

Annual Report 2010

Universal Access

Western Australia



Department of **Education**

UNIVERSAL ACCESS WESTERN AUSTRALIA			
1	Program Title	Universal Access to Early Childhood Education	
2	State/Territory	Western Australia	
3	Agency	Department of Education	
4	Description of the Program Overview 2010	Universal Access 2010 Program Delivery 2010 <ul style="list-style-type: none"> • Department of Education (DoE) • Catholic Education Office (CEO) • Association of Independent Schools of Western Australia (AISWA) 	
5	Program activities commenced	5.1. Planning with the State Planning Branch – public schools 5.2. Feasibility Study – Kindergarten in Childcare Settings 5.3. Outside School Hours Care Policy development for public schools 5.4. Indigenous Universal Access Strategy – public and non-government schools	
6	Program activities completed	6.1. Principal Briefing sessions - public and non government schools 6.2. Buildings and Facilities Audit – Capital Works Program 6.3. Universal Access - Tranche 1 Survey – public schools 6.4. Fees and Qualifications Census – public and non government schools 6.5. Workforce Qualifications Census – public and non government schools 6.6. State School Teachers of Western Australia Union Forum - Information Session 6.7. 18 month review – Allen Consulting Group – public and non government schools 6.8. Universal Access Evaluation – Urbis – public and non government schools	
7	Progress against PI's in 2010	7.1. Progress made in 2010 against performance benchmarks and deliverables in the Bilateral Agreement 7.2. The national priorities as outlined in paragraph 18 of the NP ECE	
8	A statement of issues	8.1. Feasibility Study - Delayed Contractors List 8.2. Additional Kindergarten Teacher FTE – more required than anticipated 8.3. Finding appropriately qualified staff for an additional four hours of kindergarten and to cover the extra DOTT 8.4. Maintaining staff-child ratio during lunch breaks 8.5. Access to high quality, comparable data	
9	Reports	Reports from <ol style="list-style-type: none"> 9.1. Department of Education (DoE) 9.2. Catholic Education Office (CEO) 9.3. Association of Independent Schools of Western Australia (AISWA) 9.4. Department for Communities (DfC) 	
10	Data Capability Exception Report	Attachment **	
11	Signatures	Ms Sharyn O'Neill DIRECTOR GENERAL DEPARTMENT OF EDUCATION WA	



UNIVERSAL ACCESS ANNUAL REPORT 2010 – WESTERN AUSTRALIA

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2. STATE/TERRITORY	Western Australia																																																																						
3. AGENCY	Department of Education																																																																						
4. DESCRIPTION OF THE PROGRAM	<p>2010 - Universal Access program delivery In 2010, 194 public schools, 44 Catholic schools and 39 independent schools in 4 rural districts and 1 metropolitan district increased their existing kindergarten hours to 15 hours per week of kindergarten provision. In all cases, the kindergarten programs were conducted by a degree-qualified teacher registered with the Western Australian College of Teaching.</p> <p>The following tables detail the number of schools and students for each of the public, Catholic and independent school sectors based on data collected in the February 2010 schools census collected by the DoE from all Western Australian schools.</p> <p>Department of Education (DoE) – public schools (including community kindergartens)</p> <table border="1" data-bbox="584 614 1816 901"> <thead> <tr> <th>District</th> <th>Number of schools</th> <th>Total K students Semester 1</th> <th>Number of K Indigenous students</th> <th>Number of K non-Indigenous students</th> </tr> </thead> <tbody> <tr> <td>Kimberley</td> <td>21</td> <td>412</td> <td>265</td> <td>147</td> </tr> <tr> <td>Pilbara</td> <td>23</td> <td>738</td> <td>163</td> <td>575</td> </tr> <tr> <td>Midwest</td> <td>45</td> <td>678</td> <td>173</td> <td>505</td> </tr> <tr> <td>Goldfields</td> <td>30</td> <td>559</td> <td>138</td> <td>421</td> </tr> <tr> <td>Swan</td> <td>75</td> <td>3116</td> <td>219</td> <td>2897</td> </tr> <tr> <td>TOTAL</td> <td>194</td> <td>5503</td> <td>958</td> <td>4545</td> </tr> </tbody> </table> <p>17.4% of K students – Indigenous</p> <p>Catholic Education Office Western Australia (CEOWA)</p> <table border="1" data-bbox="584 994 1816 1281"> <thead> <tr> <th>District</th> <th>Number of schools</th> <th>Total K students Semester 1</th> <th>Number of K Indigenous students</th> <th>Number of K non-Indigenous students</th> </tr> </thead> <tbody> <tr> <td>Kimberley</td> <td>20</td> <td>154</td> <td>99</td> <td>55</td> </tr> <tr> <td>Pilbara</td> <td>2</td> <td>61</td> <td>1</td> <td>60</td> </tr> <tr> <td>Midwest</td> <td>6</td> <td>178</td> <td>16</td> <td>162</td> </tr> <tr> <td>Goldfields</td> <td>13</td> <td>92</td> <td>2</td> <td>90</td> </tr> <tr> <td>Swan</td> <td>3</td> <td>1009</td> <td>11</td> <td>998</td> </tr> <tr> <td>TOTAL</td> <td>44</td> <td>1494</td> <td>129</td> <td>1365</td> </tr> </tbody> </table> <p>8.6% of K students - Indigenous</p>	District	Number of schools	Total K students Semester 1	Number of K Indigenous students	Number of K non-Indigenous students	Kimberley	21	412	265	147	Pilbara	23	738	163	575	Midwest	45	678	173	505	Goldfields	30	559	138	421	Swan	75	3116	219	2897	TOTAL	194	5503	958	4545	District	Number of schools	Total K students Semester 1	Number of K Indigenous students	Number of K non-Indigenous students	Kimberley	20	154	99	55	Pilbara	2	61	1	60	Midwest	6	178	16	162	Goldfields	13	92	2	90	Swan	3	1009	11	998	TOTAL	44	1494	129	1365
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Association of Independent Schools of Western Australia (AISWA)

