Tasmania, and is average of population estimates of 4 and 5 year olds due to strict guidelines concerning the preschool starting age (4 as at 1 January) Tasmania has approximate 50:50 split of 4 and 5 year olds.
	3.2 Average number of hours per week of attendance at a preschool program.	10.8	Target 11.1 Result 11.8	Target 11.4 Result 78837.5/6181 = 12.8	Numerator is the total number of hours of attendance for students that attended at least once in the reference period. Denominator is the number of students that attended at least once in the reference period. Also included below is a table showing the proportion of students attending preschool for the specified attendance categories.

<p>Original Performance Indicators</p> <p>Measurable Performance Indicators</p> <p>Baseline position</p> <p>Target/result 31 December 2009</p> <p>Target/result 31 December 2010</p> <p>Jurisdiction comment</p>	<p>4. Distribution of children who attend a preschool program by weekly cost per child (after subsidies).</p> <p>4. Distribution of children who attend a preschool program by weekly cost per child (after subsidies) as defined by jurisdictions.</p>	<p>5. The proportion of disadvantaged children enrolled in (and attending, where possible to measure) a preschool program.</p>																												
<p>4. Distribution of children who attend a preschool program by weekly cost per child (after subsidies).</p>	<p>4. Distribution of children who attend a preschool program by weekly cost per child (after subsidies).</p>	<p>5.1 Proportion of disadvantaged children who are enrolled in a preschool program.</p> <p>36.8% (The share of disadvantaged children as a proportion of all children)</p> <p>Maintain</p>																												
<p>Target/result 31 December 2009</p>	<p>Target/result 31 December 2009</p>	<p>Maintain for government kindergarten. Recalculate when non-government children as a proportion is available.</p>																												
<p>Target/result 31 December 2010</p>	<p>Target/result 31 December 2010</p>	<p>Maintained</p>																												
<table border="1"> <tr> <td>Hours attended per week</td> <td>1-5</td> <td>6-10</td> <td>10-14</td> <td>>15+</td> </tr> <tr> <td>Proportion of students (%)</td> <td>2.4</td> <td>20.1</td> <td>49.5</td> <td>28.0</td> </tr> </table>	Hours attended per week	1-5	6-10	10-14	>15+	Proportion of students (%)	2.4	20.1	49.5	28.0	<p>Average weekly cost = 94679.53/6181 = \$15.32</p> <p>Median weekly cost = \$3.12</p> <p>Tasmania has included levies as fees. 76.5% of Tasmanian children attending preschool pay less than \$20 per week in fees or levies. The distribution of fees paid is highly skewed.</p> <table border="1"> <tr> <td>Fee</td> <td>Nil</td> <td>\$1 to \$19</td> <td>\$20 to \$39</td> <td>\$40 to \$59</td> <td>\$60 to \$79</td> <td>\$80 to \$99</td> <td>\$100 to \$249</td> <td>\$250+</td> </tr> <tr> <td>Proportion of students (%)</td> <td>21.7</td> <td>54.8</td> <td>15.5</td> <td>3.1</td> <td>0.3</td> <td>0.4</td> <td>3.1</td> <td>1.0</td> </tr> </table>	Fee	Nil	\$1 to \$19	\$20 to \$39	\$40 to \$59	\$60 to \$79	\$80 to \$99	\$100 to \$249	\$250+	Proportion of students (%)	21.7	54.8	15.5	3.1	0.3	0.4	3.1	1.0	<p>Result 2077/2129 = 97.6%</p>
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Fee	Nil	\$1 to \$19	\$20 to \$39	\$40 to \$59	\$60 to \$79	\$80 to \$99	\$100 to \$249	\$250+																						
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<p>Original Performance Indicators</p>	<p>Measurable Performance Indicators</p>	<p>Baseline position</p> <p>Target/result 31 December 2009</p> <p>Target/result 31 December 2010</p> <p>Jurisdiction comment</p>																												

Numerator is the number of enrolled students living in a Collection District (CD) that is in SEIFA IRSD first quintile. Denominator is estimated number of students aged 4.5 living in CDs in SEIFA IRSD first quintile. SEIFA IRSD CD quintiles are sourced from 2033.0.55.001 - Socio-economic Indexes for Areas (SEIFA), Data only, 2006. The estimated population of children aged 4.5 in IRSD quintile 1 CDs is derived by multiplying the number of students living in these areas in 2006 by the growth in population observed for all 4.5 year olds across the state over 2006-2010 (i.e. assuming equal growth for disadvantaged and non-disadvantaged students).

