

National Review of Teacher Registration

Consultation Paper

March 2018



You're invited

On behalf of the National Teacher Registration Review Expert Panel, I invite you to contribute to the National Review of Teacher Registration (the Review).

Agreed by all State, Territory and Commonwealth Education Ministers through Education Council in September 2017, the Review will look at how aspects of the national teacher registration framework, endorsed by Education Ministers in 2011, are currently working. It will also determine, through consultation with stakeholders, potential areas for improvement.

A report detailing the findings and recommendations of the Review will be provided to Education Council later in 2018.

This Consultation Paper provides a brief background of teacher registration in Australia, sets out a series of areas for discussion, and outlines how you can contribute to the Review.

My fellow panel members and I look forward to your input.



Chris Wardlaw PSM

Chair, Expert Panel, National Review of Teacher Registration

March 2018

Introduction

The quality of education has never been so important. In an increasingly globally competitive and technologically dynamic world, parents, teachers, employers and governments are recognising the necessity of preparing young Australians for a future characterised by both change and opportunity.

With this awareness comes a commitment from education sectors and governments to providing a high quality education for young people across the country; that is, an education provided by high-calibre teachers who are well-prepared, highly skilled and trusted to keep learners safe.

Teacher registration is an important mechanism to ensure the quality of the teacher workforce. Registration also provides a critical regulatory function to ensure that only people who have the necessary qualifications and are fit and proper can be employed as teachers.

In 2011, the national framework for teacher registration (the Framework) in Australia, underpinned by the *Australian Professional Standards for Teachers* (Teacher Standards), was agreed by all State and Territory Education Ministers.

The Teacher Standards, developed and endorsed by Education Ministers in 2011, provide a foundation to support teachers and school leaders, school systems, regulators, education authorities and governments alike. They are designed to guide and strengthen the quality of teaching, while also providing a framework for career progression and ongoing high quality professional learning.

Australian teachers want to be part of a high status profession that values excellence and has the confidence of the community. They also want to be valued for their commitment to growing their expertise and increasing their impact on the learning of the young people in their care.

As with professional standards in other professions, the Teacher Standards provide a quality benchmark. Other mechanisms, such as consistent approaches to teacher registration, provide a vehicle for those standards to be met.

Teacher registration supports the ongoing professionalisation of the teacher workforce and safeguards the quality of the Australian teaching profession. This Review provides an opportunity for all education stakeholders across Australia to reflect on current teacher registration processes and provide valuable feedback, helping to ensure that these processes meet current and future needs.

While the regulatory authorities in each jurisdiction apply the Teacher Standards to their respective registration processes, the language used to describe the elements in each jurisdiction may be different. For the purpose of this document, the most commonly used language is included. Refer to the glossary for further details.

About teacher registration in Australia

All teachers practising in Australian schools must be registered. Registration is the responsibility of teacher regulatory authorities in each jurisdiction, which operate under the relevant State or Territory legislation.

Teacher registration is a mechanism to ensure the quality of the teaching workforce. Registration helps protect learners by ensuring that only fit and proper people, with the appropriate qualifications, are employed as teachers across Australia.

National teacher registration framework

The Framework shapes the current approach to registration in Australia. Endorsed by all Education Ministers in 2011 and implemented in States and Territories, the Framework is underpinned by the Teacher Standards – the nationally agreed statement of what teachers need to know and do.

The Teacher Standards consist of seven standards which teachers will meet at different levels depending on their career stage and level of experience. These are categorised into four career stages: Graduate, Proficient, Highly Accomplished and Lead. The Framework specifically relates to the Graduate and Proficient career stages.¹

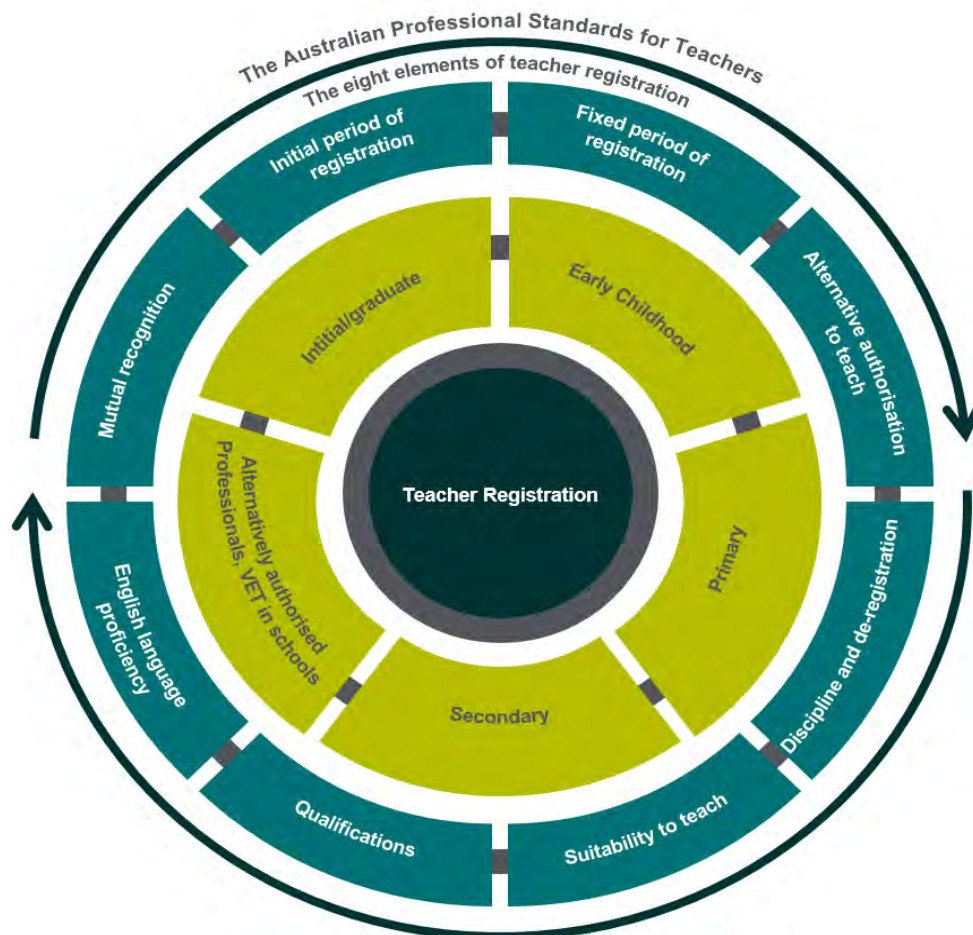


The Framework has eight elements and sets out broad parameters for a national approach to quality assurance and evidence-based requirements for teacher registration, centred around common standards and consistent requirements for teachers to move from provisional to full registration, and to renew their registration.

¹ <https://www.aitsl.edu.au/teach/standards>

The interaction between the eight elements of the Framework, the Teacher Standards and pathways to teacher registration is illustrated in Figure 1 below.

Figure 1: Interaction between Teacher Registration and the Teacher Standards



A summary of the eight elements of the Framework is provided in Table 1.²

² Full details of the elements are available at <https://www.aitsl.edu.au/teach/start-your-career/registration/nationally-consistent-teacher-registration>

Table 1: Elements of the Framework for national teacher registration

Elements of the Framework for National Teacher Registration	
Element	Description
Initial period of registration	A teacher has completed an initial teacher education qualification (thus meets the Graduate career stage of the Teacher Standards) and meets other registration requirements. Commonly referred to as provisional registration. The teacher undertakes workplace learning and development to demonstrate evidence that he or she meets the Proficient career stage.
Fixed period of registration	A teacher has demonstrated that he or she meets the Proficient career stage of the Teacher Standards and suitability to teach. Commonly referred to as full registration. Renewal of registration after fixed period is granted based on meeting minimum requirements for ongoing proficiency against Teacher Standards, recency of practice and professional learning requirements.
Alternative authorisation to teach	Jurisdictions may choose to implement provision for persons who are not eligible for registration to be employed in roles that would otherwise require registration. There are two categories of alternative authorisation to teach: to address workforce shortages e.g. instrumental music or language teachers, and pathways to registration e.g. working towards a teaching qualification.
Sanctions, including withdrawal of registration	There is provision for regulatory authorities to impose sanction or withdraw a teacher's registration (de-register) if the teacher fails to meet the required standards of personal and professional behaviour or professional performance.
Suitability	Teachers applying for registration are required to be suitable to both work with children and be a teacher, based on an assessment of character and criminal history.
Qualifications	The minimum qualification requirement for registration is completion of at least four years of higher education (fulltime or equivalent) study, including an initial teacher education program accredited in Australia, leading to the achievement of a recognised qualification; or an overseas qualification assessed as equivalent.
English language proficiency	To be registered, a teacher must be able to demonstrate achievement of a level of professional proficiency in spoken and written English, demonstrated through specified assessment instruments. English language proficiency assessment is not required for registration where the four years of required higher education study have been undertaken in English in Australia, New Zealand, the United Kingdom, the United States of America, Canada and the Republic of Ireland.

Mutual recognition

Mutual recognition allows a person who is registered to practise as a teacher in one jurisdiction to be registered in another jurisdiction based on that registration.

Appendix 2 provides an overview of the Framework.

Stages of teacher registration

There are two main stages of teacher registration:

1. The initial period of registration, also referred to as **provisional registration**. A teacher who has completed an accredited initial teacher education program or equivalent overseas qualification (indicating they meet the graduate career stage of the Teacher Standards) and meets other registration requirements can apply for this initial period of registration.
2. The fixed period of registration, commonly referred to as **full registration**. This is achieved when a teacher has demonstrated they meet the proficient career stage of the Teacher Standards and all other registration requirements.

Figure 2: Stages of teacher registration and Australian Professional Standards for Teachers



A high-level overview of the Teacher Standards and their interaction with the above career stages is available at **Appendix 3**.

While the fundamental aim of registration is similar across jurisdictions, some differences exist across States and Territories. The Review provides an opportunity to consider the different approaches (including whether differences are material), in order to identify leading practice and provide input into areas that could be strengthened.

When the teacher registration framework was agreed in 2011, early childhood teachers were not explicitly considered in the Framework. Since then, significant reform has occurred in the early childhood education sector, with early childhood teacher registration being adopted in an increasing number of jurisdictions.

More recently, focus has been placed on vocational and education training (VET) teaching in school settings. There are different arrangements across jurisdictions to facilitate teaching VET in schools, including an authority to teach or equivalent registration category.

About the Review

In September 2017, all State, Territory and Commonwealth Education Ministers agreed to the Review to identify ways to build on and further strengthen teacher registration in Australia.

Conduct of the Review

The Review is being led by an independent Expert Panel (the Panel) which brings both national and international expertise and perspectives.

Table 2: Expert Panel members

Expert Panel Members	
Name	Position
Chris Wardlaw (Chair)	Deputy Chair, AITSL Board, Chair, Victorian Curriculum and Assessment Authority
Pitsa Binnion	Principal, McKinnon Secondary College, Melbourne, VIC
Marino D'Ortenzio	Assistant Principal, Epping Secondary College, VIC Honorary Deputy Vice President (Secondary), Australian Education Union VIC Branch
David Gee	Head, Wesley College, Perth WA
Dr Peter Lind	Registrar, Teachers Registration Board of South Australia
Anthony McClaran	CEO, Tertiary Education Quality and Standards Agency
Emeritus Professor Wendy Patton	Emeritus Professor, Queensland University of Technology Chair, Queensland College of Teachers
Gabrielle Sinclair	CEO, Australian Children's Education and Care Quality Agency
Dennis Yarrington	President, Australian Primary Principals Association
Christine Wilkinson	Teacher, St. Joseph's Catholic College, East Gosford, NSW President, Independent Education Union of Australia NSW/ACT Branch

The Australian Institute for Teaching and School Leadership (AITSL) is tasked with progressing the Review, including establishing the Expert Panel. AITSL is providing secretariat support for the Review, including coordination and facilitation of consultation with stakeholders across Australia.

The Review includes three broad phases, outlined in Table 3 below.

Table 3: Review consultation phases

Consultation Phases	
Activity and timeframe	Description
Mapping & Research February - March 2018	Mapping of existing teacher registration practices across Australia and research into registration practices in other professions nationally and internationally.
Consultation & Analysis March - May 2018	A nationwide consultation seeking input from key stakeholders including teachers and principals, governments, sectors, employers, regulators and national principal, teacher organisations and parents.
Reporting June - September 2018	Preparation of a report including findings and recommendations to be submitted to Education Council later in 2018.

Focus of the Review

The Review is considering how the current national registration framework is operating, including all elements of the framework as they relate to consistency and best practice, as well as challenges and barriers to successful implementation. An additional consideration is the extent to which the Teacher Standards are used within regulatory arrangements to drive teacher quality and how this can be further strengthened.

The focus of the Review will also include:

- possible improvements to the current arrangements under which teacher registration operates
- options for implementation of recommendations, considering legislative, regulatory, administrative and resourcing contexts
- expected benefits and success measures for the implementation of the recommended reforms.

The scope of the Review includes consideration of the registration of early childhood teachers as part of a national approach to teacher registration, and how the Teacher Standards could be applied in this context.

The registration of vocational education and training (VET) teachers in school settings is also being considered in the Review, together with the impact of these arrangements on the delivery of quality VET in schools.

The transition of initial teacher education students into the profession is also in scope, including exploring the concept of early engagement in the profession through pre-registration.

The suitability requirement of national teacher registration – and more specifically measures of fit and proper persons – is being considered in the context of recommendations of the *Royal Commission into Institutional Responses to Child Sexual Abuse*.³

Out of scope

The *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* are out of scope as these were recently reviewed and updated. Similarly, the content and structure of the Teacher Standards themselves are out of scope, as Education Council has not requested that AITSL undertake a review of the Teacher Standards at this stage. It is acknowledged, however, that the application of the Teacher Standards may need to be considered given the focus of the Review including Early Childhood Teachers and VET teachers in schools.

Review outcomes

A report, including Review findings and recommendations, will be provided to Education Council later in 2018.

³ <https://www.childabuseroyalcommission.gov.au>

Areas for discussion

1. How is the national teacher registration framework working across Australia?

We know that the biggest in-school effect on student outcomes is the quality of teaching and school leadership.⁴

The national teacher registration framework provides an important mechanism to support ongoing teacher quality and improvement. Underpinned by the Teacher Standards, the Framework (including the eight elements) establishes agreed minimum standards for quality; defines development pathways; communicates expectations between the community and the profession; and ensures the safety of students.

Since the introduction of the Framework in 2013, there have been examples of effective and consistent implementation of the registration arrangements and also examples where there may be scope for greater rigour.

The Review provides an opportunity to consider the implementation of the eight elements of the Framework to identify the processes that are working well, the impact the Framework has had on teacher quality, and opportunities for improvement.

The Terms of Reference for the Review have a particular focus on quality teaching, the Teacher Standards and the role that registration plays in driving quality teaching through the Teacher Standards.

The Teacher Standards are embedded in the Framework through two key elements:

1. The initial period of registration, during which teachers are expected to demonstrate evidence of performance at the Proficient career stage of the Teacher Standards to achieve full registration.
2. The fixed period of registration, in particular the process for renewal of registration, which includes requirements that proficiency against the Teacher Standards has been maintained, and that a set number of hours of standards-referenced professional learning has been undertaken.

The Review seeks input on the process of moving from provisional to full registration, particularly from the perspective of teachers and principals involved in the process, as well as the evidence requirements and how consistency of decision making is ensured.

The Review also seeks input on how the renewal process both supports and drives ongoing improvement and professional development for teachers, and how a focus on quality teaching could be enhanced through the registration renewal process.

The movement of teachers across state and territory borders in Australia, as well as internationally, is becoming increasingly predominant in the teaching workforce. In support of this, there are now mutual recognition processes in place across all jurisdictions. The Review seeks input on how effectively current mutual recognition processes are working; whether barriers to teacher mobility exist; and whether differences in implementation across jurisdictions mean that inconsistencies remain.

⁴ Hattie, J 2003, p.3

Focus questions

Elements of registration

- How well are the implementation and content of the eight elements of the Framework working? Please consider consistency, best practice and challenges and barriers in your response. You may wish to share examples.

Teacher quality

- How has the embedding of the Teacher Standards in the Framework supported teacher quality? In particular, how have the Teacher Standards influenced the way in which teachers move from provisional to full registration and through renewal of registration?

Improvements

- How could current teacher registration arrangements be improved to strengthen both teacher registration implementation and teacher quality? Are the eight elements of the 2011 Framework relevant and appropriate?
- How could improvements be implemented, acknowledging different legislative, regulatory, administrative and resourcing contexts? What are some expected benefits and success measures?

2. Should early childhood teachers be part of a national approach to teacher registration?

Research shows that the early years are critical for laying the foundation for a child's learning and development. Quality early childhood education and care can make a significant difference in enriching children's capabilities and development and it is generally acknowledged that highly qualified educators, particularly early childhood teachers, have a measureable positive impact on children.

In support of this, a rigorous national framework that includes regulatory mechanisms to ensure quality, skills and qualifications of early childhood educators has evolved. This includes a new quality standard to improve education and care in early childcare and learning settings across Australia, introduced by the National Quality Framework in 2012.

As part of this broader movement to drive and recognise the professionalism of the early childhood workforce, State and Territory regulatory authorities are increasingly including early childhood teachers in their registration arrangements. This is characterised by differences in practice and application of registration (voluntary and mandatory) and settings in which registration applies (school and non-school settings).