District	Number of schools	Total K students Semester 1	Number of K Indigenous students	Number of K non-Indigenous students
Kimberley	6	37	37	0
Pilbara	2	4	4	0
Midwest	4	55	1	54
Goldfields	3	22	4	18
Swan	10	226	2	224
TOTAL	39	643	54	589

8.4 % of K students - Indigenous

5. PROGRAM ACTIVITIES COMMENCED

The following activities **commenced** in Western Australia in 2010.

5.1 Planning with the Statewide School Planning Branch

Following on from a provisional early childhood buildings and facilities audit across the public schools sector conducted by the Office of Early Childhood Development and Learning (OECDL), the Statewide School Planning Branch conducted a Kindergarten and Pre Primary review forecasting student numbers and building requirements using the Department of Education's data forecasting software which includes population projections.

The review identified schools to be considered 'high risk' of not meeting local access from 2013, largely due to demographic trends and population growth in particular localities in Western Australia. The findings, cross-referenced with information from the OECDL audit, will identify schools to which funds for capital works will be directed in 2011-12 to facilitate achievement of the guarantee of access to kindergarten at each child's *local* school.

5.2 Feasibility Study – Kindergarten in Childcare Settings

- A Contract Panel of Early Childhood Consultants was established and confirmed.
- A Steering Group including representatives from the Department of Education, Department for Communities, Department of Treasury and Finance, Catholic Education Office and AISWA met to discuss and confirm the *Terms of Reference* for the feasibility study.
- With the confirmation of the Contract Panel, the second Steering Group (in September) nominated the consultant to be appointed to conduct this study.
- Consultancy group *Learning Conversations Pty Ltd* appointed to conduct the research.
- The consultant will have four months to complete the study report. It is expected this will be received in April 2011.
- Letter of invitation to be interviewed by *Learning Conversations* sent to approximately 60 people.

[Appendix A – Request for Proposal: Feasibility study into the provision of pre school in childcare settings.](#)

5.3 Outside School Hours Care (OSHC)

- Policy development for public schools



Department of Education

	<ul style="list-style-type: none"> ○ A review of current on school site OSHC services was conducted. It addressed; location, services provided, costs, principal participation and involvement, and advantages of various OSHC service delivery models. ○ An OSHC Focus Group (August 2010) was conducted. The Focus Group included school administrators, representatives from the Department for Communities, State School Teachers Union and the Parent and Citizens peak body, departmental representatives and early childhood staff. Forty-five participants attended and provided quality feedback for consideration. ○ Discussion at the Focus Group informed the development of an OSHC policy for the Department of Education and opportunities for more widespread OSHC provision on public school sites. ○ OSHC power-point presentation – a comprehensive information session was given to participants at the OSHC Focus Group and included ABS Child Care Data. <ul style="list-style-type: none"> ● OSHC Services within the Catholic schooling sector <ul style="list-style-type: none"> ○ Catholic Education have five OSHC services on schools sites, established under the auspices of the Catholic Education Commission of Western Australian Trustees Authority. <p>Appendix B – OSHC power-point presentation – public sector Appendix C – Draft Outside School Hours Care Policy – public sector</p> <p>5.4 Indigenous Universal Access Strategy Western Australia provided feedback to DEEWR on the draft Indigenous Universal Access Strategy. In addition, Western Australia has identified another area, language and linguistic diversity, which warrants Key Focus status and has included actions underway around that area of work.</p> <p>Consideration is also being given to linking the additional resources that accompany ‘Aboriginal Kindergarten’ status for public schools with performance indicators that align with the Key Focus area of the Indigenous Universal Access Strategy. Any changes will be the focus of consultation in 2011 for possible introduction in 2012.</p>
<p>6. PROGRAM ACTIVITIES COMPLETED</p>	<p>The following activities were completed in Western Australia in 2010.</p> <p>6.1 Principal Briefing sessions Public school principals and school administrators in the Fremantle-Peel and Bunbury Districts attended a half day presentation regarding Universal Access and the implementation of 15 hours kindergarten provision. Approximately 120 public schools in these districts will commence in 2011. Narrogin District (which will commence implementation of 15 hour kindergarten in 2012) also received a Principals’ Briefing session. The principals of non-government schools are routinely invited to attend these public schooling sector briefing sessions.</p> <p>All Catholic Principals in the Fremantle and Peel districts were briefed on the roll out of 15 hours of Kindergarten in 2011.</p> <p>6.2 Buildings and Facilities Audit – Capital Works Program An audit of existing early childhood buildings and facilities across the public school sector was completed to determine localities in which the intended guarantee of access to kindergarten at a child’s local school is currently constrained due to</p>