Original Performance Indicators	Measurable Performance Indicators	Baseline position	Target/result 31 December 2009	Target/result 31 December 2010	Jurisdiction comment
	5.2 Proportion of disadvantaged children who are attending a preschool program.	N/A	N/A	Result 2059/2129= 96.7%	As above except numerator is the number that attended at least once in the reference period.
6. The proportion of Indigenous children (by geographic location) who are enrolled in a preschool program.	6.1 Proportion of Indigenous children (by geographic location) who are enrolled in a preschool program.	5.8%	5.9%	Result 394/451= 87.4%	DOE Tasmania considers this result to be at the lower bound estimate of the true participation figure for Indigenous children in Tasmania. Due to the small numbers involved and the issues concerning Indigenous identification in both the ABS census (on which the experimental estimates for the 4 and 5 year old Indigenous population are based) this indicator will be subject to a significant error margin. Numerator count is the number of enrolled students aged 4 or 5 that have identified as Aboriginal or Torres Strait Islander in records. Denominator count is based on ABS 3238.0 Experimental Estimates and Projections, Aboriginal and Torres Strait Islander Australians. Data by single year of age has been sourced and the average of 4 and 5 year olds used as denominator. ABS advises that these data must be used with extreme caution. PI breakdown by Geographic Classification is not possible and, due to small numbers, would be extremely unreliable as an indicator for Tasmania. Tasmania could provide counts of students enrolled by Geographic Classification.

¹ The 2010 result is not comparable with previous years as it a change in calculation from share to rate. The 2010 result is an estimate only and is subject to significant error margin. Given the relatively small numbers of Indigenous four year olds in Tasmania, a more accurate calculation for this performance indicator for Tasmania is the share. Calculated as a share, the 2010 result is 6.3% which shows an increase in enrolments of 0.4% from 2009.

Original Performance Indicators	Measurable Performance Indicators	6.2 Proportion of Indigenous children (by geographic location) who are attending a preschool program.
Baseline position	N/A	N/A
Target/result 31 December 2009	N/A	N/A
Target/result 31 December 2010	Result 393/451 = 87.1%	As above except numerator is the number that attended at least once in the reference period.
Jurisdiction comment		

Progress against each deliverable

PI	Deliverable	Quantity/Target with 2009 timing	Jurisdiction Comment
1) The proportion of children who are enrolled in (and attending, where possible to measure) an ECE Program.	1. Current preschool participation rates are maintained with an increased focus on attendance.	Maintain current participation rates – ongoing.	Tasmania has had participations rates at this level for a very long time. The number of children not enrolled is less than one per school. The initiatives indicated at 3 assist in maintaining enrolment and attendance levels. Now that we have attendance rates available, these will be monitored to ensure these high rates continue.
	2. Devise and implement attendance data collection mechanism.	Provided annually, at least for kindergarten provided by Government schools – from 2010.	Now available.
	3. Initiatives targeting participation of children not attending	Efforts to engage the families of children (2.5%) not attending	Launched into Learning (LIL) continues in 120 schools and anecdotally leads to an increased likelihood of both enrolment and attendance in kindergarten. Similarly the work undertaken by the Aboriginal Early Years Liaison Officers has reported similar outcomes. Both programs link with other