Within the sector, there is an increasing overlap between early childhood and school settings. Early childhood teachers may be employed in early childhood education centres that are situated on school campuses or in a primary school setting where they are likely to have interaction with primary-aged children.

The Review seeks input on the role of teacher registration in supporting quality early childhood teaching in different early childhood settings across jurisdictions.

Focus Questions

- Should nationally consistent approaches to the registration of early childhood education teachers be considered?
- How could a nationally consistent approach to teacher registration support and improve the quality of early childhood teaching in school and non-school settings?
- How could the Teacher Standards be applied for early childhood teacher registration?

3. What role does teacher registration play for VET teachers in school settings?

Schools implement senior secondary programs to meet the needs of all students so they can successfully transition to tertiary education, training, work, or a combination of these.

Preparing Secondary Students for Work: a framework for vocational learning and VET delivered to secondary students was endorsed by all State and Territory Education Ministers in 2014 to provide secondary students with access to quality vocational learning and VET courses. A key aspect of VET quality in a school setting is the delivery and assessment by appropriately qualified teachers (which may include trainers and assessors) with relevant industry experience, who meet relevant standards and have the appropriate accreditation, which may include teacher registration.

Registered training organisations (RTOs) are responsible for ensuring all nationally recognised training complies with the Standards for Registered Training Organisations 2015 (RTO Standards), which include trainer and assessor credential requirements. The way school RTOs manage their registration varies across jurisdictions and school sectors. Some schools register individually, with the school principal acting as the RTO Chief Executive Officer, while other schools register in groups, generally under a State education department or relevant archdiocese. Others have arrangements with public or private RTOs to deliver on their behalf, either on or off school campuses.

Where a school's nationally-recognised training is delivered by non-registered teachers, such as VET trainers and assessors from public or private RTOs, most jurisdictions provide an authority to teach or equivalent registration category. In some jurisdictions, VET trainers and assessors must be accompanied by a registered teacher when delivering or assessing students, which may have staffing and resourcing implications for schools.

While cognisant of the issue of teacher standards in the context of the broader VET sector, the Review will focus on the issues related to the teaching of VET in schools and explore possible options to improve access and requirements for VET teachers delivering VET in a secondary school environment.

Focus Questions

- Under current teacher registration processes, what are the specific challenges to delivery VET in schools for:
 - a) registered teachers
 - b) VET trainers and assessors
- How could these be overcome?

- Is greater flexibility needed to support schools to utilise skilled VET trainers and assessors? How can this be achieved without compromising teacher quality standards and national consistency in teacher registration?

4. How does teacher registration support entry into the teaching profession?

The teaching profession sets the highest expectations of its newest members. Unlike other professions, a new teacher assumes full pedagogical and legal responsibility as soon as he or she enters a classroom or learning environment. This expectation continues throughout a teacher's career, with a requirement that they continue to increase their expertise and impact on student learning.

As touched on in Discussion Area 1, current teacher registration arrangements use the Graduate career stage of the Teacher Standards as the benchmark for provisionally registered graduates entering the profession, while the Proficient career stage is used as the benchmark for teachers progressing from provisional to full registration. The teacher registration framework sets out broad parameters for a national approach to quality assurance and evidence requirements in the transition from provisional registration to full registration.

There is strong evidence to indicate high quality induction can have significant effect on the transition⁵; that is, induction focused on the professional practice, professional identity and wellbeing of the early career teacher, as well as the formal requirements and informal ways of operating. Induction is a shared responsibility across the profession, with initial teacher educators, systems, sectors and regulatory authorities, educational leaders, teachers and graduates each playing an important role.

Contextual factors may impact on a new teacher seeking registration and employment. For example, two out of three early career teachers in Australia begin their career as short-term casuals⁶, which may impact on accessibility of mentorship and high quality professional learning. This is similar for those new teachers in rural and remote contexts, where distance, isolation and limited resources exist.⁷

The Review provides an opportunity to consider how teacher registration can support the engagement of teachers with the profession at the very beginning of their careers. In most jurisdictions, new teachers formally engage with teacher registration for the first time after they have completed their qualifications as graduate teachers. Earlier engagement with the teacher registration process, for example through a form of pre-registration during study, has been implemented in other professions, with the intent of welcoming the student into the profession and collecting data about the incoming workforce profile.

Focus Questions

- How do current teacher registration processes support graduates:
 - a) seeking provisional registration
 - b) employed in different circumstances (e.g. casual, full-time or permanent)?
- Are there barriers/challenges presented by teacher registration for those entering the teaching profession? How could these be overcome?

⁵ Australian Institute for Teaching and School Leadership, *Graduate to Proficient: Australian guidelines for teacher induction into the profession*, July 2016

⁶ Australian Institute for Teaching and School Leadership, *Spotlight: Induction of beginning teachers in Australia- What do early career teachers say?*, page 11

⁷ Ibid

- How could the pre-registration of initial teacher education students support entry to the profession? What would be the benefits and implications of such an approach?

5. How can we ensure that registered teachers satisfy the fit and proper person requirement?

In many professions where trust and responsibility for the care of a child or young person is a function of a person's role, standard practice before and during their employment is to satisfy a fit and proper person requirement.

The teaching profession is no different. As part of current registration practice across States and Territories, the teacher regulation authority must be satisfied that the person is a fit and proper person to teach. The national teacher registration framework embeds this requirement within one of the eight elements: *Suitability*. To meet this requirement a teacher must provide evidence that they are suitable to both work with children and be a teacher, based on character and criminal history. In determining this, regulatory authorities may take into account criminal history checks, information from other registration bodies and/or overseas employers, and analysis of misconduct and other information relevant to an assessment of suitability for registration, such as fitness to teach.

The teaching workforce is becoming increasingly mobile, both nationally and internationally. As a consequence, there is a need to ensure that systems and processes to protect children are rigorous and consistent across jurisdictions.

As regulatory authorities, education systems and sectors across the country consider and develop responses to the recommendations of the *Royal Commission into Institutional Responses to Child Sexual Abuse*, it is likely that even greater emphasis will be placed on this requirement.

The Review provides an opportunity to consider the effectiveness of current teacher registration processes to satisfy the fit and proper person requirement, and to consider how the nationally consistent framework for teacher registration can support a robust national approach.

Focus Questions

- How do regulatory authorities (within legislated responsibility) ensure the fit and proper person requirement of registered teachers?
- How can teacher registration processes support a nationally consistent approach to satisfying the fit and proper person requirement of registered teachers, at the point of registration and throughout their teaching career?

How to contribute

The Expert Panel invites input to the Review from all stakeholders in education until ~~29 April 2018~~ **7 May 2018**.

During this time, the Panel will consult widely through a combination of targeted and broad strategies including: consultation with key stakeholders in each jurisdiction; a survey of teachers and principals; and online written submissions.

Written submissions

Written submissions responding to the questions set out in the *Areas for Discussion* (pages 9 – 13) are invited. Respondents are welcome to address all high-level questions or only those of particular relevance or interest.

Examples are welcomed as part of the submissions, however please note that due to privacy legislation, personal information such as names or any identifiable information used in examples, including names of schools, cannot be used.

Each submission is limited to 3,000 words, including a 300 word summary of the key points, provided at the start of the submission.

Submissions will be published on the AITSL website at the conclusion of the consultation process. Submissions marked 'Confidential' will not be published.

Submitting a response

To submit a response to the Consultation Paper:

1. Upload your submission online www.aitsl.edu.au/teach/national-review-of-teacher-registration/

or

2. Email your submission to RegistrationReview@aitsl.edu.au.

or

3. Post your submission to:

National Review of Teacher Registration Secretariat,
PO Box 299,
Collins Street West
MELBOURNE VIC 8007

If you choose to submit your response via email or post, please attach the AITSL Cover page to your submission. The cover page is available at: www.aitsl.edu.au/teach/national-review-of-teacher-registration/

Submissions will be accepted until ~~Midnight AEST Sunday 29 April 2018~~ **5.00pm AEST Monday 7 May 2018**.

Glossary

Glossary	
Term	Description
Alternative authorisation to teach	Provision, in clearly defined circumstances and under specified conditions, for persons who are not eligible for registration to teach in order to renew their registration. There are two categories: to address workforce shortages and pathways to registration.
Australian Children's Education and Care Quality Authority (ACEQA)	An independent national authority that assists state and territory governments in implementing the National Quality Framework (NQF) for early childhood education and care. www.acecqa.gov.au
Australian Professional Teacher Standards (<i>Teacher Standards</i>)	A public statement of what constitutes teacher quality. The standards are organised into four career stages: Graduate, Proficient, Highly Accomplished and Lead. The seven standards fall into three teaching domains: Professional Knowledge, Professional Practice and Professional Engagement.
Career stage	Benchmarks that recognise the professional growth of teachers throughout their careers, represented by increasing levels of knowledge, practice and professional judgement. There are four career stages in the Australian Professional Standards for Teachers: Graduate, Proficient, Highly Accomplished and Lead.
Full registration	Full registration is gained when a teacher demonstrates achievement of the Proficient career stage of the Australian Professional Standards for Teachers and all other requirements of teacher registration. A teacher must meet the requirements of full registration within 5 years.
Graduate teacher	A person who has completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The awarding of the qualification means they have met the Graduate Teacher Standards.
Highly Accomplished teacher	A person who has been certified at the Highly Accomplished career stage of the Australian Professional Standards for Teachers. The teacher is a highly effective and skilled classroom practitioner, and routinely works independently and collaboratively to improve their own practice and the practice of their colleagues.
Initial teacher education	The delivery of an accredited entry level course designed to produce graduates who meet the qualification requirements for teacher registration.
Lead teacher	A person who has been certified at the Lead career stage of the Australian Professional Standards for Teachers. The teacher is recognised and respected by colleagues, parent/carers and community members as an exemplary teacher.

National Quality Framework	A national approach to regulation, assessment and quality improvement for early childhood education and care and outside school hours care services across Australia.
National Teacher Registration Framework	A consistent framework for the registration of teachers in all States and Territories. It has eight key elements.
Pre-registration	Registration of pre-service teachers during their initial teacher education studies, enabling entrants to initial teacher education to be recognised as members of the teaching profession from the beginning of their program. Refer <i>Action Now: Classroom Ready Teachers Report</i>
Pre-service teacher	A student enrolled in an accredited initial teacher education program.
Proficient teacher	A person who has met the requirements of full registration through demonstrated achievement of the Australian Professional Standards for Teachers at the proficient career stage.
Provisional registration	Provisional registration is gained when a teacher demonstrates achievement of the Graduate career stage of the Australian Professional Standards for Teachers.
Registration	Regulatory processes for entry and continued employment in the teaching profession.
Registration renewal	The maximum period of registration is 5 years. To continue to hold full registration, teachers must undergo a periodic process of renewal. Requirements including suitability, professional practice, professional learning against the Teacher Standards must be met. The renewal period varies between States and Territories.
Registered Training Organisation (RTO)	Training providers registered by Australian Skills Quality Authority (ASQA) (or in some cases a State provider) to deliver vocational education and training (VET) services.
School/Early Childhood setting	Any site dedicated to the learning of children and young people, including early childhood settings, primary, middle and/or secondary schools or their equivalent.
Teacher accreditation	The process by which a teacher in New South Wales meets the Australian Professional Standards for Teachers at one or more the following career stages in teaching: Conditional/provisional; Proficient; Highly Accomplished or Lead Teacher. Commonly referred to as teacher registration in other states and territories.
Teacher regulatory authority	An organisation responsible for teacher regulatory functions including teacher registration. It may include various other functions such as accreditation and/or certification within each State or Territory.
Vocational education and training (VET)	Delivery of workplace-specific skills and knowledge for a range of careers and industries including trade and office work, retail, hospitality and technology.

Appendix 1

National Review of Teacher Registration Terms of Reference

The Minister for Education and Training has commissioned a national review of teacher registration to ensure processes are consistent and rigorous, with an emphasis on teacher quality.

Using an evidence-based approach the review will, through comprehensive consultation and research, advise on:

1. How the current national registration framework is operating, including consideration of all elements of the framework, in terms of implementation, consistency, best practice and challenges and barriers.
2. The extent to which the *Australian Professional Standards for Teachers* (Teacher Standards) are used to drive teacher quality in the implementation of the 2011 national framework, and how this could be further strengthened.
3. Recommended improvements to the arrangements for teacher registration in Australia, with a focus on:
 - i. the current arrangements under which registration operates
 - ii. any enhancements required to embed the Teacher Standards and strengthen teacher quality.
4. Options for implementation of the recommendations, taking into account legislative, regulatory, administrative and resourcing contexts.
5. Expected benefits and success measures of implementing the recommended reforms to teacher registration.

Scope

The scope of the review should **include** consideration of:

- the registration of early childhood teachers as part of a national approach to teacher registration, and how the Teacher Standards should be applied in this context.
- the registration of vocational education and training (VET) teachers in school settings and whether registration requirements create unnecessary barriers to the delivery of quality VET in schools.
- the transition of initial teacher education students into the profession as they are seeking registration and employment; and examine any impediments to pre-registration.
- the current function of regulatory authorities with regard to their legislated responsibility to ensure that registered teachers fulfil the fit and proper person requirement.

The scope of the review should **exclude** consideration of:

- the appropriateness of the domains, focus areas and careers stage descriptors of the Teacher Standards. These matters will be addressed in a review of the Teacher Standards which is due in 2018.
- consideration of the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures* (Standards and Procedures). The Standards and Procedures were revised and agreed by ministers in December 2015 following the recommendations of the recent Teacher Education Ministerial Advisory Group review.

Consultation

- The review panel, supported by the Australian Institute for Teaching and School Leadership Secretariat, will undertake comprehensive consultation with key stakeholders in the education sector.

Appendix 2

To view the eight elements of registration please follow the link to:

<https://www.aitsl.edu.au/docs/default-source/teach-documents/review-teacher-registration/teacher-registration-in-australia-2011.pdf>

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Appendix 3

Australian Professional Standards for Teachers

The Australian Professional Standards for Teachers (the 'Teacher Standards') consist of seven standards, which outline what teachers should know and be able to do. The seven standards include:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning
6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community.

The Teacher Standards are grouped into three domains of teaching: Professional Knowledge, Professional Practice and Professional Engagement. In practice, teaching draws on all three domains.

Career stages

Within each Standard, focus areas provide further illustration of teaching knowledge, practice and professional engagement. These are then separated into descriptors at the four professional career stages.

Link to teacher registration

A teacher must meet and demonstrate achievement of the Graduate Standards to gain provisional registration and demonstrate achievement of the Proficient standards to gain full registration.



For more information

For more information about the Teacher Standards visit: <https://www.aitsl.edu.au/teach/standards>

NSW Supplementary Documentation: Professional Experience in Initial Teacher Education

Please note that this 2017 edited version of the policy reflects the establishment of the NSW Education Standards Authority (NESA), the recently revised *Accreditation of initial teacher education programs in Australia: Standards and Procedures* (December 2015), the *Framework for High-Quality Professional Experience in NSW Schools* and incorporates related policies on overseas professional experience and minimum professional experience requirements for conditionally accredited teachers who are completing a NESA-approved program.

Introduction

This policy document describes the minimum expectations of the professional experience component of an initial teacher education program for the purposes of the NSW Education Standards Authority (NESA) approval of that program as meeting the Graduate Teacher Standards. It is expected that many teacher education institutions will develop professional experience programs that exceed these minimum expectations.

The policy is aimed at assisting teacher education institutions to develop or review their initial teacher education programs for submission to NESA for approval. Program documentation will be considered in terms of whether available information on the professional experience component satisfies the requirements of this policy.

The document should be read in conjunction with the following existing policies relating to initial teacher education:

- Accreditation of Initial Teacher Education Programs in NSW: Policy and Procedures (October 2014)
- *A Framework for High-Quality Professional Experience in NSW Schools* (June 2014)
- Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures (December 2015)
- NSW Supplementary Documentation: Australian Graduate Teacher Standard Descriptor 2.1.1 (Subject Content Knowledge)(January 2013)
- NSW Supplementary Documentation: Elaborations in Priority Areas (October 2014)

Defining professional experience

Professional experience

The *NESA Policy and Procedures for the Approval of Initial Teacher Education Programs* describes professional experience, for the purposes of the approval of initial teacher education programs, as 'teaching practice, practicum (one of a number of supervised practical teaching experiences) and professional experience internship (a final placement involving program supervision rather than in-class supervision), in a school or other setting for educational purposes'.

NESA acknowledges that structured observations of good teaching practice form an essential aspect of a professional experience program as they provide opportunities for vicarious learning and modelling of effective practice.

Professional experience in schools

Professional experience in schools must be the central activity of any initial teacher education professional experience program.

Other settings for educational purposes

Professional experience in educational settings other than schools may provide a valuable contribution to a professional experience program and may be particularly relevant in certain teaching areas. The rationale for using settings other than schools would relate to the nature of the initial teacher education program or the teaching area/s the teacher education student is undertaking (eg industrial technology, science, agricultural science, primary).

Appropriate settings other than schools may include, but are not limited to, sport and recreation centres, homework centres, museums and galleries, early childhood centres, disability services centres and industry. The focus of experiences in these settings would still be on observing good teaching practice, student behaviour and learning, working with individual students or groups of students, and possibly trialling teaching approaches or collaboratively teaching.