insufficient facilities on school sites. The audit included Kindergarten and Pre Primary student projections and land/space availability to achieve local access. The audit categorised schools into:

- green –can achieve local access.
- orange - ECE conversions or additional transportable buildings required; or
- red - high risk of not meeting local access

Total public schools with Kindergarten	601	%
GREEN	564	93.84%
AMBER	31	5.16%
RED	6	1.00%

The report covered areas for consideration for guaranteeing local access and included:

- implications of early childhood education BER (Building the Education Revolution) buildings;
- Implications for Community Kindergartens; and
- Future actions to progress – Universal Access team.

While it was found that only a small proportion of schools will require additional facilities to achieve the goal of guaranteed access to kindergarten at each child’s local school, several of the schools that will require additional facilities are in high growth localities in the Pilbara, Kimberley and Midwest regions of the state where the cost of capital works can be four times the cost of similar buildings in the Perth metropolitan area. In addition, childcare services are over-subscribed in those localities, so kindergarten through childcare services is unlikely to offer a viable alternative (pending outcomes of the Feasibility Study referred to at 5.2).

All Catholic schools (except one country school where a Kindergarten is shared with the Department of Education) provide Kindergarten on site. They all completed a survey which sought information on the areas, both indoors and outdoors of their Kindergarten facilities. Schools were asked to take into account the areas which would be available following the completion of their BER projects. The survey results will be analysed to ascertain which schools will require financial assistance in order to bring their facilities up to National Quality Standards.

Appendix D i) - Preliminary Buildings and Facilities Audit for Kindergarten and Pre Primary – public schools.

ii) - Summary of findings and recommendations.

iii) - List of relevant schools (by district) and their priority status for attention.

iiii) - Estimated costs for a range of building types at each identified school.

6.3 Universal Access - Tranche 1 Survey

In May 2010, the principals of all tranche 1 schools in the public sector were invited to participate in a survey to ascertain key operational data relating to chosen models of delivery, issues they encountered and sources of support. They were also asked to self-nominate as a ‘sounding board’ for tranche 2 principals planning their implementation of 15 hours in 2011 so colleagues could benefit first-hand from their experience. A response rate of approximately 85% was achieved to the survey.

Appendix E Tranche 1 Universal Access Survey



Appendix F Tranche 1 Universal Access Survey Results

6.4 Fees and Qualifications Census – public and non government schools

In August 2010, a kindergarten supplement was added to the August Schools Census which is conducted by the DoE across all public, Catholic and independent schools each year. The supplementary items focused on Universal Access performance indicators that had not routinely been collected prior to 2010, in particular, details about the qualifications of staff working with each school's kindergarten cohort, and the fees charged (if any) for children to attend.

Appendix G i) [NQA UA Govt Kindergarten 2010 Schools Census](#)

ii) [NQA UA Non Govt Kindergarten 2010 Schools Census](#)

6.5 Workforce Qualifications Census – public and non government schools

In June 2010, all public, Catholic and independent schools were notified by their relevant agency (DoE, CEOWA and AISWA respectively) about the national workforce census and the importance of participating in the census process. This census occurred shortly before the annual schools census, so it was necessary to inform schools of the need to contribute data to both census procedures.

6.6 State School Teachers of Western Australia Union (SSTUWA) Early Childhood Forum - Information Session

In April 2010, the SSTUWA hosted an early childhood forum with a focus on Universal Access. In addition to invited input from senior officers from the DoE, the forum showcased two tranche 1 schools, each of which shared their experiences of planning for and operationalising the additional hours of kindergarten within their schools.