<p>Deliverable</p>	<p>an Early Childhood Education Program are continued and strengthened as necessary.</p> <p>Aboriginal Early Years liaison officers and school links with nongovernment organisations including the <i>Home Interaction Program</i>. The rollout of State Child and Family centres in areas of high need will also enable contact and referrals - ongoing.</p>	<p>Quantity/Target with 2009 timing</p>	<p>Jurisdiction Comment</p>
<p>attending will continue through <i>Launching into Learning</i>, Aboriginal Early Years liaison officers and school links with nongovernment organisations including the <i>Home Interaction Program</i>. The rollout of State Child and Family centres in areas of high need will also enable contact and referrals - ongoing.</p>	<p>attending will continue through providers and Neighbourhood Houses as well as in Launceston with the <i>Home Interaction Program</i>. Six State Child and Family Centre were being constructed in the second half of 2010.</p> <p>The focus of LIL is in disadvantaged schools and the programs are aimed at disadvantaged families and some of these families will be Indigenous. Whilst the programs may increase participation their goals are to develop positive relationships with parents and provide them with skills as their child's first educator and ensure that children begin kindergarten in a positive and well socialised way to continue their learning. Positive partnerships are also developed with a range of other government and non-government early years service providers at the local level (e.g. health and family support). (Empirical data shows that it leads to improved outcomes for all children, particularly those who are disadvantaged). http://www.education.tas.gov.au/earlylearning/earlyyears/launching/longitudinal-study</p> <p>Rollout of Child and Family Centres:</p> <p>Stage 1</p> <ul style="list-style-type: none"> • Beaconsfield-located at Beaconsfield Primary School - open • Clarence Plains-located near the Clarendon Vale Primary School and the Clarendon Vale Neighbourhood Centre – under construction • Chigwell – to be located in Bethune St, Chigwell – building tenders called • East Devonport –located at East Devonport Primary School under construction • George Town – planned for the centre of town near the proposed Learning Information Network Centre (LINC) – delayed due to planning processes • Ravenswood – located in Prossers Forest Road next to the Neighbourhood House, over the road from the primary school – under construction • Queenstown-located on the site of the combined Library, West Coast Council, TAFE and LINC, fronting Driffield Street – under construction • Risdon Cove is the site for the dedicated centre for Aboriginal children and their families (Note: The Risdon Cover Child and Family Centre project is being managed through an agreement between the Tasmanian Aboriginal Centre and the Department of Education.) <p>Stage 2</p> <ul style="list-style-type: none"> • Burnie – located on the vacated Acton Primary School site – tenders to be called • Derwent Valley – located on Ellis Dean Reserve in Blair Street - currently in planning process • St Helens - located on the grounds of St. Helens District High School in Groom Street – under constructions <p>None of these initiatives receives funding under the NPCE.</p>	<p>Deliverable</p>	<p>Quantity/Target with 2009 timing</p>

PI	Deliverable	Quantity/Target with 2009 timing	Jurisdiction Comment
	<p>4. The facility to provide data against each of the performance indicators in this table as indicated.</p>	<p>Regular meetings with the child care sector about the possibility of providing or supporting kindergarten programs for working parents.</p>	<p>Regular meetings are held with the sector and these issues are discussed as necessary. We continue to have the Ministerial Child Care Advisory Council and the departmental Early Years Reference Group meetings where these matters can be addressed.</p> <p>Any child care provider who wishes to provide kindergarten can do so provided they meet the requirements of the Schools Registration Board. We have a 40 year history of free provision and investment in government schools. It is only in the last 10 years the non-govt schools have increased their provision – now they all do. Similar developments may occur in the LDC sector particularly as part of the qualification requirements of the NQF. However there is also feedback that the costs to parents of provision in a child care setting are too high and parents traditionally treat enrolment in kindergarten as the first year of school in the primary school they have chosen for their child. There are currently no kindergarten enrolments in the one currently registered long day care setting.</p>
	<p>5. Consultation with</p>	<p>Regular meetings occur with the child care sector at which these issues can be discussed- 10 meetings each year.</p>	<p>Whilst as indicated in the PI table, the draft regulations will enable current teachers to meet this requirement, the new Bachelor of Education (Early Childhood) degree is in its second year (2010) at University of Tasmania and a Pre-Service Course Advisory Committee and a Professional Experience Advisory Group (both with Early Childhood Education and Care (ECEC) representatives) will complete consideration in 2011 of postgraduate qualifications to enable 3 year non-teaching early childhood degree graduates and 4 year teaching degrees graduates without sufficient ECEC components to meet this requirement (and that of the NQF) as well as looking at the role of Recognition of Current Competencies and the transition to the new degree from other qualifications including Diplomas.</p>
	<p>6. Numbers of early</p>	<p>Kindergarten in all settings is currently taught by four year degree qualified and registered teachers. The percentage of these teachers who are early childhood trained will be increased (based on the availability of training and the gap in numbers involved) - increase each year in the % of early childhood trained</p>	<p>At this time there is no shortage of Early Childhood teachers in Tasmania.</p>