Supervised professional experience

Supervised professional experience occurs where a classroom teacher has full duty of care of the students concerned.

Professional Experience Internship

A professional experience internship is usually the final professional experience in an initial teacher education program and provides a significant period of teaching practice where the teacher education student is provided with program supervision rather than direct in-class supervision by the classroom teacher. Professional experience internships are usually covered by signed formal agreements with relevant parties on the structure and scope of the internship.

A professional experience day

NESA does not strictly quantify a day of professional experience but assumes that in terms of meeting the minimum provision of professional experience (see *Minimum provision of professional experience*) that a full day of professional experience comprises a significant proportion of a school day. Whilst distinct half days of professional experience can be accumulated to full days, short term visits or single lesson observations in schools would not be counted as a full day of professional experience.

The role of professional experience

A well-structured professional experience program is a vital component of all initial teacher education programs. Professional experience enables teacher education students to develop and refine their knowledge and understanding of students and how they learn, and their knowledge and skill of teaching with a focus on enhancing student learning.

It also provides an opportunity for teacher education students to demonstrate a capacity to meet those Graduate Teacher Standards that relate to professional practice in the classroom and for this to be observed and assessed. Importantly, a number of the Graduate Teacher Standards are uniquely demonstrated during professional experience.

Structure of professional experience programs

Teacher education institutions will need to justify in their program documentation their approach to the nature and structure of a professional experience program. The particular format and duration of the initial teacher education program (eg a two year Master of Teaching, a four year Bachelor of Education or a combined degree program) will affect the structure of the professional experience program and the number and variety of different experiences included within it.

Nevertheless, it is expected that a professional experience program involves a number of different experiences that provide developmental opportunities for teacher education students to consolidate, refine and demonstrate their knowledge and understanding of students and how they learn, their knowledge of the curriculum and their knowledge and skill of teaching as described by the Graduate Teacher Standards.

The final professional experience should provide an opportunity for teacher education students to consolidate their knowledge of teaching and learning, to demonstrate their capacity to undertake the duties of a teacher and to be assessed as demonstrating all of the relevant Graduate Teacher Standards.

A quality professional experience program

A quality initial teacher education program should include a program of professional experience that is integrated with all other aspects of the teacher education program. A range of general education units, curriculum studies and/or teaching method units undertaken prior to professional experiences should help to provide preparation for the expected outcomes to be achieved during a particular experience.

Whilst each professional experience would have its particular focus or expected outcomes, teacher education students ultimately would be expected to have had opportunity to develop required knowledge, understanding and/or skills prior to and in conjunction with particular and relevant experiences, including as a minimum, the following:

- knowledge and understanding of the Graduate Teacher Standards;
- knowledge and understanding of the rationale, structure and content of current NESA syllabuses relevant to their teaching area/s;
- knowledge and skills in designing, delivering and reflecting on single lessons and coherent units of work;
- knowledge and skills in developing a range of valid and relevant student assessment tasks;
- understanding of approaches to analysing sample student outcomes data to identify student strengths and areas for development in order to inform lesson preparation;
- knowledge and skills in using a variety of teaching and learning strategies and approaches including explicit instruction, collaborative learning strategies, approaches to student grouping and the use of information and communication technologies;
- knowledge of curriculum, teaching and assessment approaches required to address the needs of all students and in particular Aboriginal and Torres Strait Islander students, students with special education needs (see below), students, students with English as an additional language or dialect, and students with challenging behaviours;
- knowledge of classroom behaviour management techniques;
- understanding of the role that parents and caregivers play in effective teaching and learning and approaches to effective parent/caregiver/teacher interviews;
- knowledge and understanding of mandatory policies including child protection and WHS; and
- knowledge of appropriate professional and ethical conduct.

Evidence of a quality program

Program documentation should include a rationale for the institution's approach to professional experience and an explanation of how professional experience is structured, administered, supported, monitored and assessed. The institution's Professional Experience Handbook may form the main element of this documentation. This program documentation would need to include:

- the objectives or intended outcomes and content of the overall professional experience program;
- a description of how the professional experience program is integrated within the total initial teacher education program and how teacher education students are prepared through general teacher education units, curriculum studies units and teaching method units for each of the professional experiences;
- a description of the Graduate Teacher Standards and other institution-specific requirements (where relevant) that are to be demonstrated during each of the professional experiences;
- advice on how the professional experience program has been negotiated by the teacher education institution in partnership with schools and other educational settings;
- a description of the roles and responsibilities of key people in the professional

experience program, including the teacher education student, staff in schools (and other educational settings if applicable) and staff of the teacher education institution, prior to and during each professional experience with respect to placement, supervision, assessment, feedback and regular reporting;

- advice on the expectations for the teacher education students to have appropriate class allocation, negotiated to ensure opportunities to teach all subject methods through one-to-one, small group and whole class instruction;
- advice that the teacher education institution expects the teacher education students to take advantage of every opportunity to engage in the full life of the school, such as student sport, playground supervision, faculty/grade/stage meetings and whole-school activities and functions, as required;
- details of the structure and key elements of a professional experience internship, where one is provided, including guidelines for the transition of students from being directly-supervised to program supervision, linked to a teacher education student's expanding knowledge and including a well-defined assessment process at the point of the transition. This will include the completion of a professional experience report template at a point when the teacher education student reaches the threshold point of 75% of the minimum required number of professional experience days (ie 60 of 80 or 45 of 60). In addition, confirmation of the signing of formal agreements with relevant parties on the structure and scope of the professional experience internship, where these are required, should be provided in program documentation;
- sample copies of the professional experience reports used to assess teacher education students. All professional experience reports must be based on or reflect the Graduate Teacher Standards (but may also include other institution-specific criteria) and should reflect a developmental approach to the assessment of the teacher education student's skills and knowledge. The final professional experience report should reflect the requirement that teacher education students have demonstrated all of the relevant Graduate Teacher Standards; and
- an explanation of the process for providing feedback and support to the teacher education student, particularly when a teacher education student is at risk of being deemed unsatisfactory.

Minimum provision of professional experience

The structure of a professional experience program should ensure that teacher education students have valid opportunities to observe good teaching practice and to develop and refine their own teaching approaches, knowledge and skills. A professional experience program should be based on providing experience in a variety of settings and access to a diversity of students. This should include at least two schools.

The minimum total number of days of professional experience set by NESA for approval of initial teacher education programs (see the explanatory notes below) is as follows:

- - 60 days for a two year FTE graduate entry program, and
- - 80 days for a four or five year FTE undergraduate program.

As described in Section 2 of this document, structured observations of good teaching practice and professional experience in settings other than schools may be included in a professional experience program and be counted towards the total number of days of professional

experience within an initial teacher education program.

However, where the above minimum number of days of professional experience is provided:

- 90% or more of the days must be in schools with no more than 10% of the days being in educational settings other than schools (if applicable); and
- 80% or more of the days in schools must involve the teacher education student in the direct act of teaching a group or class of students with no more than 20% of the days being structured observation days only.

Note 1.

A four or five year combined or double degree program that provides approximately two years of discipline studies provided by a Faculty or School other than Education and two years of teacher education studies (eg a Bachelor of Arts/Bachelor of Teaching, or Bachelor of Science/Bachelor of Education) where the program is a single award with a single exit-point, is viewed as the equivalent of a four or five year undergraduate program for the purposes of the minimum number of professional experience days.

Note 2.

Early childhood and primary initial teacher education programs are required to provide no less than 50% of the minimum required days of professional experience, as outlined above, within a K-6 school setting. The balance of professional experience may be in a prior-to-school early childhood setting. Example: a four year early childhood degree that involves 110 days of professional experience would need to provide no less than 40 of these days in a K-6 school setting (that being 50% of 80 days).

Note 3.

An initial teacher education program that involves an articulation with an accredited VET program (eg TAFE or other RTO program) that results in an advanced standing arrangement of no less than 2 years into a four year undergraduate program and that leads to graduates being eligible for a four year degree award, is viewed as the equivalent of a two year graduate entry program for the purposes of the minimum number of professional experience days.

Where a teacher education institution develops an initial teacher education program that involves an innovative and alternative model of professional experience in order to address a particular teacher employer or curriculum need, and that professional experience program does **not** comply with the above Minimum Provision of Professional Experience, the institution is required to provide advice to NESA on how it views that the intent of the requirements is still achieved.

This advice will be considered by the NESA Initial Teacher Education Committee (ITEC) in respect to whether this innovative and alternate model of professional experience will still lead to high quality teacher education graduates.

Compliance with child protection requirements

The initial teacher education program documentation should confirm compliance with the procedures for the completion by teacher education students of appropriate pre-placement legal documentation complying with the requirements of the *Child Protection (Working with Children) Act 2012*.

Appendix A – Overseas Professional Experience in Initial Teacher Education Programs

National Program Standard 5.2 states:

The professional experience components of programs are relevant to a classroom environment, and:

- a) include no fewer than 80 days in undergraduate and double-degree teacher education programs and no fewer than 60 days in graduate-entry programs*
- b) consist of supervised and assessed teaching practice undertaken over a substantial and sustained period that is mostly in Australia and mostly in a recognised school setting*

Teacher education students can choose to participate in professional experience placements in educational settings in other countries. It is acknowledged that a professional experience placement in a school overseas can provide a significant professional learning opportunity. These overseas placements can provide cross-cultural understandings, knowledge of a different teaching contexts and exposure to the cultural diversity of school students and how they learn.

There are three potential categories of overseas professional experience:

1. Teacher education students travelling overseas, who wish to complete a placement in a school in another country;
2. Online teacher education students living overseas who are required to meet professional experience requirements of the NESA accredited program;
3. Teacher education students who are participating in a university endorsed and supported overseas professional experience placement.

Where a provider is willing to support a student undertaking a placement overseas and have it counted towards the minimum professional experience requirements for program accreditation (ie 80 days in an undergraduate program or 60 days in a graduate entry program), the following guiding principles are to apply:

- An overseas placement can count towards the minimum required professional experience days but cannot be the final professional experience placement in a program as the final placement **must** be in an Australian school.
- The overseas placement will be part of a well-structured, well-designed professional experience program and is more likely should occur in the early stages of an initial teacher education program.
- At least 50 percent of the minimum professional experience requirements for program accreditation must be in an Australian school setting, including the final professional experience placement.
- The NESA *Framework for High Quality Professional Experience in Schools* and the *Professional Experience – Common Report Template* contained in it, will provide the basis of assessment in the overseas professional experience placement.

- Supervising teachers in the overseas placement will be trained in the assessment of teacher education students completing professional experience.

Providers may support students undertaking an overseas professional experience placement that does not address the above guiding principles, but where this occurs, the placement can count for no more than 10% of the minimum professional experience requirements in the initial teacher education program, which is consistent with the professional experience policy provision of up to 10% of the minimum professional experience days in educational settings other than schools.

Appendix B – Minimum professional experience requirements for conditionally accredited teachers undertaking approved programs

A conditionally accredited teacher, undertaking a NESA-approved initial teacher education program may apply for advanced standing/recognised prior learning/exemption for prior or current teaching experience for a component of the program's professional experience requirements.

A teacher's current employment in a NSW school may represent one or more of the scheduled professional experience placements, other than the final placement. In this case, providers and schools/employers should collaboratively develop sensible, localised arrangements for the rigorous supervision, support and assessment of the teachers with a focus on ensuring their appropriate development.

Such arrangements might include negotiation of reduced teaching load, regular meetings for support, and visits to other schools to broaden experience. This would require a different level of responsibility being taken by providers akin to establishing a partnership approach with schools for the ongoing development of the Conditionally Accredited teacher through the final stages of their teacher education program.

Where an initial teacher education provider is supportive of granting a teacher education student advanced standing/ recognised prior learning/exemption for a component of the program's current professional experience requirements, on the basis of the student's prior or current teaching employment in a NSW school, a minimum of a **three week block (15 days) of professional experience** still needs to be undertaken.

This minimum three week block would represent the normal final professional experience placement where the teacher education student would be required to demonstrate the full range of Graduate Teacher Standards.

For teacher education students currently employed at a particular school, this professional experience placement needs to be **in a different school to the one they are currently employed at** and this may necessitate the teachers taking leave or not-making themselves available to teach in order to fulfil these requirements.

Providers retain the prerogative to require some applicants to undertake more than the above minimum requirements if they view this is in the best interests of the student.

A waiver of the above minimum professional experience requirements may be granted by NESA in relation to innovative program models that are strategic in nature and/or designed to address systemic, high priority teacher workforce needs and that involve, for example, employment-based arrangements or innovative approaches to professional experience.

Associated guidelines for providers

- Providers are able to grant advanced standing/recognised prior learning/exemption for one or more professional experience placements and should establish their own

procedures based on these minimum requirements.

- Procedures developed by providers should consider the amount of teaching employment undertaken, the breadth of employment across a number of schools and the types of schools, and the teacher's previous or current teaching role and position level.
- Providers are able to grant full advanced standing/recognised prior learning/exemption for some of the professional experience placements in a program but, for graduates of the program to be provisionally accredited at **least the final professional experience placement** (and the above minimum three week block therein) needs to be undertaken.
- Where providers are viewing the teacher's current employment in a NSW school as representing one or more of the scheduled professional experience placements in a program, other than the final placement, providers should establish with the school sensible, localised arrangements for the rigorous supervision, support and assessment of the teachers.



Australian Bureau of Statistics

42400DO001_2017 Preschool Education, Australia, 2017

Released at 11:30 am (Canberra time) Thursday 15 February 2018

Table A2 NUMBER OF SERVICE PROVIDERS WITH A PRESCHOOL PROGRAM DELIVERED TO CHILDREN AGED 4 AND 5 YEARS, Sector

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Aust.
DELIVERED BY A QUALIFIED PRESCHOOL TEACHER									
Preschool									
Government	158	228	138	338	651	153	84	83	1,833
Non-government									
Community	624	823	417	4	0	0	0	0	1,868
Private for profit	0	6	3	1	0	0	0	0	10
Independent schools	20	85	24	12	123	24	3	5	296
Catholic schools	1	0	6	8	132	30	4	0	181
Total Non-government	645	914	450	25	255	54	7	5	2,355
Total Preschools	803	1,142	588	363	906	207	91	88	4,188
Preschool program within a long day care centre									
Government	232	93	17	61	28	12	2	1	446
Non-government	2,651	1,305	1,470	302	547	109	75	151	6,610
Total long day care	2,883	1,398	1,487	363	575	121	77	152	7,056
Total service providers with a preschool program delivered by a qualified teacher	3,686	2,540	2,075	726	1,481	328	168	240	11,244
NOT DELIVERED BY A QUALIFIED EARLY CHILDHOOD TEACHER									
Service providers with a preschool program not delivered by a qualified teacher	14	2	6	0	0	0	39	0	61
TOTAL									
Total service providers with a preschool program	3,700	2,542	2,081	726	1,481	328	207	240	11,305



Australian Children's
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Quality Authority

The Australian, state and territory education ministers have agreed to changes to the National Quality Framework (NQF).

This information sheet explains the changes to the National Quality Standard (NQS) and quality ratings.

WHEN DO THE CHANGES START?

The revised NQS and related changes will commence 1 February 2018.

Other changes to the National Law and Regulations will commence 1 October 2017 in all states and territories (except Western Australia which will commence by 1 October 2018).

WHERE CAN I GET FURTHER INFORMATION?

Visit acecqa.gov.au/nqf-changes for the full list of changes.

REVISED NATIONAL QUALITY STANDARD AND OTHER CHANGES FROM 1 FEB 2018

REVISED NATIONAL QUALITY STANDARD

A revised NQS will be introduced to help clarify how quality is rated in education and care services.

- ☒ The number of standards of the NQS has been reduced from 18 to 15, and the elements from 58 to 40.
- ☒ The language is clearer, and each standard and element now describes a single unique concept.
- ☒ New guidance will clarify the difference between the Meeting NQS and Exceeding NQS rating levels for each standard.
- ☒ Services will be assessed and rated against the revised NQS from 1 February 2018. If a quality assessment visit starts before 1 February 2018, the service rating will be completed against the current NQS, and any review of this rating will also be against the current NQS.

See the next page for a copy of the revised NQS and a summary of the changes.

OTHER CHANGES TO NOTE

Excellent rating

The application fee for the Excellent rating will be removed. Services must be rated Exceeding in all quality areas to be eligible.

Exceeding NQS

All standards in a Quality Area will need to be rated Exceeding NQS for that Quality Area to be rated Exceeding NQS.

There are no changes to the way in which the overall rating for Exceeding NQS is calculated.

Significant Improvement Required

The definition of the Significant Improvement Required rating will change from 'unacceptable risk' to 'significant risk' to increase clarity for families.

Regulatory authorities will continue to work with these services to improve quality and impose sanctions where needed.

Concept		Descriptor
QA1		Educational program and practice
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
QA2		Children's health and safety
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
QA3		Physical environment
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become

Concept		Descriptor
QA4		Staffing arrangements
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
QA5		Relationships with children
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
QA6		Collaborative partnerships with families and communities
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community.
QA7		Governance and Leadership
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated a

SUMMARY OF CHANGES TO THE NATIONAL QUALITY STANDARD

Changes to the National Quality Standard (NQS) were agreed to following consultation with the education and care sector.