Appendix H - [SSTUWA Universal Access PowerPoint presentation](#)

6.7 18 month review – Allen Consulting Group

Procedures to select consultants to conduct the Universal Access 18-month review began in early 2010. Western Australia was represented on the tender writing committee and (separately) on the Tender Evaluation Committee. The tender process confirmed Allen Consulting Group (ACG) as the company to undertake the 18-month review.

Western Australia met for a face-to-face meeting in August 2010 with ACG to provide qualitative data and feedback in relation to the Universal Access performance indicators. It also provided feedback to draft copies of the report prepared by ACG late in 2010.

6.8 Universal Access Evaluation - Urbis

Western Australia met for a face-to-face meeting with Urbis Consulting Group to provide qualitative data and feedback in relation to the Universal Access performance indicators. Western Australia subsequently provided feedback to a draft chapter arising from Urbis's findings to 2010.



7. PROGRESS AGAINST:

(i) The performance benchmarks and deliverables in the Bilateral Agreement

(ii) The national priorities as outlined in paragraph 18 of the NP ECE

7.1 The following table provides a summary of Western Australia's progress through 2010 in relation to all Performance Benchmarks in the Bilateral Agreement. Details for these data are provided in the attached Data Capability Exception Report.

Performance benchmark	2010 Comment	Bilateral Agreement Performance Benchmarks as of:
1. The proportion of children enrolled in an Early Childhood program	<p>The proportion of four-year old children enrolled in Kindergarten in Western Australia in 2010 was 97.5%.</p> <p>Of these children:</p> <ul style="list-style-type: none"> • 26.2% were enrolled in 15 hour programs; and • 73.8% were enrolled in programs of less than 15 hours (typically 11 hours as is the case in all public and most Catholic and independent schools). <p>It follows that in 2010, the average number of Kindergarten hours offered to age-eligible children in Western Australia (reaching into every locality) was 12hrs and 3 minutes per week.</p>	<p>31 Dec, 2010</p> <p>22% enrolled in 15 hour kindergarten.</p> <p>73% enrolled in 11 hour kindergarten.</p>
2. The number of teachers who are four year trained in ECE through a university	<p>In December 2010, there were 631 full-time equivalent (FTE) four-year trained teachers in public school kindergartens. In the absence of direct data about kindergarten teacher numbers in the non-government sector, this figure was used to extrapolate the total number of kindergarten teacher FTE in Western Australia, including the non-government sector, to be 812.</p> <p>Limited quantitative data are available about the qualifications of the kindergarten teachers who fill these FTE. Provisional data was gathered in additional items included for the first time in the August 2010 School Census (K2 - government schools and KN2 - non-government schools). The DEEWR Workforce Census conducted in July 2010 also collected these data.</p> <p>Based on the current minimum data set definition of 'four year trained, early childhood qualified':</p> <ul style="list-style-type: none"> • of the 1126 teachers within the government schooling sector who work at least some of the time in a kindergarten, 875 (77.7%) are four-year early 	<p>497 in public schools.</p>



		<p>childhood (or early childhood related) trained or higher.</p> <ul style="list-style-type: none"> of the 365 teachers within the non-government schooling sector who work at least some of the time in a kindergarten, 254 (69.6%) are four-year early childhood (or early childhood related) trained or higher. <p>NOTE:</p> <ul style="list-style-type: none"> All teachers in all Western Australian schools (including kindergarten teachers) are registered with the Western Australian College of Teachers (WACOT) so are necessarily four-year trained (or deemed equivalent). The above proportions of 'early childhood trained or higher' do not include teachers who have substantial experience over five years or more teaching kindergarten and/or pre-primary in a school and who may meet NQS recognition of prior learning provisions (which have yet to be finalised). <p><i>Ref: K2 (government) and KN2 (non government) 2010 Annual Schools Census)</i></p>	
	<p>3. The hours per week of attendance at an Early Childhood Education Program</p>	<p>In 2010, 196 public schools and 83 non-government schools (44 from the Catholic sector and 39 from the independent sector) increased the hours of kindergarten provision to 15 hours per week. This means that in 2010:</p> <ul style="list-style-type: none"> 26.1% of all Western Australian schools offered 15 hour kindergarten programs; serving 28% of Western Australia's kindergarten cohort. <p><i>Source: DoE August Schools Census data.</i></p> <p>To ensure national comparability, data collection process updates were planned for 2010 to reflect the attendance hours for public and non-government schools. However, due to the limitations of the current data collection program, complications arose regarding 'hours' versus 'sessions' attended. Consequently the calculated number of hours per week in which students are enrolled to attend kindergarten is reported above.</p> <p>Regarding rates of attendance, the public school sector collects and reports attendance as a proportion: the number of sessions all enrolled children attend in a semester divided by the number of sessions offered in that semester. In 2010, these data were gathered for all years of schooling (including kindergarten) in all public schools using <i>Student Attendance Measurement (SAM)</i>.</p> <p>In Semester 1, 2010, the rate of kindergarten attendance in all public schools</p>	<p>22% offered 15 hour kindergarten</p>