PI	Deliverable	Quantity/Target with 2009 timing	Jurisdiction Comment																																																			
	7. Participation in the proposed national workforce survey.	All schools and child care services will participate in the survey - Dependent on survey availability.	77.4% of all services and 69.1% of staff responded to the workforce survey.																																																			
<p>3) Hours per week of attendance (where possible to measure) at an ECE Program. i) Proportion of children enrolled in an ECE program that is available for at least 15hrs a week ii) The average number of hours per week of attendance at an ECE Program</p>	<p>8. Provide 15 hours per week for 40 weeks per year for all kindergartens over four to five years.</p>	<p>30 govt schools 12 non-govt schools (est) by 2009</p> <p>50 govt schools 20 non-govt schools (est) by 2010</p> <p>160 govt schools 58 non-govt schools (est) by 2011-2013</p>	<p>49 government schools and 26 non-government schools were funded to deliver 15 hours in 2010. Planning with the other sectors during 2010 enabled schools which would be added in 2011 to be advised in October 2010.</p> <table border="1" data-bbox="91 643 1364 965"> <tr> <td>Sector</td> <td></td> <td>15 hours Delivery Status</td> </tr> <tr> <td>Total</td> <td>164</td> <td>0</td> </tr> <tr> <td>Government</td> <td>32</td> <td>2</td> </tr> <tr> <td>Catholic</td> <td>32</td> <td>16</td> </tr> <tr> <td>Independent</td> <td>1</td> <td>10</td> </tr> <tr> <td>Child Care</td> <td>229</td> <td>75</td> </tr> <tr> <td></td> <td></td> <td>140 (61%)</td> </tr> <tr> <td></td> <td></td> <td>1 (100%)</td> </tr> <tr> <td></td> <td></td> <td>10(31%)</td> </tr> <tr> <td></td> <td></td> <td>14 (44%)</td> </tr> <tr> <td></td> <td></td> <td>115 (70%)</td> </tr> <tr> <td></td> <td></td> <td>49</td> </tr> <tr> <td></td> <td></td> <td>115 (70%)</td> </tr> <tr> <td></td> <td></td> <td>14 (44%)</td> </tr> <tr> <td></td> <td></td> <td>10(31%)</td> </tr> <tr> <td></td> <td></td> <td>1 (100%)</td> </tr> <tr> <td></td> <td></td> <td>140 (61%)</td> </tr> </table>	Sector		15 hours Delivery Status	Total	164	0	Government	32	2	Catholic	32	16	Independent	1	10	Child Care	229	75			140 (61%)			1 (100%)			10(31%)			14 (44%)			115 (70%)			49			115 (70%)			14 (44%)			10(31%)			1 (100%)			140 (61%)
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		115 (70%)																																																				
		14 (44%)																																																				
		10(31%)																																																				
		1 (100%)																																																				
		140 (61%)																																																				

<p>PI</p>	<p>Deliverable</p>	<p>6) 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>12. Initiatives targeting participation of Indigenous children not attending are continued.</p>
<p>Quantity/Target with 2009 timing</p>	<p>Efforts to engage Indigenous families of children not attending will continue through <i>Launching into Learning</i>, Aboriginal Early Years liaison officers and school links with nongovernment organisations including the <i>Home Interaction Program</i>. The rollout of State Child and Family centres in areas of high need will also enable contact and referrals - ongoing.</p>	<p>13. When available, attendance data will be disaggregated by Indigenous children.</p>	<p>13. When available, attendance data will be disaggregated by Indigenous children.</p>
<p>Jurisdiction Comment</p>	<p>These are being continued – see 3 above.</p>	<p>Provided annually, at least for children attending kindergarten provided by the Tasmanian Government.</p>	<p>This data is now available for all kindergartens.</p>

Signed by the Tasmanian Delegate

Judy Hebblethwaite (Director Early Years)