The changes will streamline the NQS and reduce overlap between elements and standards. As services also comply with the legislation, elements which directly duplicate these requirements, have been removed.

Changes to the NQS are summarised below.

Quality Area 1

The number of standards has increased from two to three to reflect the three primary contributors to quality education: programs, practice, and assessment and planning.

Under the current NQS, concepts relating to assessment and planning are referenced in multiple areas. These are now grouped together under the new standard 1.3.

Quality Area 2

The number of standards and elements has reduced from three standards and ten elements to two standards and six elements.

The new 'Health' standard includes healthy lifestyle, wellbeing and comfort, and health practices and procedures.

The current standard 2.3 has been consolidated into a new 'Safety' standard to ensure each child is protected and adequate supervision is provided to protect children from harm and hazard.

Quality Area 3

The number of standards and elements has reduced from three standards to two and seven elements to five.

The two standards cover the design of the service environment, and the use of the service. There has been a slight shift in the concept of environmental responsibility to focus more on the child's experience.

Quality Area 4

There are no changes to the number of standards and elements in Quality Area 4.

All elements relating to staffing arrangements and staff continuity under Quality Area 7 are grouped together under Quality Area 4 in the revised NQS.

The elements about educator to child ratios and qualification requirements have been removed as they must be maintained at all times under the National Regulations.

Quality Area 5

The number of elements has reduced from six to four as elements that were similar have been combined. For example, responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

Quality Area 6

The number of standards has reduced from three to two and the elements from nine to six. Elements that were similar have been combined. For example, under the current NQS there are two elements about ensuring current information is available to support families.

Quality Area 7

This quality area was renamed. The standards have been reduced from three to two and thirteen elements to six.

Although this may look like a big change, six of the elements that were removed duplicate minimum legislated requirements. For example, the requirement to maintain and store records.

The revised NQS replaces elements that relate to specific regulations with a broader element about decision-making and systems.



Australian Children's
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The National Law requires that approved providers must not operate a service unless there is at least one nominated supervisor for that service (section 161).

As part of an application for service approval, approved providers must identify the nominated supervisor/s for the service. All nominated persons must give their written consent to the nomination, which is included in the notification to the regulatory authority and is also to be kept as part of the service staff records.

Approved providers must determine if a person is suitable to be a nominated supervisor. Each nominated supervisor must successfully complete child protection training if required in their jurisdiction. Information on the requirements to be appointed a nominated supervisor is included in the 'Responsible person requirements for approved provider' information sheet at www.acecqa.gov.au.

RESPONSIBILITIES

As the persons responsible for the day-to-day management of an approved service, nominated supervisors have a range of responsibilities under the National Law and National Regulations including:

Educational programs

- ensuring educational programs are:
 - based on and delivered in accordance with an approved learning framework
 - based on the developmental needs, interests and experiences of each child
 - designed to take into account the individual differences of each child (section 168)

NOMINATED SUPERVISORS

Supervision and safety of children

- ensuring children are adequately supervised, are not subject to inappropriate discipline, and are protected from harms and hazards (sections 165-167)

Entry to and exit from the premises

- ensuring children do not leave the education and care service premises except in accordance with the National Regulations (for example, with a parent, on an authorised excursion, or for emergency medical treatment)
- ensuring that a parent of a child being educated and cared for by the service may enter the service premises at any time when the child is being educated and cared for by the service—except when:
 - permitting entry would pose a risk to the safety of the children and staff or conflict with the duty of the supervisor under the National Regulations, or
 - the supervisor is aware the parent is prohibited by a court order from having contact with the child (regulation 99)
- ensuring an unauthorised person (as defined in the

National Law) is not at the service while children are present unless the person is under direct supervision (section 170)

Food and beverages

- ensuring adequate health and hygiene practices and safe practices for handling, preparing and storing food are implemented at the service to minimise risks to children (regulation 77)
- ensuring children being cared for by the service have access to safe drinking water at all times and are offered food and beverages on a regular basis throughout the day (regulation 78)
- ensuring that, where food and beverages are supplied by the service, they are:
 - nutritious and adequate in quantity
 - chosen with regard to the dietary requirements of individual children (regulation 79)
- ensuring that, where food and beverages are provided by the service, a weekly menu that accurately describes the food and beverages to be provided is displayed at the premises in a location accessible to parents (regulation 80)

Administration of medication

- ensuring that medication is not administered to a child being cared for by the service unless the administration is authorised (except in the case of anaphylaxis or asthma emergency) and is administered in accordance with the National Regulations (regulations 93-96)
- where medication is administered to a child without authorisation in a case of an anaphylaxis or asthma emergency, ensuring that a parent of the child and emergency services are notified as soon as practicable (regulation 94)

Prescription and non-prescription drugs and alcohol

- that while educating and caring for children at the service, all staff must not consume alcohol or be affected by alcohol or drugs (including prescription medication) so as to impair their capacity to supervise or provide education and care to children (regulation 83)

Sleep and rest

- taking reasonable steps to ensure that the needs for sleep and rest of children are met, having regard to the ages, development stages and individual needs of children (regulation 81)

Excursions

- ensuring that a risk assessment is conducted before an excursion in accordance with the National Regulations (regulations 100-101), and specifically that the risk assessment is conducted before authorisation is sought to take a child on the excursion (regulation 102)

Staffing

- ensuring the prescribed educator to child ratios are met and each educator at the service meets the qualification requirements relevant to the educator's role (regulations 123 - 128)

OTHER SECTIONS OF THE NATIONAL LAW AND NATIONAL REGULATIONS THAT RELATE TO NOMINATED SUPERVISORS INCLUDE THE FOLLOWING:

Notification of change

If a nominated supervisor of an approved service:

- ceases to be employed or engaged by the service, or
- withdraws consent to the nomination

The approved provider must notify the regulatory authority at least seven days prior to the nominated supervisor starting, or as soon as practicable and not more than 14 days after (section 173(2)(b) and regulation 174(1)).

Requirement to display details about the service's nominated supervisor

The approved provider must display the name of each nominated supervisor in a place where it is clearly visible to anyone from the main entrance to the education and care service premises. For family day care service premises, this includes the main entrance to the family day care office, and the family day care residences and venues (section 172).

More Information

Contact your state or territory regulatory authority for more information on approvals. The contact details for regulatory authorities are available at www.acecqa.gov.au.



Australian Children's
Education & Care
Quality Authority

The Australian, state and territory education Ministers have agreed to changes to the National Quality Framework (NQF).

This information sheet explains changes and continuing requirements around responsible persons at a service. It also explains the removal of supervisor certificate provisions.

WHEN DO THE CHANGES START?

Most changes will commence 1 October 2017 in all states and territories (except Western Australia which will commence by 1 October 2018).

The revised National Quality Standard (NQS) and some related changes will commence 1 February 2018.

WHERE CAN I GET FURTHER INFORMATION?

Visit acecqa.gov.au/nqf-changes

Visit your regulatory authority website acecqa.gov.au/contact-your-regulatory-authority

RESPONSIBLE PERSON REQUIREMENTS FOR APPROVED PROVIDERS

FROM 1 OCT 2017*

*In all states and territories except Western Australia which will commence by 1 Oct 2018

Approved providers must continue to ensure that a responsible person is present at a centre-based service at all times that the service is educating and caring for children (see page 3 for family day care requirements).

Removing supervisor certificates

On 1 October 2017, certified supervisors and supervisor certificates will be removed from the National Law, to reduce red tape for approved providers.

Supervisor certificates continue in Western Australia until these changes are introduced by 1 October 2018.

From 1 October 2017, approved providers will have more autonomy to decide who can be the responsible person in each service.

A responsible person continues to be:

- the approved provider or a person with management or control
- a nominated supervisor
- a person in day-to-day charge of the service.

Appointing a nominated supervisor

Approved providers must continue to nominate a nominated supervisor and, from 1 October 2017, can appoint one or more individuals to be nominated supervisors at the service. The nominated person must give written consent.

You must display the name of each nominated supervisor so that it is visible from the service's main entrance.

Current nominated supervisors, who have previously consented to the role, can continue in this role from 1 October if you consider they continue to be suitable.

Revised minimum requirements for nominated supervisors

From 1 October, approved providers must determine if a person is suitable to be a nominated supervisor before nominating the person. It is important that the approved provider record this information, with sufficient evidence, and keep it on file to demonstrate compliance to the Regulatory Authority. This will help to show that you have taken reasonable steps to comply with your obligations under the National Law.

The person must:

- be 18 years or older
- have adequate knowledge and understanding of the provision of education and care to children
- have an ability to effectively supervise and manage an education and care service.

You must have regard to:

- the person's history of compliance with the National Law and other relevant laws
- any decision under the Law to refuse, suspend, refuse to renew, or cancel a licence, approval, registration, certification or other authorisation granted to the person under the National Law and other relevant laws
- Approved providers can ask the nominated person to complete and sign a Compliance History Statement template and then keep it on file. The template is not mandatory but can help make informed decisions about a person's suitability to be the nominated supervisor or to be placed in day-to-day charge of the service. Visit the ACECQA website to download this template:

www.acecqa.gov.au/sample-forms-and-templates-now-available

As an approved provider, you must not nominate a person as a nominated supervisor if you knew or could reasonably have known that person was prohibited from being nominated. Currently you must not engage a person or volunteer if you know, or could reasonably have known, that person was prohibited under the National Law. This requirement continues.

Reasonable steps you might take to ensure you do not nominate or engage a prohibited person include:

- ask the candidate to complete and sign a declaration stating they are not prohibited. Keep these forms on file. Visit the ACECQA website to download the Prohibition Notice Declaration template:
www.acecqa.gov.au/sample-forms-and-templates-now-available
- review the candidate's references, including previous employers
- when undertaking reference checks, ask each referee if they are aware of any compliance action under the National Law or any other law in relation to the candidate. Record referee responses and keep this information on file.

If after taking reasonable steps you are still concerned about the candidate's compliance history, you may contact your regulatory authority and enquire if the person is subject to a prohibition notice in any state or territory.

You should consider the person's qualifications, skills and work experience in determining if the person has adequate knowledge and understanding of the provision of education and care of children and supervision and management abilities.

If you become aware of a matter or incident which affects the ability of the nominated supervisor to meet the minimum requirements, you must consider if it is appropriate to remove them as nominated supervisor. For example, if you become aware that the nominated supervisor has had compliance action against them, you must reassess if that person is suitable to be in the position.

Child protection obligations and training

You must continue to ensure that nominated supervisors (and staff members) are advised of child protection laws and obligations and have current working with children checks that comply with working with children laws.

From 1 October 2017, you must ensure that nominated supervisors and people in day-to-day charge have successfully completed child protection training if required in your jurisdiction. To find training or check whether it's required, contact your regulatory authority.

Notifying the regulatory authority of changes to nominated supervisors

You must notify the regulatory authority when a nominated supervisor is appointed through the NQA IT System by submitting a Notification of change to nominated supervisor form:
acecqa.gov.au/applications

The regulatory authority must be notified 7 days prior to the nominated supervisor starting, or if that is not possible, within 14 days after the nominated supervisor has commenced in the role.

As an approved provider, you must also notify the regulatory authority via a separate notification if the nominated supervisor:

- changes their name or contact details
- is no longer employed or engaged by the service
- has been removed from the role or
- withdraws their consent to the nomination.

Consent to the nominated supervisor role

If an approved provider is an individual and has nominated themselves to be a nominated supervisor, there is no need for written consent.

You must continue to provide the regulatory authority with the written consent of other individuals appointed as a nominated supervisor. This can be included in the application for service approval or by submitting a Nominated supervisor consent form:

acecqa.gov.au/applications

Powers of regulatory authorities

Regulatory authorities can restrict a person from being a nominated supervisor either entirely or subject to conditions, if it considers the person is not fit and proper to be the supervisor of an education and care service.

This gives the regulatory authority a level of oversight over who can be a nominated supervisor, while allowing the approved provider flexibility in making a nomination.

Appointing a person in day-to-day charge

As an approved provider, you or the nominated supervisor continue to be able to appoint a person in day-to-day charge of the service. The person must give written consent.

Appointing a person in day-to-day charge enables you to have a responsible person at the centre based service at all times the service is educating and caring for children.

For example, they can be a point of contact for parents and staff in the absence of the nominated supervisor. They must meet minimum requirements to be appointed to the role.

Being in day-to-day charge of a service does not place any additional legal responsibilities on a person under the National Law. The responsibilities relevant to educators under the National Law continue to apply.

An approved provider does not have to appoint a person in day-to-day charge if a nominated supervisor/s or approved provider is to be the responsible person.

Revised minimum requirements for a person in day-to-day charge

A person in day-to-day charge must be 18 years or older.

As an approved provider either you or the nominated supervisor must take reasonable steps to ensure the person:

- has adequate knowledge and understanding of the provision of education and care to children
- has an ability to effectively supervise and manage an education and care service.

The approved provider or the nominated supervisor must have regard to:

- the person's history of compliance with the National Law and other relevant laws
- any decision under the Law to refuse, suspend, refuse to renew, or cancel a licence, approval, registration, certification or other authorisation granted to the person under the National Law and other relevant laws.

A person who previously consented to be in day-to-day charge of the service will not need to provide consent again from 1 October 2017.

Assistance for family day care educators

An approved provider of a family day care service must ensure that when an educator is educating and caring for a child, one of the following is available to provide support to the educator:

- the approved provider, if the approved provider is an individual, or a person with management or control of the service
- a nominated supervisor of the service
- a person in day-to-day charge of the service.

The requirement to be available to provide support to an family day care educator continues to include being available to be contacted by telephone to provide advice and assistance to the educator.

Acknowledgment

The information in this publication is accurate pending the Australian, state and territory education Ministers' agreement to amended regulations.



New child care package

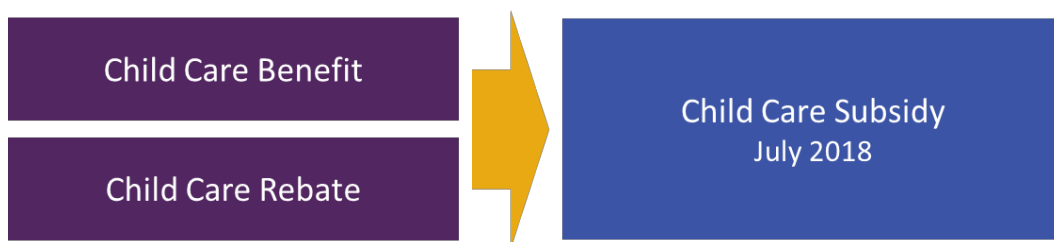
The Australian Government is investing an additional \$2.5 billion over four years to support the 1.2 million families who use approved child care. The changes will provide more support for more families and be targeted to those who need it the most.

Key changes for families

Simplified

The centrepiece of the package is the Child Care Subsidy. When the Child Care Subsidy commences in July 2018, it will:

- replace the Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy
- be paid directly to service providers
- be simpler than the current multi-payment system
- be better targeted and provide more assistance to low and middle income families.



Family Income

Families earning \$66,958[^] or less will receive a subsidy of 85 per cent of the actual fee charged (up to 85 per cent of an hourly rate cap). For family incomes above \$66,958[^], the subsidy gradually decreases to 20 per cent when family income reaches \$341,248[^]. For families with incomes of \$351,248[^] or more, the subsidy is zero per cent.

Combined Family Income	Subsidy per cent of the actual fee charged (up to relevant percentage of the hourly rate cap)
Up to \$66,958 [^]	85 per cent
More than \$66,958 [^] to below \$171,958 [^]	Decreases to 50 per cent*
\$171,958 [^] to below \$251,248 [^]	50 per cent
\$251,248 [^] to below \$341,248 [^]	Decreases to 20 per cent*
\$341,248 [^] to below \$351,248 [^]	20 per cent
\$351,248 [^] or more	0 per cent

*Subsidy gradually decreases by 1 per cent for each \$3000 of family income.

When the subsidy commences the hourly fee caps will be:

Service type	Maximum hourly rate cap
Centre Based Long Day Care	\$11.77 [^]
Family Day Care	\$10.90 [^]
Outside School Hours Care	\$10.29 [^]
In Home Care	\$25.48 [^] (per family)

[^] **Note:** These amounts are correct for 2018/19 and may be subject to adjustment through indexation in subsequent years.

For families earning more than \$186,958[^] an annual subsidy cap of \$10,190[^] per child will apply.

Families will receive a **fortnightly statement of child care usage** from their service, which includes the payment of the subsidy and out of pocket costs. This will make the service more accountable and provide greater transparency for families' entitlements.

Activity test requirements

Family eligibility for the Child Care Subsidy will be determined by a three-step activity test, more closely aligning the hours of subsidised care with the combined hours of work, training, study or other recognised activity undertaken, and providing for up to 100 hours of subsidy per fortnight.

Step	Hours of activity (per fortnight)	Maximum number of hours of subsidy (per fortnight)
1	8 hours to 16 hours	36 hours
2	More than 16 hours to 48 hours	72 hours
3	More than 48 hours	100 hours

A broad range of activities will meet the activity test requirements, including paid work, being self-employed, doing unpaid work in a family business, looking for work, volunteering or studying. There will be exemptions to the activity test for parents who legitimately cannot meet the activity requirements.

Low income families on \$66,958[^] or less a year who don't meet the activity test will be able to access 24 hours of subsidised care per fortnight without having to meet the activity test, as part of the Child Care Safety Net.