		<p>was: 92.8% for 100% of all enrolled children; and 80.4% for 100% of all enrolled Aboriginal children. <i>Source: Student Attendance Management (SAM) database</i></p> <p>In 2010, the rate of kindergarten attendance in all Catholic schools was: 96.5% for all enrolled children; and 82% for enrolled Aboriginal children. <i>Source: Catholic Education Office, WA</i></p> <p>Attendance data for the independent schooling sector is not currently collected centrally and is not available for reporting.</p> <p>Negotiations are ongoing between the public and non-government schooling sectors to achieve unit record level data in the near future, including the collection of attendance data.</p>																																									
	<p>4. The weekly cost per child who attend Early Childhood programs</p>	<p>In 2010, provisional data about fees charged for kindergarten programs was gathered in additional items included for the first time in the August 2010 School Census (K2 - government schools and KN2 - non-government schools).</p> <p>The maximum voluntary contribution that public schools may request each year per child attending kindergarten is \$60. In 2010, 619 public schools requested \$60 or less. Data is not centrally available about the amounts actually paid by parents.</p> <p>In the non-government schooling sector kindergarten fees range from \$0-\$10,000 per annum. The table below provides a break-down of fees charged by non-government schools for kindergarten programs.</p> <table border="1" data-bbox="963 949 1904 1324"> <thead> <tr> <th>2010 Non Government fees (\$)</th> <th>No. schools</th> <th>No. children</th> <th>Children%</th> <th>School%</th> </tr> </thead> <tbody> <tr> <td>0 - 100</td> <td>20</td> <td>186</td> <td>2.4</td> <td>8.6</td> </tr> <tr> <td>>100 - 400</td> <td>44</td> <td>1,250</td> <td>16.2</td> <td>19.0</td> </tr> <tr> <td>>400 - 1000</td> <td>82</td> <td>3,540</td> <td>45.8</td> <td>35.3</td> </tr> <tr> <td>>1,000 – 2,000</td> <td>49</td> <td>1,775</td> <td>23.0</td> <td>21.1</td> </tr> <tr> <td>>2,000 – 5,000</td> <td>21</td> <td>595</td> <td>7.7</td> <td>9.1</td> </tr> <tr> <td>>5,000 – 10,000</td> <td>14</td> <td>343</td> <td>4.4</td> <td>6.0</td> </tr> <tr> <td>>10,000</td> <td>2</td> <td>37</td> <td>0.5</td> <td>0.9</td> </tr> </tbody> </table>	2010 Non Government fees (\$)	No. schools	No. children	Children%	School%	0 - 100	20	186	2.4	8.6	>100 - 400	44	1,250	16.2	19.0	>400 - 1000	82	3,540	45.8	35.3	>1,000 – 2,000	49	1,775	23.0	21.1	>2,000 – 5,000	21	595	7.7	9.1	>5,000 – 10,000	14	343	4.4	6.0	>10,000	2	37	0.5	0.9	<p>Public schools will maintain baseline position</p> <p>Recalculate when non government provider data is available.</p>
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	<p>5. The proportion of disadvantaged children enrolled in an Early Childhood program</p>	<p>NOTES on fees data (above):</p> <ul style="list-style-type: none"> ▪ The families of all children attending fee-paying non-government schools have access to a kindergarten program at a public school which is free of compulsory charges. ▪ Where a school has multiple fees/sessions the highest value is used. ▪ The data do not differentiate fees by hours of provision. They include all non-government schools which offer kindergarten programs ranging up to full-time programs that operate for five days per week. In some cases OSHC/LDC provision is included in one fee and actual monies cannot be disaggregated ▪ The high-fee categories above typically relate to high fee-paying schools in which full-time schooling tuition may approach \$15,000 per year. ▪ In some cases, the Kindergarten fee may also include a one-of facilities fee which is payable on entry to the school. <p><i>Ref: K2 (government) and KN2 (non government) 2010 Annual Schools Census)</i></p> <p>This quantitative data is available as school-level ICSEA data which are provided by ACARA at the whole school level only for all sectors. ICSEA values for community kindergartens have been based on their link school.</p> <p>Using 2010 semester 2 enrolment data and 2010 ICSEA, rates of kindergarten participation by socio-economic quintiles are reported below. If participation rates across each socioeconomic quintile was the same, one would expect each quintile to return a rate of 20%. These data show that participation rates in the disadvantaged quintile is actually higher than for more advantaged quintiles.</p> <p>The figures for each quintile below were derived by comparing preschool participation rates with corresponding participation rates across the compulsory years of schooling – Yrs 1-7.</p> <table border="0"> <tr> <td>Quintile 5</td> <td>18.5 (High = most advantaged quintile)</td> </tr> <tr> <td>Quintile 4</td> <td>19.5</td> </tr> <tr> <td>Quintile 3</td> <td>20.5</td> </tr> <tr> <td>Quintile 2</td> <td>20.3</td> </tr> <tr> <td>Quintile 1</td> <td>21.3 (Low = most disadvantaged quintile)</td> </tr> </table>	Quintile 5	18.5 (High = most advantaged quintile)	Quintile 4	19.5	Quintile 3	20.5	Quintile 2	20.3	Quintile 1	21.3 (Low = most disadvantaged quintile)	<p>Maintain baseline position.</p>
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Quintile 2	20.3												
Quintile 1	21.3 (Low = most disadvantaged quintile)												



	<p>6. The proportion of Indigenous children enrolled in an Early Childhood program</p>	<p>The baseline rate of Indigenous kindergarten enrolment was maintained. In addition, districts with a high proportion of Indigenous children were the focus of tranche 1 implementation of increased kindergarten hours. Where the overall proportion of children in Western Australia who are Indigenous is approximately 6.8%, the proportion of Indigenous children served by tranche 1 schools which offered 15 hour kindergarten programs in 2010 in public and non-government schools was 17.4% and 8.5% respectively. Refer to the tables provided above at section 4 of this report.</p> <p><i>Source: August Schools Census 2010</i></p> <p>A breakdown by sector of the attendance rate for Indigenous children in public and Catholic schools is provided above at Performance Benchmark 3. While different data sources are used by each sector, so combining these data is problematic, the overall rate of kindergarten attendance for Indigenous children in 2010 approximately 80.41% for 100% of public schools.</p> <p><i>Source: SAM for public sector data; August Collection of Statistical Information (System collection via Web Portal)for Catholic sector data.</i></p>	<p>Maintain baseline rate of Indigenous kindergarten enrolment.</p> <p>Kindergarten attendance rate of Indigenous children 78%</p>
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7.2 Progress Western Australia made in 2010 in relation to the national priorities as outlined in paragraph 18 of the NP ECE.

Paragraph 18 of the NP ECE states that:

“Especially for the first two years of implementing universal access (2009 and 2010), national priorities include: increasing participation rates, particularly for Indigenous and disadvantaged children; increasing program hours; ensuring cost is not a barrier to access; strengthening program quality and consistency; and fostering service integration and coordination across stand-alone preschool and child care. The strategies for addressing these priorities may differ on a state-by-state basis.”

National Priorities	2010 Comment
<p>1. Increased participation rates, particularly for Aboriginal and disadvantaged children.</p>	<p>Tranche 1 of the implementation roll-out in 2010 specifically targeted the five Western Australian districts with the highest proportion of Aboriginal children, i.e.: Kimberley, Pilbara, MidWest, Goldfields and Swan.</p> <p>Estimated total 922 Aboriginal students in Tranche 1 public schools and 183 Aboriginal children in non-government schools, representing approximately 17.5% and 8.6% respectively of all students who received 15 hours per week of kindergarten in 2010. 6.8% of 4 year old children in Western Australian schools identify as Aboriginal.</p> <p><i>Source: August Schools Census 2010.</i></p>