For the first time, families who currently use Budget Based Funded services will be eligible for child care fee assistance.

Support for disadvantaged and vulnerable families

The package also provides targeted additional fee assistance through a new **Child Care Safety Net**.

The **Child Care Safety Net** is being progressively rolled out from July 2016 and will help vulnerable families and children to address barriers in accessing child care, while encouraging parents to enter and return to the workforce.

The Child Care Safety Net and has three components:

- 1 the **Additional Child Care Subsidy (July 2018)** – a top up payment for families who are genuinely disadvantaged.

Extra support for	Additional subsidy
Children at risk of serious abuse or neglect; grandparent primary carers on income support; families experiencing temporary financial hardship	A subsidy equal to 100 per cent of the actual fee charged (up to 120 per cent of the hourly rate cap), up to 100 hours of assistance per fortnight
Parents transitioning to work from income support	A subsidy equal to 95 per cent of the actual fee charged (up to 95 per cent of the hourly rate cap), hours of assistance determined by the activity test

- 2 the **Community Child Care Fund (July 2018)** – a grants program to assist services to:

- reduce the barriers in accessing child care, in particular for disadvantaged or vulnerable families and communities
- provide sustainability support for child care services experiencing viability issues
- provide capital support to increase the supply of child care places in areas of high unmet demand.

\$61.8 million of the CCCF will provide a third funding stream for Budget Based Funded services to ensure their viability in the new system. This is in addition to the Child Care Subsidy and the Additional Child Care Subsidy.

The Connected Beginnings program, which is part of the CCCF, commenced in July 2016. The program provides for the integration of child care, maternal and child health, and family support services in a number of Indigenous communities experiencing disadvantage, as recommended by Andrew Forrest in his review of Indigenous jobs and training – *Creating Parity*.

- 3 the **Inclusion Support Programme (commenced July 2016)** – assists mainstream services to improve their capacity and capability to provide inclusive practices and address barriers to participation for children with additional needs, particularly children with disability.

Refer to the new child care package Child Care Safety Net factsheet for additional information.

Transitioning to the new system

The Government recognises that the transition from the existing child care system to a new system will be a significant change for Australian families.

Under the new system existing child care payments will be replaced with the Child Care Subsidy and Additional Child Care Subsidy. Families and service providers will have time to adjust to the new model and we are working towards a seamless introduction of new systems and arrangements.

All families who use, or need to use, child care in the future will be kept informed of the progress of the changes and given timely information on how they may be affected.

Centrelink will contact families directly to provide information on current entitlements and how they may change under new arrangements. This may include asking families for additional information, to ensure that they move onto the new payment system smoothly.

Implementation timeline

July 2016

- Inclusion Support Programme commenced
- Connected Beginnings commenced

April 2017

- Some strengthened compliance powers commenced

July 2018

- Child Care Subsidy and Additional Child Care Subsidy commence (replacing CCB and CCR)
- Community Child Care Fund commences
- New Compliance Framework commences

For more information on the new child care package, visit www.education.gov.au



Preschool exemption to the Child Care Subsidy activity test

This fact sheet explains the Child Care Subsidy activity test exemption that may apply where a child attends an early educational program (such as a preschool or kindergarten program) at a Centre Based Day Care service.

What is the ‘preschool exemption’ to the activity test?

Parents who do not meet and are not otherwise exempt from the Child Care Subsidy activity test will be entitled to 36 hours of subsidised care per fortnight to support their preschool-aged child to attend a preschool program at a Centre Based Day Care service.

When does the preschool exemption apply?

A family is entitled to the preschool exemption if:

1. they are eligible for Child Care Subsidy
2. the parent/s do not meet and are not otherwise exempt from the activity test, meaning their usual entitlement is less than 36 hours of subsidised care per fortnight (0 or 24 hours based on the family’s income)
3. they have a *preschool aged child* and
4. that child attends an *early educational program* at a Centre Based Day Care service.

The preschool exemption does not apply to other children in the family who are not preschool aged. For those children, the family’s usual entitlement will apply.

What is a *preschool aged child*?

For the purpose of the Child Care Subsidy preschool exemption, a *preschool aged child* is a child in the year two years before grade one of school – that is, the year before their first year of primary school. States and territories refer to the first year of primary school differently (see the [Department of Human Services](#) website for details).

What is an *early educational program*?

For the Child Care Subsidy preschool exemption, the definition of *early educational program* is based on requirements set out in the Education and Care Services National Law and Regulations. This means an approved Centre Based Day Care service delivers an *early educational program* if it is delivered by (or where applicable, the service has access to) a qualified early childhood teacher, and the program is based on and delivered in a manner that accords with an approved learning framework.

How is the preschool exemption applied?

1. The **parent** lodges a Child Care Subsidy claim. Centrelink will use information in the claim to work out whether:
 - the family's entitlement is usually 0 or 24 hours of subsidised care per fortnight and
 - the parent has a *preschool aged child(ren)*, as defined above.
2. If the claim establishes 'Yes' to the two above criteria, **Centrelink** will send the parent a claim outcome letter indicating:
 - their 'Subsidised hours per fortnight' is either 0 or 24
 - however, they may be entitled to 36 hours of subsidised care per fortnight for their preschool aged child(ren) if they attend a preschool program at their child care service (Centre Based Day Care service).
3. The **Centre Based Day Care service** will need to indicate in session reports when a session of care for a child was, or included, an early educational program, based on the definition above. Please note that the 'preschool indicator' in session reports:
 - is a 'Yes/No' field
 - may be worded slightly differently depending on the software provider used or Provider Entry Point (PEP) interface
 - will only be available for approved Centre Based Day Care services
 - will only be available for children aged three to five when the session report is created.
4. Where the preschool indicator response is 'Yes', the **Child Care Subsidy System** (Centrelink) will determine whether the child is preschool-aged and calculate the parent's entitlement.
5. If the response to the preschool indicator is 'No':
 - if the family's usual entitlement is 24 hours per fortnight, Child Care Subsidy can be paid up to the balance of this entitlement
 - if the family's usual entitlement is 0 hours per fortnight, no Child Care Subsidy can be paid.



Australian Government

Department of Education and Training

[\(\)](#)

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Is my child eligible for the subsidy if they attend preschool?

If you don't meet the activity test and you have a preschool aged child attending preschool in a centre based day care service, you will be exempt. The exemption will only apply for the period of the preschool program and only for the preschool aged child. You would be eligible for the first step of the activity test (36 hours of subsidised care per fortnight).

Is community-based preschool subsidised?

This will depend on where the kindergarten program is being delivered. For example, if it is a component of the early education and care offered at a centre based day care centre, then families will be eligible for the Child Care Subsidy. However, under the New Child Care Package, if the service primarily provides only a preschool or kindergarten program (like a standalone preschool), then this program will not attract the new subsidy.

How does the Victorian Government 'kindergarten per capita funding' affect the Child Care Subsidy fee reduction requirement?

Response: Subclause 2(2) of Schedule 2 of the *Family Assistance Legislation Amendment (Jobs for Families Child Care Package) Act 2017* defines the fee used to calculate Child Care Subsidy (the *hourly session fee*) as:

- the amount the parent is liable to pay for the session of care
- divided by the number of hours in the session
- reduced by the hourly rate of any other subsidy (or reimbursement fringe benefit) the parent benefits from for that session.

The requirement to reduce the hourly rate where a parent also benefits from another subsidy for a session of care applies only where the other subsidy is paid to the provider specifically to reduce the fee the parent pays for the session of care. When a parent benefits from another subsidy in relation to a session of care, providers need to reduce the fee charged and reported to ensure the parent's Child Care Subsidy entitlement is calculated as required by the legislation – based on the amount the parent is genuinely liable to pay for a session of care.

Based on the description in the [Kindergarten Funding Guide \(http://www.education.vic.gov.au/Documents/childhood/providers/funding/The%20Kindergarten%20Guide%202016.pdf\)](http://www.education.vic.gov.au/Documents/childhood/providers/funding/The%20Kindergarten%20Guide%202016.pdf) issued by the Victorian Government, the Australian Government's understanding is that 'kindergarten per capita funding' is not intended to directly reduce parents fee liability. Therefore, providers in receipt of this funding would not be required to reduce fees reported in their session reports to account for this funding.

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New subsidy makes kindergarten and preschool programs more affordable



The year before school is so important for young children. It's where they learn the skills to develop the confidence they need to make a smooth transition to school.

Getting off to a good start at school can make a big difference to a child's success in later years, but worryingly **one in five children** are starting school developmentally vulnerable.

This means they are behind their peers in one or more domain(s) of social, emotional, language and cognitive, communication and general knowledge, or physical development. **The evidence shows** that children who start behind tend to stay behind.

The evidence also shows that access to a high quality early learning program **in the year before school halves the chance** of a child starting school with a developmental vulnerability, which makes news of more generous financial support for kindergarten and preschool children great for parents.

Kindergarten and preschool programs have just become more affordable

The new Child Care Subsidy offers 36 hours per fortnight of subsidy for children attending a kindergarten or preschool program at a centre-based day care service in the year before school (ie in the year that is 2 years before grade 1 of school) to all families earning less than \$350,000 per year. That's 6 hours per fortnight more than the current level of support from various State/Territory Governments.

This is great news for families during the critical year before school. And even better is that families who are eligible for the new Child Care Subsidy don't need to meet the new activity test in order to qualify for this subsidy payment – that means that regardless of how much work or recognised activity you and your partner do, you may still be entitled to receive generous payments to offset the cost of attending a kindergarten or preschool program at a Goodstart Early Learning centre. The amount of the subsidy will depend on you and your partner's combined family income and your child care fees.

You can learn more about the new Child Care Subsidy, and get an estimate of your subsidy payments, [by clicking here](#).

What makes a good kindergarten or preschool program?

The year before school is all about school-readiness, and high quality kindergarten and preschool programs combine a strong play-based curriculum with the skill of degree qualified teachers to achieve just that.

A high quality program helps children become **school ready** by developing their:

- Physical health and wellbeing
- Social competence
- Emotional maturity
- Language and cognitive skills
- Communication skills and general knowledge

These are the areas against which the **Australian Early Development Census** measures children in their first year of school. The results of each census provide insights as to how many children are 'on track', 'at risk', or 'developmentally vulnerable' in each area.

Our preschool and kindergarten programs are geared towards helping children develop the foundational skills they need for a smooth transition to school. **You can read about** the six key elements of our curriculum [here](#).

The program is delivered through **play-based learning** which makes it active and fun. This helps children develop an openness to learning that lasts well into adult life.



Posted by Goodstart
11 April 2018





AFFORDABILITY & FEES, KINDERGARTEN & PRESCHOOL

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CHILD CARE REFORM - HOW DOES IT AFFECT AUSTRALIAN FAMILIES?

Starting in July 2018, the new Child Care Subsidy will replace the current Child Care Benefit (CCB) and Child Care Rebate (CCR).

by Hai Anh La and Jinjing Li

Summary of Reform

Starting in July 2018, the new Child Care Subsidy will replace the current Child Care Benefit (CCB) and Child Care Rebate (CCR). The current payment system is a combination of a means tested CCB, and a non-means tested but capped CCR (covers 50% of fees up to an annual cap of \$7,500). Low-income families and families on income support obtain the

maximum benefit, yet for families on higher earnings, the payment tapers. Few families with income above \$180,000 per annum receive child care benefit for formal child care costs although they may still be eligible to receive childcare rebate. The new scheme will be implemented with a single means- and activity- tested subsidy. Payment will cover 85% of fees for families on \$65,710 or less but tapers down to 50% of charges for families on \$170,710-\$250,000 and further down to 20% for families on \$250,000-\$340,000. Families earning more than \$350,000 receive no subsidy. Fee support caps are based upon an hourly rate (\$11.55 centre-based day care, \$10.70 family day care, \$10.10 outside school hours care) and another \$10,000 annual cap on subsidies is applied to families earning more than \$185,710.

The existing policy provides for up to 24 hours of CCB payment per week notwithstanding number of hours worked by a couple or a single parent, and 50 hours CCB subsidy for at least 15 hours working, training or studying. Under the new policy, a new activity test ensures that parents will only receive a subsidy where both parents undertake an approved activity for at least eight hours per fortnight each. The subsidised hours per fortnight per child of care are up to 36 hours if they work for more than 16 hours per fortnight and increase to 100 hours when they work greater than 48 hours. For families with incomes of around \$65,000 or less, who fail to meet the activity test requirements, they will be qualified to receive up to 24 hours of support for each child per fortnight.

This new child care subsidy, although sometimes advertised as the "simplified" childcare support policy, is quite complex and will affect different households with varying impacts. This article estimates the monetary implications of this child care reform for some of the most common household types in Australia.

Method of Analysis

We compare the new childcare subsidy scheme with the current policy using STINMOD+, a tax and transfer microsimulation model developed by NATSEM at the University of Canberra. For consistency purposes, we use financial year 2018 as the benchmark year. We update all existing benefit rates and income limits in line with CPI adjustments as a forecast for 2018-19. Under this projection, the rate of CCB is expected to provide up to \$4.75, \$4.96 and \$5.16 per hour for families with one, two or more than two non-school-aged children respectively. 85 percent of those rates are applied to school-aged children while more than 100% of those rates are for part-time care depending on the hours of care.

Key modelling assumptions are listed below.

- **Earnings:** The minimum wage and the average weekly earning data are obtained from Fair Work Australia and the ABS respectively. The 2018 values are projected using an average of growth rates of the most recent five years (2.68% for minimum wage and 3.05% for an average wage). High-income workers are assumed to receive twice the average wage level. Three types of earnings are assumed to be at \$18.7/hour, \$42.4/hour and \$84.8/hour.
- **Care fees and hours:** Care Fees and hours vary substantially across different care centres and states. On average, we project the long day care rate of approximately \$11/hour (based on the rate of \$7.20/hour in 2012 and an average annual growth rate of 7%: https://www.mychild.gov.au/sites/mychild/files/documents/04-2015/child_care_in_australia.pdf (https://www.mychild.gov.au/sites/mychild/files/documents/04-2015/child_care_in_australia.pdf)). We assume the outside school care rate for school-aged children is 85% of this rate (\$9.35/hour). We assume a year of childcare for a non-school aged child costs \$27,500, assuming 48 hours of long day care per week, and the annual cost for a school-aged child is \$11,700, which covers both out-of-school and vocational care throughout the year, averaging at 24 hours a week.
- **Three typical households** include single parents with a non-school aged child (3 years old), single parents with a school aged child (8 years old), and couples with both non-school and school aged children (3 and 8 years old). Couples with only one type of child (either school aged or non-school aged) are not explicitly included in the analysis, but their results are comparable to the single parent households albeit at a higher household income level. All these family types account for more than 50% of Australian households (based on the 2013-14 Survey of Income and

Housing). Three labour force statuses, full-time, part-time and unemployed, are included in the analysis. We exclude Jobs, Education and Training Child Care Fee Assistance (JET) in the analysis as it has only a limited payment duration and will be replaced by the child care subsidy.

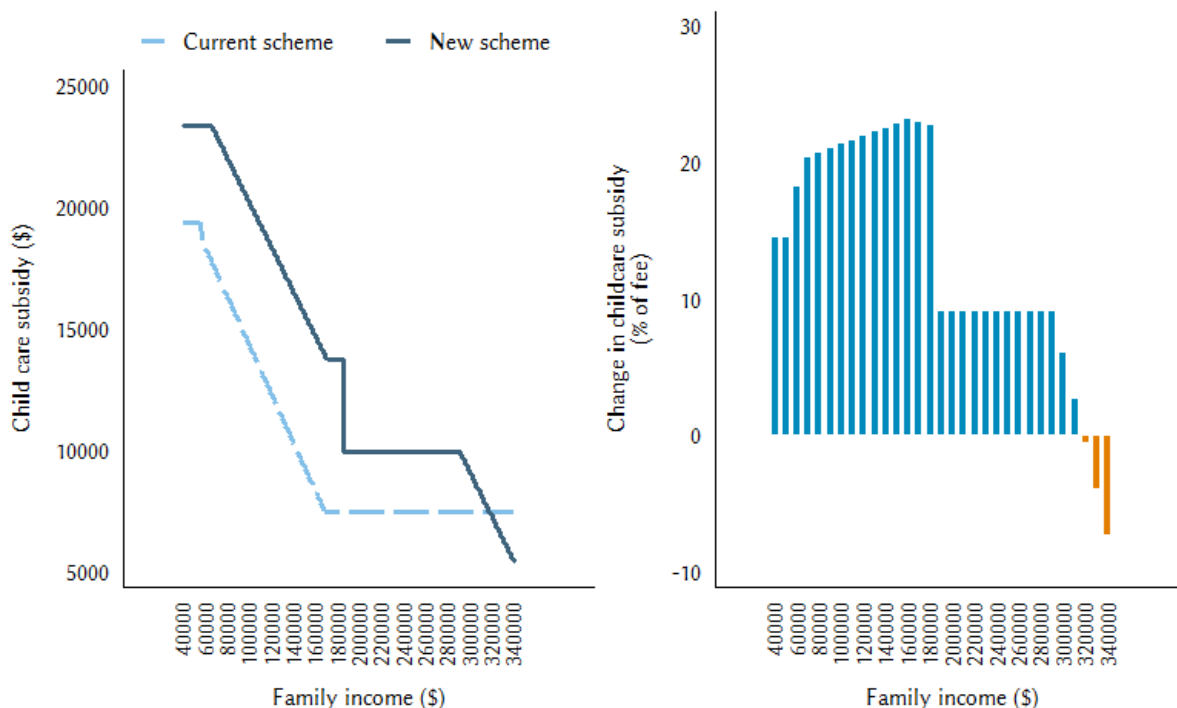
Reform Impact

General Cases - Average Typical Households

Full-time working, single parent with non-school aged child

Full-time working, single parents with non-school-aged children will become better off regardless of their income level below \$320,000 where the child care subsidy under the new scheme reaches the CCR cap (See Figure 1). However, those in the middle-income group benefit the most from the new policy: an increase of up to 23% of fees subsidised for families earning around \$168,000 per year, compared with a 14.5% increase for those on the low income. This is largely due to the taper design of the CCB, where the benefit starts to drop before the family has an income of \$50,000. Additionally, the lower income single parent households may be exempted from the income test as they could receive Centrelink payment such as Parenting Payment Single. The taper threshold for the new child care subsidy is set a higher value of \$65,710.