	2. Increased program hours	In 2010, 26.1% of all schools increased kindergarten hours offered to 15 hours per week. All other schools maintained their existing hours of kindergarten provision (typically 11 hours per week). The rate of kindergarten enrolment was maintained above the target 95% (97.5% in 2010).
	3. Ensuring cost is not a barrier to access	<p>Government schooling is free of compulsory charges. A voluntary parent/carer contribution of up to \$60 per annum per child is payable.</p> <p>The State offsets fees paid by parents who choose a non-government kindergarten for their children with a per-capita AGSRC (Average Government School Recurrent Cost) grant to the average value of 75% of the cost of kindergarten provision, payable to relevant schools. This state funding of Kindergarten in non-government schools has existed since 1996 and helps to reduce fees payable by families. (Refer to data provided above at Performance Benchmark 4. regarding the weekly cost per child who attend Early Childhood programs).</p> <p><i>Ref: K2 (government) and KN2 (non government) 2010 Annual Schools Census)</i></p>
	4. Strengthening program quality and consistency	<p>A synthesis paper arising from the KP1 Review chaired by Professor Colette Tayler was released in December 2010. It is available on the DoE website at http://www.det.wa.edu.au/education/ece/docs/KP1_Synthesis_Paper_Final_010111.PDF. Findings from this review will inform planning for further quality improvements, including the development and release in 2011 of a Ministerial Statement about early childhood in Western Australia.</p> <p>Subsequent to the release of the KP1 Review synthesis paper, work began on better articulating the links between the national <i>Early Years Learning Framework</i> (EYLF) which applies to the kindergarten year of schooling in Western Australia and the <i>Australian Curriculum</i> which applies to all subsequent years of schooling. These links will be detailed in the context of Western Australia's existing <i>K-12 Curriculum Framework</i>.</p> <p>The DoE was a co-sponsor (along with the Department for Communities, Edith Cowan University and Early Childhood Australia) of a seminar series relating to the EYLF offered to early childhood educators across the schooling and childcare sectors.</p> <p>At the end of 2010, five kindergartens participated in the Phase 2 trial of the assessment and rating process being developed for the National Quality Agenda. A further five kindergartens will participate early in 2011.</p> <p>Several place-based early years networks were supported and/or established (notably in the large regional towns of Bunbury and Albany) to focus on quality improvement, improved leadership and the establishment of links across early childhood care and education (and health) sectors. To complement this work, planning commenced in 2010 for the 2011 Western Australian Early Childhood Education and Care Conference – a collaborative effort across the WA Professional Support Unit (Child Australia), the Department for Communities, universities and professional</p>



		<p>associations.</p> <p>Use of AEDI data to inform school and community action, especially schools in the Canning, Swan, Kimberley and West Coast districts which had participated in earlier trials of AEDI since 2006 in collaboration with the Telethon Institute of Child Health Research.</p>
	<p>5. Fostering service integration and coordination across stand-alone preschool and child care</p>	<p>Kindergarten in Childcare settings Learning Conversations engaged to conduct a feasibility study into the provision of kindergarten through childcare settings. The contract was awarded and work commenced in 2010. A report from this study is due early April 2010.</p> <p>Outside School Hours Care (OSHC) policy development An OSHC focus group was held in August 2010. The purpose of the group was to canvas participants' views about OSHC provision on public school sites. This provided a platform for the development of OSHC policy options for the Department of Education. Invited participants included school administrators, Directors and representatives from principals' associations, parent bodies and unions. Draft OSHC policy was prepared by December 2010 for consultation early in 2011.</p> <p>Best Start Best Start was supported in three Western Australian communities; South Lake (metropolitan), Mullewa (rural) and Marble Bar (remote) to improve life opportunities and school readiness of Aboriginal children aged between birth to 5 years. Each site has developed differently according to the existing infrastructure, culture and resources. Family friendly, play based activities in which family members participate with their young children are one successful strategy. Equally important is the parenting support provided during home visits or adult activities as a result of the trusting relationship that has developed between families and staff. Two focus areas during 2010-11 have been improving connections between families, local schools and health services; and tackling the workforce development issues of professional and geographic isolation experienced by staff in rural and remote regions.</p> <p>Cross-sectoral Early Years Learning Framework working group Cross-sectoral Early Years Learning Framework working group in operation (in consultation with Professional Support Unit, DfC and non-government school sectors).</p> <p>Early Learning and Care Centres and Children and Family Centres A 120-place Early Learning and Care Centre funded by DEEWR and Woodside Energy and project managed by the DoE began operation at Tambrey Primary School in Karratha. Tenders invited to build and operate two further ELCCs at Ashdale Primary in Darch and Warriapendi Primary School in Mirrabooka were invited, and planning/construction commenced on Children and Family Centres on/adjacent to public school grounds in Halls Creek, Fitzroy Crossing, Kununurra, Roebourne and a</p>



site to be determined in the Swan area.

National Quality Agenda

The DoE collaborated closely with the Department for Communities, DEEWR and early childhood officials across all jurisdictions to progress implementation details for the National Quality Agenda for Early Childhood Education and Care. This will necessarily include amendments to existing legislation which currently limits service integration across the schooling and childcare sectors in Western Australia.

8. A STATEMENT OF ISSUES

8.1. Delayed Contractors List

Additional treasury procurement requirements relating to the establishment and confirmation of a Contract Panel resulted in delays to the commencement of the Feasibility Study: Kindergarten provision in Day Care.

8.2. Additional Kindergarten Teacher FTE – more than anticipated

Due to the increased number of 4 year old children in the Tranche 1 districts, the number of additional appropriately qualified teacher FTE required to staff tranche 1 kindergartens was larger than initially predicted. This will impact on the program budget and may reduce the amount of capital works possible in the out years to achieve the goal of guaranteed access to kindergarten at each child's local school.,.

8.3. Finding appropriately qualified staff for an additional four hours of kindergarten and to cover the extra DOTT

The *quantum* of additional teachers required to increase kindergarten provision by four hours (plus the extra time for DOTT – duties other than teaching – providers) from the 11 hours per week which previously applied to all public and most Catholic and independent schools was achievable, however this quantum of teachers were not distributed across the state to meet the demand in all schools. This was especially problematic in rural and remote schools, many of which had difficulty finding appropriately qualified teachers, especially as the increased hours of kindergarten provision did not represent a full-time teaching position.

8.4. Maintaining staff-child ratio during lunch breaks

Using a six hour daily block for instruction time is the only way schools can fit in 30 hours of instruction across a week for two groups of children – group A attends for 15 hours per week, and group B attends for the remaining 15 hours. This pattern requires that a qualified teacher is present at all times – including the lunchbreak – if all six hours of the day are to “count”. Some schools are planning a day with an additional 30 minutes to permit a short break for the teacher when the kindergarten children have a short play time with pre-primary children under the supervision of teachers, but with a staff to child ratio well below the 1:10 which is maintained during instructional periods.

When the new national quality standard (ratio of student to teacher) comes into effect in 2012, this option will not longer be available because the prescribed ratio must be maintained at all times, including the lunch break. This will necessitate different lunchtime arrangements for kindergarten staff (with DOTT relief for lunch breaks).and will set them apart from all other staff at the school. Adjusting to this difference will take some time and may create short-term unrest.

Part of the reason that the Capital Costs demand for additional early childhood buildings in Western Australia is not a lot higher



	<p>is that school-based kindergarten classrooms are routinely used by two kindergarten groups each week. If each kindergarten group had their own classroom (as would be the case if kindergarten provision was integral to childcare provision and operated each day beyond the hours of schooling) then the demand for new buildings would significantly increase (potentially double).</p> <p>8.5. Access to high quality, comparable data It has become evident that gaps exist in data sources available to report the Performance Indicators. While the public sector routinely harvests data relating to school enrolment and attendance, the Catholic and independent sectors do not centrally collect such data. Further, comparability of data across the three sectors is not strong. It has also become evident that improvements are warranted across all three sectors in relation to (in particular) data about teacher qualifications and the cost to parents.</p> <p>8.6 Uncertainty of the term “Early Childhood Qualified”. What constitutes ‘Early childhood’ trained? Uncertainty remains about the term “early childhood qualified”, and whether provisions for recognition of prior learning will apply for primary-trained teachers who have worked for many years in kindergarten and completed substantial professional development in early childhood. In the context of the national quality standard, progress has been made on this matter, but has not yet been finalised. This matter is of significant concern to teachers whose existing qualifications and experience may position them as borderline – they need early advice about what is required so they can undertake the necessary conversion studies.</p>
<p>9. REPORTS</p>	<p>Appendices to this report are as follows:</p> <p>From the Department of Education Appendix A - Kindergarten in Childcare Feasibility Study Appendix B - OSHC Focus Group PowerPoint presentation Appendix C - Draft OSHC Policy Appendix D - i) BN D. Ansell Buildings and Facilities Audit Oct 2010 ii) Building Estimates 2010 iii) Report Buildings and Facilities for local access 2013 iiii) Summary of Findings and Recommendations Appendix E - Tranche 1 Roll Out Survey Appendix F - Tranche 1 Survey Report and Analysis Appendix G i) NQA UA Govt Kindergarten 2010 Schools Census ii) NQA UA Non Govt Kindergarten 2010 Schools Census Appendix H - SSTUWA Universal Access PowerPoint presentation Appendix I - Letter of invite OSHC Focus Group 13 Aug 2010 Appendix J - OSHC Timeline Appendix K - i) Steering Group minutes 100222 ii) Steering Group minutes 100722</p>



	<p>iii) Steering group minutes 101007 Appendix L - Focus 2011 Universal Access Appendix M - Learning Conversations Letter of Introduction Appendix N - Project Management 2010 2011</p> <p>From the Department of Communities Appendix O - 2010 Best Start Annual Report for Early Childhood Education NP</p> <p>From the non-government schooling sectors Appendix P - Letter to 2011 schools regarding information session 090810</p>
10. DATA CAPABILITY REPORT	Include a Data Capability Exception Report reflecting any changes from the previous year.
11. SIGNATURE	<p>The report must be signed by the State/Territory delegate or the delegate's authorised representative.</p> <p>Ms Sharyn O'Neill Director General, Department of Education</p> <p>31 March 2010</p>