Figure 1 - Full-time working, single parent with non-school aged child

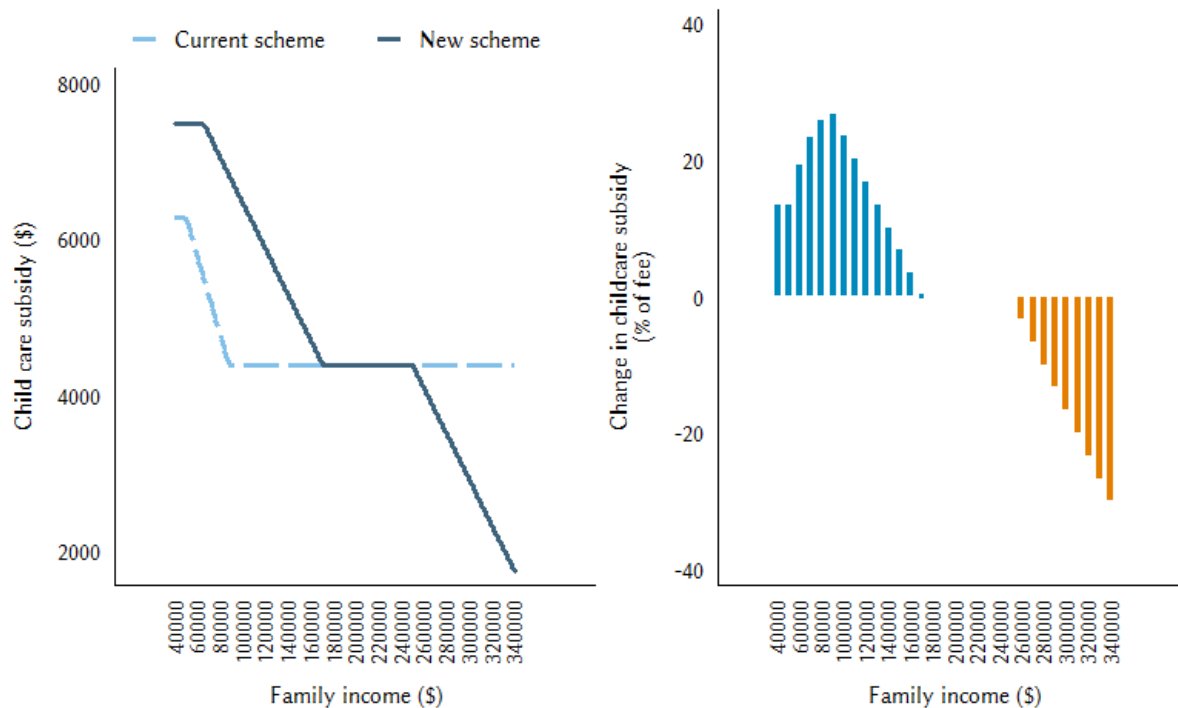


Note: Total child care cost is \$27,500 per year for 48 hours in care per week

Full-time working, single parent with a school aged child

Similarly, under the new scheme, single parents working full-time receive a higher child care subsidy if their income is below \$170,710. Beyond this income threshold, 50% of the fee is covered, equal to the CCR rate without any CCB based on the existing policy (See Figure 2). Again, a more generous subsidy increase goes to families earning average income: an increase of up to 27% of fee subsidised for families on around \$90,000 per year, compared with a climb by 13.5% for those on the low income.

Figure 2 - Full-time working, single parent with school aged child

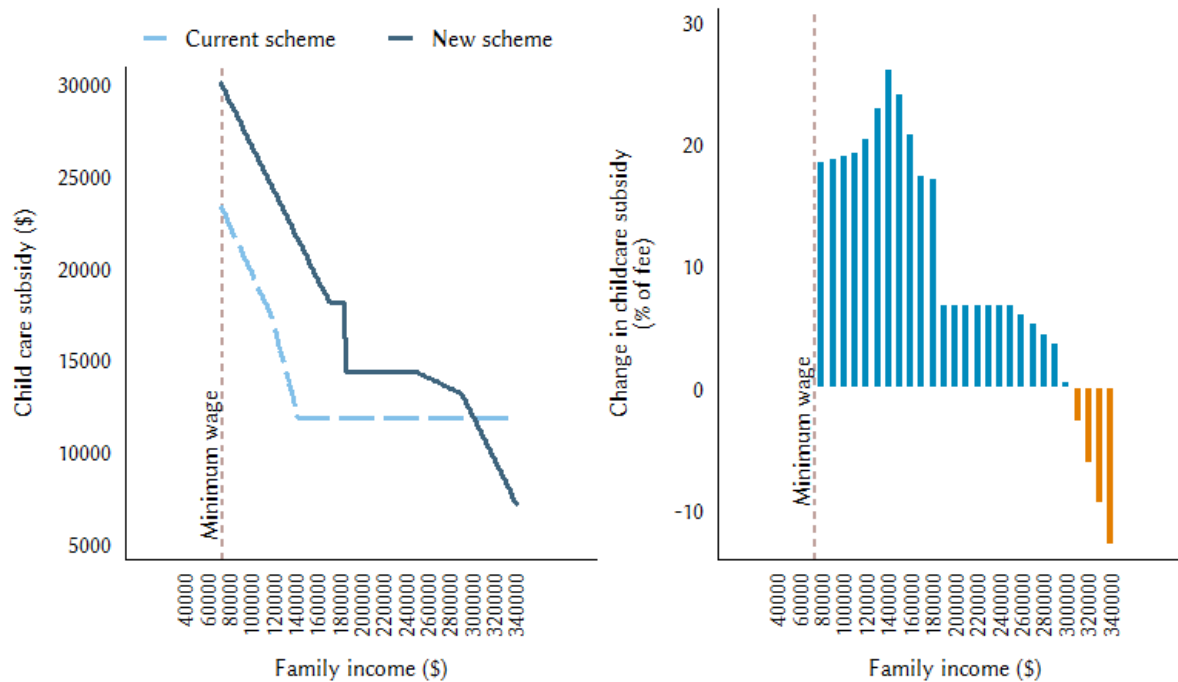


Note: Total child care cost is \$8,800 per year for 18 hours in care per week

Full-time working couples with non-school and school aged children

The new child care subsidy scheme affects full-time working couples differently at different income levels. Couples with a joint income below \$170,710 become much better off. Those who earn between \$170,710 and \$250,000 are less affected because 50% of fees subsidised under the new policy is closer to 33% which they get under the current scheme (\$7,500 for the first child and 50% rebate for the second child). Couples at the higher rate of earnings will be worse off once their joint income reaches \$300,000.

Figure 3 - Full-time working couple with non-school and school aged children



Note: Total child care costs are \$27,500 per year for non-school aged child in 48 hours in care per week and \$8,800 per year for school aged child in 18 hours in care per week

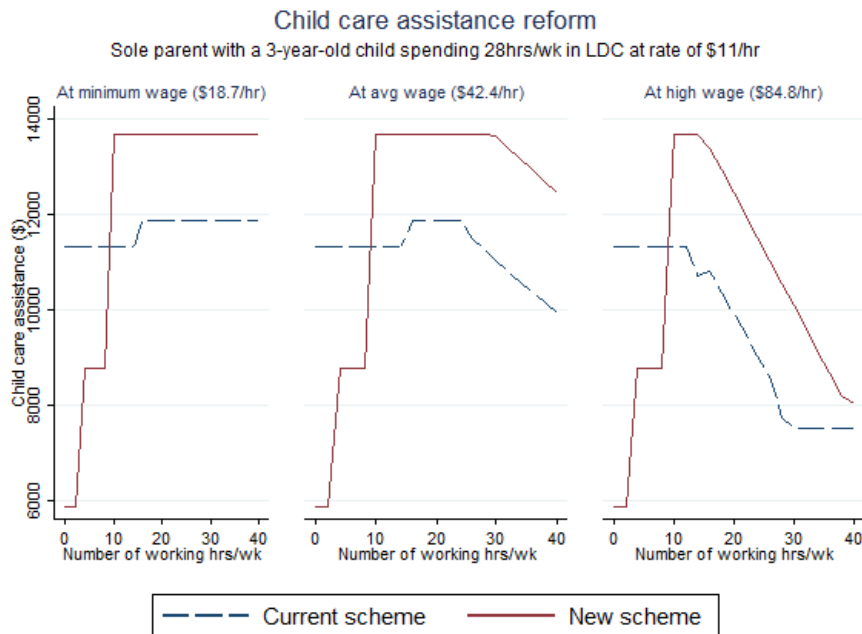
Variation in Parameters

In this part, we examine how variations in working hours, hours of care and child care prices can affect the child care subsidy. We only report the analytical results for the first typical type of household (single parents with non-school-aged child) as similar patterns can be observed in other family types.

Working hours

Controlling for same care hours (28 hours/week) and similar care fees (\$11/hour), a single parent working more than 8 hours/week will receive a higher benefit from the new scheme regardless of their wage income (see Figure 4). The difference comes from the activity test. Following the current policy, only 24 hours of care are subsidised if parents work less than 15 hours/week. Meanwhile, all 28 hours of care are supported if parents work more than 8 hours/week under the new scheme.

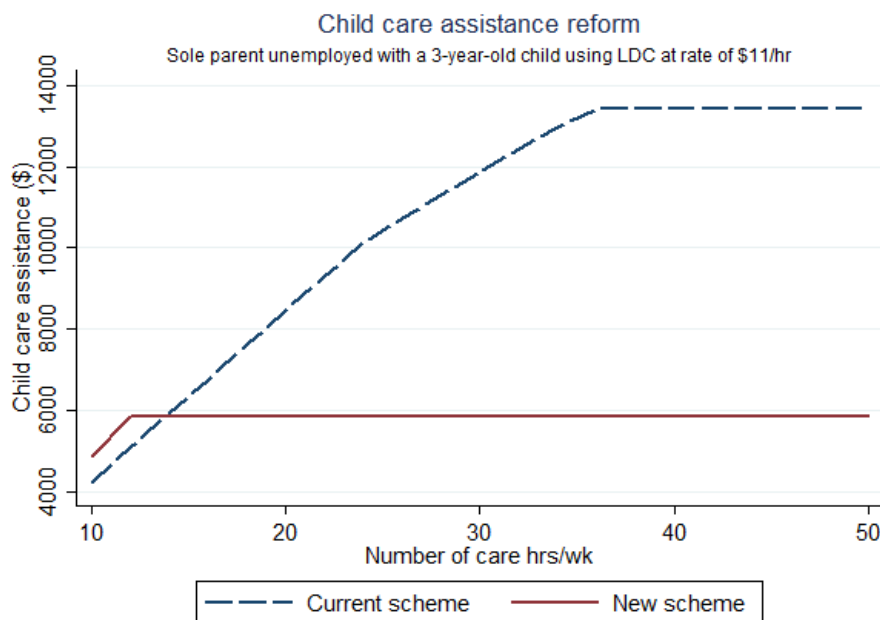
Figure 4: Child care subsidies at different working hours



Childcare hours

Holding the care rate constant (\$11/hour), a combination of job status and the number of care hours will affect the benefit that a household can receive. Unemployed parents face a subsidy reduction if enrolling their children for more than 12 hours/week in long day care (see Figure 5a). This threshold is set up for low-income earners who fail to meet the activity test under the new scheme. Under the current policy, this type of household can enjoy at least 24 hours per week of CCB subsidy plus CCR without any activity test.

Figure 5a: Subsidies at different hours of child care usage (single parents, unemployed)



When entering the labour force, higher subsidy goes to part-time workers if sending their children to a childcare centre for less than 44 hours/week (Figure 5b). There is no payment gain for full-time workers with kids who spend up to 50 hours/week in care (Figure 5c).

Figure 5b: Subsidies at different hours of child care usage (single parents with part-time job)

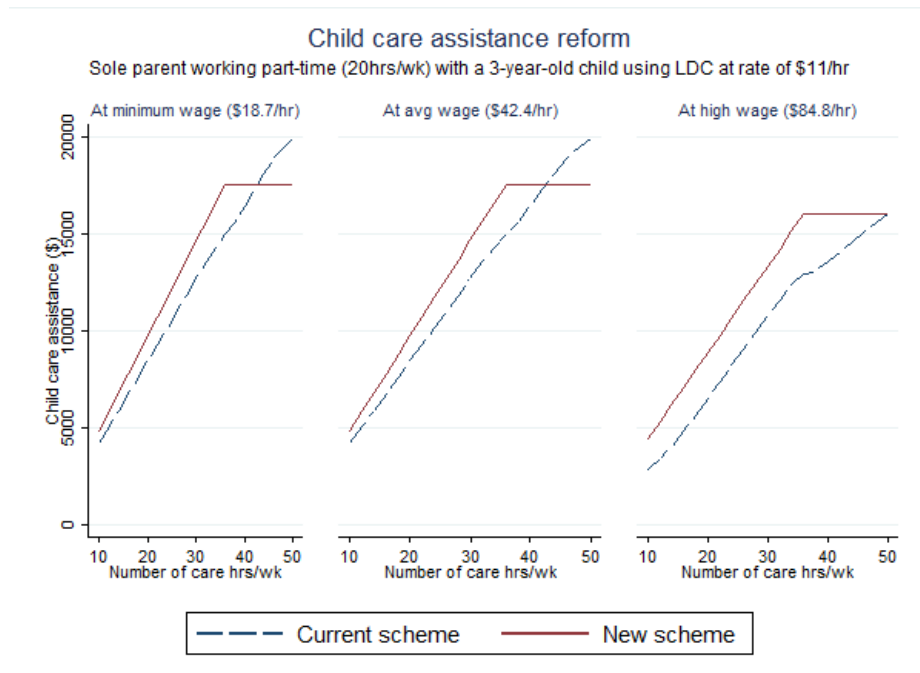
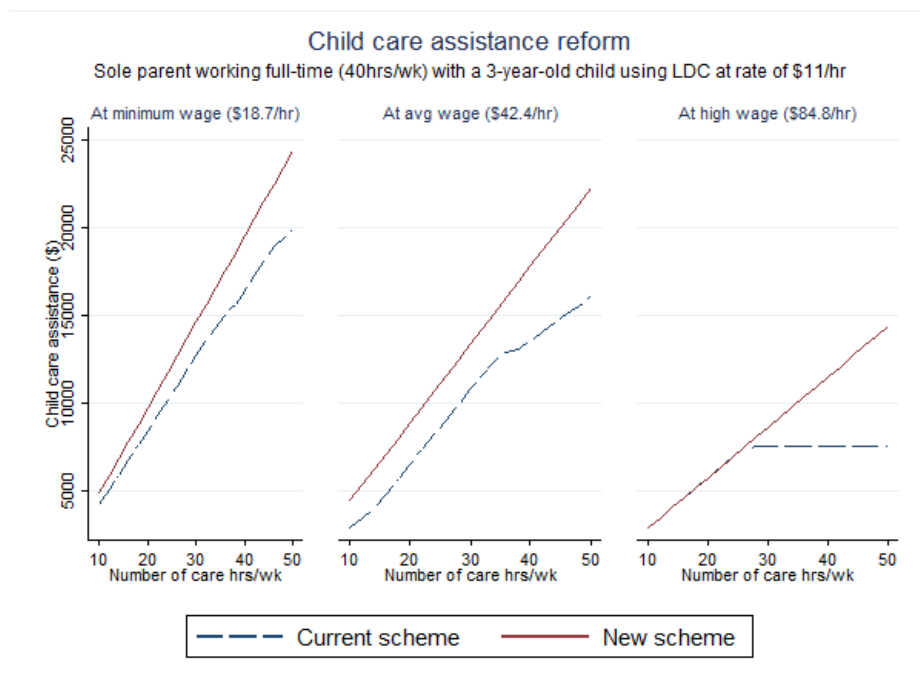


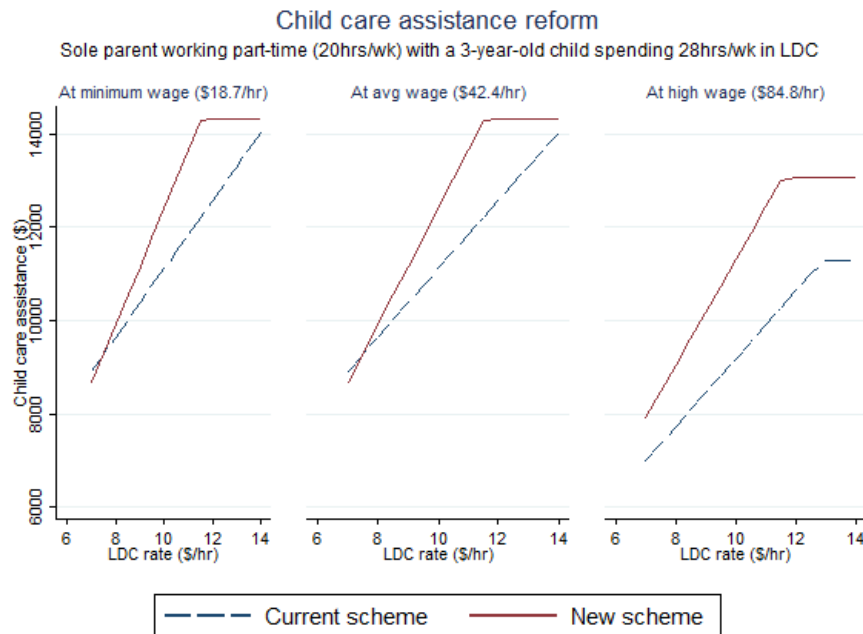
Figure 5c: Subsidies at different hours of child care usage (single parents with full-time job)



Hourly rate of childcare

Keeping the care hours at 28 hours per week, single parents working part-time and earning low or average wages will be worse off under the new scheme if care rates deviate much from the assumed average hourly rate. The impact to high wage earners however, is limited. (Figure 6).

Figure 6: Subsidies at different rates of child care (single parents with part-time job)



Conclusion

The child care subsidy reform commencing in July 2018 will replace the current scheme of child care benefit and child care rebate. Our modeling reveals that full-time working parents become better off regardless of their income level under \$320,000 for single parents with non-school aged child, \$180,000 for single parents with school-aged child and \$310,000 for couple of parents. There is a consistent trend that those in the middle-income group are expected to gain most from the new scheme. Unemployed parents, in contrast, will face a subsidy reduction if their children were enrolled for more than 12 hours per week in long-day care. In some cases where the child care price deviate much from the national average, part-time working parents with low or average wages, who are sending their kids into part-time care, could become worse off under the new scheme.

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SENATOR THE HON SIMON BIRMINGHAM

Minister for Education and Training
Manager of Government Business in the Senate
Senator for South Australia

TRANSCRIPT

E&OE TRANSCRIPT

Doorstop interview, Adelaide

Topics: COAG Education Council; NAPLAN; New child care package

22/06/2018

2.40pm

Simon Birmingham: Thanks for coming along today. The COAG Education Council met today, and I am very pleased that there was substantial progress towards reaching a national school reform agreement to be considered at COAG by the Prime Minister, premiers and first ministers across Australia, later this year. This is about achieving an agreement that will give effect to the vision of David Gonski's report *Through Growth To Achievement* which identifies how we can best support students across Australia to be their best, to reach maximum levels of achievement, to ensure they have rich skills and knowledge for the future in terms of their education. I'm very grateful to the states and territories for the cooperation that they and their officials have shown to date in terms of drafting this agreement, in terms of discussing the content of it, and I'm quite optimistic that we will be on track to ensure that first ministers can consider it later this year, and that it can come into effect as planned from next year.

We also received a valuable update in relation to NAPLAN and especially NAPLAN Online. This year, nearly 200,000 Australian students sat NAPLAN via the new online portal and it was a success in around 99.9 per cent of cases. There were very few glitches. They were minor in terms of what they were. This is a great example in terms of the feedback and ministers themselves gave some really positive feedback from their schools, principals, teachers, students, about how NAPLAN Online was a better, positive experience for those students and how this is going to be absolutely the type of methodology we can deploy in the future to ensure that the assessment of students is adaptive, is one that's engaging, and that gets the best out of them.

I also note today, that up in Queensland the Labor Party has been having a few things to say about the University of the Sunshine Coast. The Labor Party is playing catch-up when it comes to funding and supporting the University of the Sunshine Coast Moreton Bay campus, just as they had to play catch-up in relation to Susan Lamb's citizenship and paperwork. The Coalition Government, the Turnbull Government, announced funding for the new Moreton Bay campus in the last election campaign. We are already supporting this project, and we are committed to its success.

Journalist: Would you mind just running us through what has been decided in regards to a review of NAPLAN?

Simon Birmingham: Well, the ministers have agreed that we will have a review around the data, around the data and the way in which it is presented as it relates to NAPLAN reporting. This is addressing an area that is often raised with me by teachers. Now, some states wanted to engage in a review of NAPLAN that was essentially going to simply do what the unions have demanded, and lead to the dismantling of basic literacy and numeracy assessments across the country. The Turnbull Government won't tolerate that. We want to make sure that Australian students are learning basic literacy and numeracy skills and that parents and the community have transparent, consistent information about literacy and numeracy skills.

Journalist: You wanted a review- if there was a review to happen, you wanted it after the online testing was rolled out. So, do you support that it could be happening now, in regards to reporting?

Simon Birmingham: Well, what's been agreed is a narrow review as it relates to the publishing of data and information from NAPLAN. It in no way questions – and in fact the terms of the review agree – reinforce the

importance of consistent national benchmarking and assessment of students in relation to their literacy and numeracy skills, and that's what we're committed to.

Journalist: Some of the state ministers did want to see a more comprehensive review. Queensland, for example, said it was going to push ahead with its own model. What do you say to that, about the many ministers coming out and saying they wanted it to be more of a thorough review of the NAPLAN system?

Simon Birmingham: Some states are just completely beholden to the unions. They were doing their bidding today, and the unions simply don't want that level of transparent, consistent assessment of literacy and numeracy skills in students. The Turnbull Government does. We remain committed to it and that's why we stood our ground today.

Journalist: What do you make of the Federal Opposition saying that the stakes are becoming too high with NAPLAN and there are some students who are, you know, becoming anxious and losing sleep over the pressures of the publication, for example, of the results?

Simon Birmingham: Well Tanya Plibersek, unions and others should stop scaring Australian school students, teachers, parents or others with falsehoods. I heard overnight claims from Ms Plibersek that NAPLAN was determining what happened in a child's future or their educational opportunities. That's just not true. NAPLAN is just one assessment undertaken four times during the life of a school child's studies. It is not something that determines where they go in terms of their educational opportunities. It doesn't determine what they do when they leave school, it's just a falsehood that is peddled by people who want to dismantle basic literacy and numeracy skills checks and assessments. Now I don't understand why anybody would want to undermine what is a fundamental in terms of the way in which students achieve and build their knowledge and skills. We won't succeed at school without basic literacy and numeracy skills and NAPLAN is certainly a good check to make sure that those skills are being developed.

Journalist: So you don't think that- you're not considering any change to the publication on the *My School* website which is something that has raised concerns among the parent groups and some state ministers?

Simon Birmingham: Well, the Education Council has published the terms of reference which is looking at the way in which data is recorded and presented but we are committed to ensuring that there is a clear, consistent assessment of literacy and numeracy skills across Australian students and that that information is made transparently available to parents.

Journalist: And you're still in support of the online model once this review has been undertaken?

Simon Birmingham: NAPLAN Online has been a roaring success in its first year of widespread application. Nearly 200,000 students sat the test. The feedback has been overwhelmingly positive, and I'm pleased that many states today indicated they expected to undertake widespread expansion of NAPLAN Online next year.

Journalist: How quickly can the review, I guess, smooth out some of these issues? Surely parents want the future of NAPLAN looking bright as soon as possible?

Simon Birmingham: Well this is where I would call on the unions and all those running the scare campaigns to take a step back and take a deep breath, because we can take a lot of the heat out of this if we simply stop running the scare campaigns as some do and recognise that NAPLAN is one check, undertaken four times during a child's 12-13 years at school. It is not something that should be made a big deal of, but it should absolutely be there to help in full the type of development of their literacy and numeracy skills that are so essential to the rest of their learning.

Journalist: Just on another matter of the Child Care Subsidy. We understand that there are some child care centres that are trying to cash in on this new subsidy by raising fees; are you aware of these concerns?

Simon Birmingham: The Turnbull Government's providing more support to more Australian families and we estimate that many families will be around \$1300 per child, per annum better off as a result of our reforms. We're implementing reforms that are based on a thorough Productivity Commission analysis in relation to child care and those reforms make clear that we're putting in place an efficient pricing mechanism that should keep a lid on future fee growth, precisely as the Productivity Commission recommended.

Journalist: But we know specifically that there's one mum who's paying- she was paying \$110 per day for her child in nursery, that's now gone up to \$116.50, so she'll only be getting \$15 a week, saving \$15 a week of the subsidy.

Simon Birmingham: Well without knowing all of the details, but a \$15 a week saving for many households is a significant saving. And of course the extent of the saving for each household will vary dependant upon their income level as a family, as well as the fees that are charged by the service. But our analysis shows around one million Australian families are set to benefit and that many families will be around \$1300 per child, per annum, better off as a result.

Journalist: But how do you stop child care centres from raising their fees and, I guess, cashing in on this new subsidy change?

Simon Birmingham: We've put in place the efficient pricing mechanism the Productivity Commission recommended and that is designed to ensure that in the future we don't see the type of gross fee growth that occurred under the Labor Party, and particularly the last time they undertook a tinkering of child care reforms. Rather than tinkering that saw fee growth that was up to about 16 per cent in cases, we're undertaking wholesale reforms with a lasting efficient price mechanism that should keep a lid on fee growth in the future.

Journalist: So we shouldn't be seeing any price increases from July 2?

Simon Birmingham: Look, it's up to individual centres in terms of how they structure their pricing but we are making sure the policy settings we put in place are what the Productivity Commission recommended, providing more support to more Australian families with an efficient price mechanism to keep a restraint on fee growth in the future, unlike what we've seen in the past.

Journalist: Just back on NAPLAN quickly, can you say that the review will be completed by the next round of testing and that the issues will be ironed out?

Simon Birmingham: Well, the review is a review looking at the publication of data as it relates to NAPLAN. It's not a review into NAPLAN testing or the way in which assessments are undertaken. It's a narrowly focused review. Now, it will have to report back to the Education Council, and it'll be in the hands as much of the states and territories as to precisely when it's completed, when it's published and what the changes are. But it is not going to impact in terms of the next round of NAPLAN. The next round of NAPLAN will be undertaken, as per usual, focusing on the basic literacy and numeracy skills of Australian students.

Journalist: And who will undertake- will it be an independent consultant for example?

Simon Birmingham: Yes. Thank you.

Minister Birmingham's media contact: Nick Creevey 0447 644 957
Benn Ayre 0428 342 325
media@education.gov.au

Department Media:



Australian Government

Department of Education and Training

[\(/\)](#)

[New Child Care Package - information resources for families \(/node/16896\)](#)

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New Child Care Package – Frequently asked questions

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How do hourly rate caps work?

If your service charges a daily fee, the hourly rate will be determined by dividing the daily fee by the hours the service operates. Your service will tell us their standard session fees and how long the session is, and we will use the hourly rate cap to help us calculate how much to pay; just like Child Care Benefit is currently worked out on an hourly rate (around \$4.30 per hour).

Is the rate cap the same for standard and non-standards hours?

Yes. The hourly rate cap will apply to all hours of child care.

Why is Family Day Care hourly rate allowance different to Long Day Care?

The hourly rate cap varies across service types to reflect differences in fees currently charged and operating costs.

Does the hourly rate cap get indexed?

Yes.

Are the maximum hours of subsidy per child or per family?

The maximum hours of subsidy are per child.

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THE CONVERSATION

Academic rigour, journalistic flair

FactCheck: what are the facts on rising child care prices?

January 18, 2017 12.34pm AEDT

Simon Birmingham said the Turnbull government has 'already had great success in terms of reducing the rate of price growth'. AAP/Alex Murray

FactCheck: what are the facts on rising child care prices?

January 18, 2017 12.34pm AEDT

Author



Ben Phillips

Associate professor, Centre for Social Research and Methods (CSRM), Australian National University

Reviewer



Guyonne Kalb

Professorial Research Fellow and Director of the Labour Economics and Social Policy Program, University of Melbourne

We've already had great success in terms of reducing the rate of price growth. We saw during the Rudd-Gillard years price spikes of up to 14% over a 12 month period. Under the Coalition, that's been brought down to around 6% on average. So we actually have much lower growth in relation to child care costs, but to achieve the real changes we need, we need to get our child care reforms through to Parliament. – Education Minister Simon Birmingham, doorstep interview, January 8, 2017.

As the working year starts again and many children return to formal child care, Education Minister Simon Birmingham has called on Labor to support a suite of reforms he says will ensure prices rise more slowly.

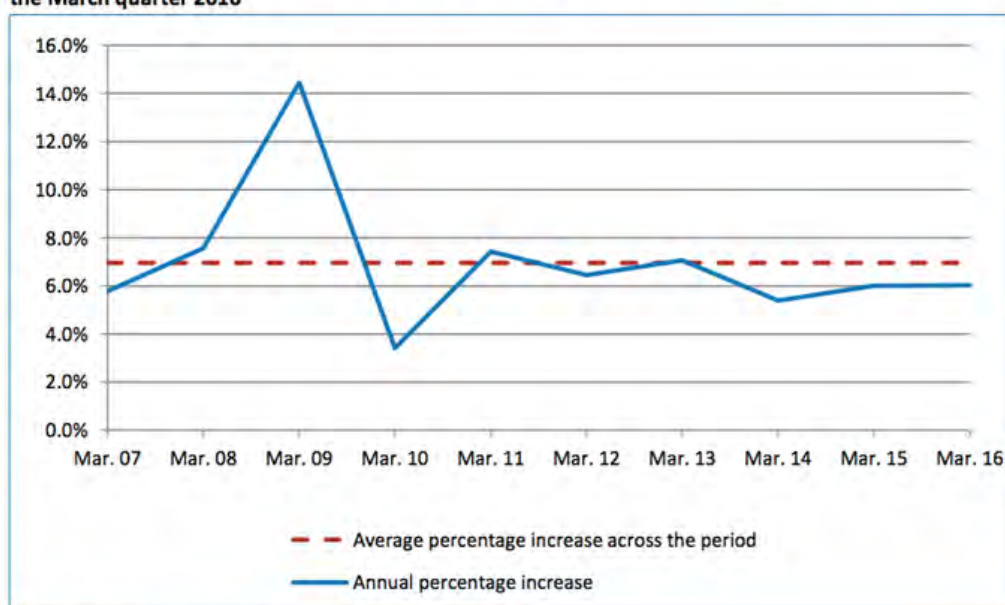
Simon Birmingham said the Coalition has “had great success in terms of reducing the rate of price growth”. Under Labor, he said, there were price spikes of up to 14% over a 12 month period but under the Coalition, “that’s been brought down to around 6% on average”.

Is that accurate?

Checking the source

When asked for sources to support his statement, a spokesperson for Simon Birmingham referred The Conversation to the Department of Education and Training’s Early Childhood and Child Care in Summary reports, and in particular page 11 of the March quarter 2016 report, which contained this table:

Figure 5: Average and annual percentage change to Long Day Care hourly fees, March quarter 2007 to the March quarter 2016



Source: Department of Education and Training administrative data.

Average and annual percentage change to Long Day Care hourly fees, March quarter 2007 to the March quarter 2016. Australian Department of Education and Training, Early Childhood and Child Care in Summary March quarter 2016

The spokesperson also referred The Conversation to Simon Birmingham’s January 8 media release, in which the minister discussed the release of the government’s March quarter 2016 report on child care costs.

A one-off price spike and longer term trends

Simon Birmingham was correct when he said child care prices spiked to 14% over a 12 month period during the Rudd-Gillard years. Department of Education data from 2007-2016 show prices spiked up

to 14% in the 2008-09 financial year.

But with the exception of the one-off spike in 2008-09, child care prices over the last decade have continued to increase close to their usual trajectory of average annual price increases of 6.8% – whether it was the Coalition or Labor in power.

Annual price growth has been slightly below that 6.8% average since the Coalition came to power in 2013 – closer to 6%, as the minister correctly said. The chart above provided by the minister's office clearly shows the blue line (the rate of price growth) has been below the red line (the average increase) for the entire period of the Abbott/Turnbull government.

But, as that chart also shows, that trend began before the Coalition took office in 2013 and child care pricing and rebate policy hasn't changed much since Labor lost the 2013 election. The Turnbull government does have a package of new measures it hopes to get through parliament, but it hasn't passed yet.

So to say “we've already had great success in terms of reducing the rate of price growth” is taking credit for a reduction in the rate of growth that is likely due to broader market forces – like low inflation and slow wage growth – not government policy.

Why was there a spike?

The 14% price spike in the 2008-09 financial year was likely due to a one-off event – the major expansion of the Child Care Rebate. In that year, the maximum Child Care Rebate payment was increased by around \$3,000 to \$7,500 per child, per year.

A portion of the higher payment was likely taken by child care providers through record price rises. Department of Education figures show marked price increases in the September and March quarters of the 2008-09 financial year, marked with circles below.



Department of Education ABS Centre for Social Research and Methods.

What's the overall trend?

The ABS Consumer Price Index shows the amount paid by parents after the Child Care Benefit and

the Child Care Rebate have been taken into account. This is the “net” price paid by parents. Removing the impact of the changes in childcare benefit and rebate changes leaves the “gross” price index – the prices charged by childcare operators.

The chart below confirms the continued long-term trend of strong child care price inflation. The gross price index (purple line) has continued to increase strongly throughout the period.

Childcare Prices, Australia 2016

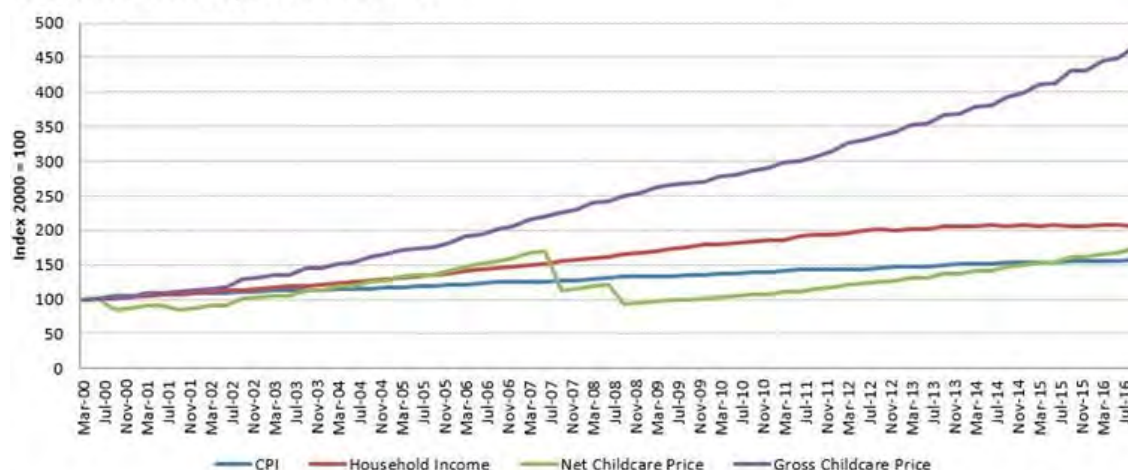


Chart by the ANU Centre for Social Research and Methods, using Australian Bureau of Statistics data.

Over the long-term, the net cost of child care – the cost after subsidies are received, shown as a green line in the chart above – has not grown as quickly as household income (the red line). That’s largely due to increases in the Child Care Rebate.

More recently, however, affordability has deteriorated significantly. According to the ABS Consumer Price Index, there have been real cost increases of around 56%. That’s because child care subsidies haven’t increased in real terms – at rates greater than inflation – since 2008-09.

What factors affect child care prices?

Child care prices are determined within a complex market. Government does have a role to play, but a host of other forces also play an important part in determining child care prices.

These factors include the supply of child care centres and centre vacancies (both of which have increased recently), demographic and labour market changes (particularly the strong growth in female workforce participation), and regulatory changes (such as the National Quality Framework, which seeks to increase the quality of child care).

Major child care subsidies have remained largely unchanged since 2008 and there has been little change in other areas of child care policy since the Rudd and Gillard Labor governments. So it’s unlikely that the Coalition government has had any major influence on prices beyond broader market forces.

Verdict

Simon Birmingham got his numbers right on child care price increases – but he overstated how much of the change was due to government policy.

The minister was correct when he said there had been a 14% price spike during the Rudd-Gillard years. However, this was a one-off spike in 2008-09 most likely related to the expansion of the Child Care Rebate.

He was also right that price growth has now fallen to around 6% on average. According to the Department of Education price data, annual price growth has been below the decade-long average of 6.8% for the entire period of the Abbott/Turnbull government. That decrease began before the Coalition came to power.

But was it accurate to claim “we’ve already had great success in terms of reducing the rate of price growth”? No – that’s overstating the impact the government has had, and understating the effect of broader market forces.

Major child care subsidies have remained largely the same since 2008 and there has been little change in other areas of child care policy since the Rudd/Gillard Labor governments. So it’s unlikely that the current government has had any major influence on prices. – Ben Phillips

Review

This is a sound analysis, providing the full details and statistics to put the minister’s statement in context. – Guyonne Kalb

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Queensland Kindergarten Funding Scheme: Funding Requirements

Revised January 2018



Foreword

The Queensland Government is committed to ensuring all kindergarten-aged children have access to a quality early childhood education program in the year before school. The Queensland Kindergarten Funding Scheme (QKFS) was introduced in 2010 to support services with the cost of delivering an approved kindergarten program and to help ensure the cost of kindergarten is not a barrier to access for families.

An approved kindergarten program is:

- provided for children in the year before Prep (i.e. children who are four by 30 June in the year they start)
- provided for 15 hours a week for 40 weeks, or 600 hours
- play based
- delivered by a qualified early childhood teacher
- non-compulsory.

Approved kindergarten programs are designed to meet government requirements and are offered in:

- kindergarten services (including limited hours care services)
- long day care services.

Kindergarten services accessing the QKFS must be members of a central governing body (CGB). CGBs were established to assist community-based kindergarten services with:

- supporting volunteer management committees
- providing an inclusive program
- maximising enrolments
- managing enrolment processes.

In addition to funding approved kindergarten programs, the Department of Education (the department) is committed to assisting services implement inclusive practices and continuously improve the kindergarten program through:

- supporting services to meet all requirements under the National Quality Framework (NQF)
- the availability of a range of programs and resources to support the delivery of inclusive kindergarten programs in relation to vulnerable and disadvantaged families (Appendix 1)
- providing scholarships and employment incentives to ensure availability of quality educators and attracting and retaining the best and brightest to the profession
- delivering professional development for educators.

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About this document

The *Queensland Kindergarten Funding Scheme: Funding Requirements* provides information about how to become and remain eligible for Queensland Kindergarten Funding Scheme (QKFS) subsidies.

It is designed to assist services that provide an approved kindergarten program in Queensland through a kindergarten service or long day care service.

Navigating the document

The *Queensland Kindergarten Funding Scheme: Funding Requirements* includes:

Section 1: Qualifying for QKFS funding

Section 2: Ongoing QKFS requirements

Section 3: Additional requirements for central governing bodies (CGBs) and member kindergarten services

The table of contents can be used to go directly to relevant sections in the guide.

The identifiers below are used to highlight information and requirements that are specific to service type:



If you cannot find an answer to your question about the QKFS within this document, please refer to the department's frequently asked questions for further information via det.qld.gov.au/earlychildhood/service-providers/kindy-every-child/transition-faq.

Alternatively, for further assistance please contact the department on (07) 3035 2244 or via email: QKFS.LDC@det.qld.gov.au.

Terminology

In this document, the following terms are used:

- A **service** is an organisation that receives or is seeking to receive QKFS subsidies.
- A **central governing body (CGB)** is designed to assist community-based kindergarten services with supporting volunteer management committees, delivering inclusive programs, and maximising and managing enrolments.
- Services may apply to become an approved **kindergarten program provider (KPP)** based on certain eligibility criteria. A service must be an approved KPP to qualify for QKFS subsidies.

1 Qualifying for QKFS funding

To be eligible for QKFS subsidies, a service must be an approved kindergarten program provider (KPP).

This section details the key steps required to become an approved KPP. Services planning to deliver an approved kindergarten program in either a long day care or kindergarten setting should read this section prior to lodging an application to become an approved KPP.

1.1 Becoming an approved kindergarten program provider:

a. Eligibility requirements

To become an approved KPP your service must meet the following eligibility requirements.

Requirement	
Must have a current service approval under the Education and Care Services National Law; or a service approval for a Centre Based Child Care Service under the <i>Education and Care Services Act 2013</i> (or other applicable child care legislation).	
Must have a rating of 'Working Towards National Quality Standard' or higher if a service has been assessed by the department against the National Quality Standard.	
Must offer a learning program that: - is provided for children in the year before Prep (i.e. children who are at least four by 30 June in the year they start) Refer to the date of birth ready reckoner at www.qld.gov.au/education/earlychildhood/programs/pages/age.html - is provided for at least 600 hours a year, typically for 15 hours per week and for 40 weeks a year. Any other model must be approved by the department - is delivered by a qualified early childhood teacher - has a fee structure that is not a barrier to access by families.	
Must have a learning program that is: - based on the Queensland Kindergarten Learning Guidelines (QKLG), or - an alternative kindergarten learning guideline accredited by the Queensland Curriculum and Assessment Authority.	NOTE: The QKLG is based on the Early Years Learning Framework (EYLF). While the EYLF focuses on children from birth to five years of age, the QKLG focuses specifically on children's learning in the kindergarten year.
Must have the correct eligibility status to receive Child Care Benefit payments on behalf of eligible families.	Long day care services must be approved to receive Child Care Benefit payments on behalf of eligible families. Kindergarten services must not be eligible for Child Care Benefit payments on behalf of eligible families for the duration of the kindergarten program.
Refer to Section 3 from page 31 for further information about central governing bodies	If you are providing a kindergarten program in a kindergarten service (rather than in a long day care service) you must also be a member of an approved central governing body (CGB).



b. Application assessment

Your application to become an approved KPP will be assessed and approved based on the eligibility criteria. In addition, information will be obtained from the regional offices to confirm your service does not have outstanding compliance issues.

An application to become an approved KPP may be rejected, and approved KPP status may be suspended or revoked on the following grounds:

- the organisation is currently:
 - insolvent, under management, administration or in liquidation
 - in receipt of outstanding compliance issues of a serious or ongoing nature which would impact on the delivery of the kindergarten program or the operation of the service
 - the subject of an investigation by a state, territory or Australian Government regulator
 - not meeting eligibility criteria after the submission of an application for funding.
- the organisation has (or its directors or office bearers have been directors or office bearers of an organisation that has) previously:
 - had a Queensland Government funding agreement terminated
 - had Queensland Government funding and services suspended or ceased or substantially varied
 - persistently breached (without remedy) funding agreements with the Queensland Government
 - received an adverse finding by a state, territory or Australian Government regulator.

KPP approval does not transfer with a service. If the provider of a service changes either through the transfer of a Service Approval or an application for a new Service Approval, the new provider must make an application for a new KPP approval. In the case where the Approved Provider has existing services which have KPP approval, they must still make an application for the new service as each KPP approval is service specific.

An Approved Provider must hold the Service Approval for the new or transferring service prior to making an application for KPP approval. Approved Providers can make application at any time of the year and may be entitled to have their funding backdated.

NOTE:

If a service has been assessed by the department against the National Quality Standard, the service must have a rating of 'Working Towards National Quality Standard' or higher in order to be eligible to receive QKFS funding.

Service providers should actively pursue a minimum rating of 'Meeting the National Quality Standard' for all quality areas of their service(s).

This is particularly important for:

Quality Area 1: Educational program and practice

Quality Area 4: Staffing arrangements

Quality Area 5: Relationships with children

Quality Area 7: Governance and Leadership.



If a service receives a rating of Significant Improvement Required (SIR) during an assessment and rating process after having received approval as a KPP, the service **must** notify the Department. Any existing claims will be placed on hold until a rating of Working Towards or higher is achieved. Further investigation and a potential show cause process may be instigated by the department in this instance.

The department may place QKFS claims on hold, and/or suspend or revoke your approved KPP status at any time if the service fails to meet any of the eligibility criteria. If a KPP approval is suspended or revoked due to the outcome of the department's show cause process, the department will advise you in writing and will automatically cease funding the program. This action may result in recoupment of funding already paid to the service.

c. Lodging an application

QGrants registration

Before applying to become an approved KPP, you will need to register for QGrants — the whole-of-government grants management system.

The QGrants system is a Queensland Government online system developed for all service providers to apply for QKFS funding, and long day care providers to claim their quarterly funding.

QGrants is separate from:

- the National Quality Agenda IT System (NQA ITS) which allows approved providers under the National Quality Framework to submit applications and notifications to the Queensland Regulatory Authority; and
- the Commonwealth Government's Childcare Management System (CCMS), which is required to account for Child Care Benefit funding.

Once registered for QGrants, you will be able to:

- manage your accounts
- approve access requests to your information
- submit an application for approval as a kindergarten program provider
- submit QKFS claims for funding (long day care services only).

The QKFS Guide for QGrants Registration det.qld.gov.au/earlychildhood/service/Documents/pdf/Step1-guide-qgrants-registration.pdf outlines the registration process in detail.

Submitting your KPP application

Once registered with QGrants you can proceed to apply to become a KPP. Information about how to submit applications is provided in the guides listed below.

Please ensure you read the 'Before you start the application' section in the relevant guide for your service which outlines documents you will need to have ready to complete your application, including the program delivery template.

Long day care services should refer to the QKFS Guide for QGrants Kindergarten Program Provider Applications for Long Day Care.

det.qld.gov.au/earlychildhood/service/Documents/pdf/step2-guide-qgrants.pdf

Kindergarten services should refer to Guide for QGrants Kindergarten Program Provider Application for Sessional Kindergartens.

det.qld.gov.au/earlychildhood/service/Documents/pdf/qgrants-guide-applications-sessional-kindergartens.pdf

For assistance with your application to become an approved KPP, or to claim QKFS payments, particularly for long day care services, please contact the QGrants team on: 07 3035 2244, or via email QKFS.LDC@det.qld.gov.au

Approval process

You can apply to become an approved KPP at any time of year. Under the rolling funding program, you may be entitled to have your funding backdated.

Successful applicants will be advised in writing and provided an approval certificate and a range of materials to help promote the approved kindergarten program.

You must not promote your kindergarten program as being government approved, or use the Kindy tick identifier, until your application has been approved.

Unsuccessful applicants will be advised in writing of the reasons for not approving their KPP application.

To remain an approved KPP and remain eligible for QKFS subsidies, you must continue to meet the national and Queensland eligibility requirements.



1.2 QKFS subsidies

Various subsidy payments are available to assist with the cost of delivering an approved kindergarten program and to ensure cost is not a barrier for families accessing the kindergarten program.

The four subsidy payments provided under QKFS are:

1. Standard per child subsidy

Paid on a per child basis for each eligible-age child enrolled (i.e. children who are at least four years old by 30 June in the year they participate). Younger children may participate in a kindergarten program where vacancies exist but are not eligible for QKFS subsidies.	Funding is specifically provided to support and enhance the delivery of the approved kindergarten learning program, such as, the ongoing purchase of quality and age-appropriate resources specifically for the kindergarten-age cohort. Funding may also be used to provide improved conditions for the early childhood teacher delivering the kindergarten learning program, such as payment of significantly above award wages or the provision of additional paid annual leave. No part of the Standard Subsidy funding is to be used generally across the service or to support the operation of the business such as, the purchase of learning resources for rooms other than the kindergarten room, payments of rates/electricity/tax/workers compensation/superannuation/assistant educator wages, or purchase of cleaning products.

You must be able to demonstrate to the department on an ongoing basis that this subsidy is being used to directly enhance the learning program for children at a service delivery level, and that access to the kindergarten program is not a barrier for eligible-age children enrolled at the service.

Additional QKFS subsidies may also be available depending on the circumstances of the service.

2. Remote area subsidy (based on Accessibility/Remoteness Index of Australia – ARIA)

A per child loading on the standard subsidy for services operating in areas classified as remote and very remote using the Accessibility / Remote Index of Australia (ARIA + 2011) based on Statistical Local Area (SLA).	This subsidy must be used to attract and retain qualified early childhood teachers in remote areas. Strategies may include: • assisting the teacher with relocation costs • subsidising rent for the teacher if rental costs are high in the local community • paying significantly above award wages • paying a bonus in addition to their wages • providing additional paid annual leave • subsidising flights to and from the community to the teacher's home base • providing help with fees if a teacher is working towards the completion of an approved early childhood teaching qualification.

You must be able to demonstrate to the department how this subsidy is used for the purpose of attracting and retaining a qualified early childhood teacher to deliver the kindergarten program.

Providers or their representatives must negotiate with the ECT on how the ARIA subsidy will be paid, clearly demonstrating that an increase to the ECT salary was discussed as an option, and a record of this agreement retained at the service.

Where Providers cannot substantiate that the early childhood teacher delivering the kindergarten program has received the ARIA Subsidy, the department will recover any payments made.

Eligibility for the remote area subsidy will be automatically assessed as part of the application process to become an approved KPP.

3. Low socio-economic subsidy (based on Socio-Economic Indexes for Areas [SEIFA])

For **long day care services** there is a loading per eligible child of 25 per cent of the standard subsidy rate if you operate within the bottom 20 per cent of Statistical and Local Area (SLA) using disadvantage decline ranked by state within the 2011 Index of Relative Socio-Economic Disadvantage (SEIFA 1 and 2 areas).

For **kindergarten services** there is a loading per eligible child of:

- 45 per cent of the standard subsidy rate if you operate within the bottom 20 per cent of Statistical Local Areas (SLA) using disadvantage decline ranked by state within the 2011 Index of Relative Socio-Economic Disadvantage the (SEIFA 1 and 2 areas)
- 30 per cent of the standard subsidy rate if you operate within the next bottom 20 per cent of Statistical and Local Area (SLA) using disadvantage decline ranked by state within the 2011 Index of Relative Socio-Economic Disadvantage (SEIFA 3 and 4 areas).

The subsidy is to be used by the service to reduce out-of-pocket expenses for all families with eligible children participating in the kindergarten program.

A KPP may choose to reduce the overall advertised fee for the approved kindergarten program by the amount of this subsidy or may choose to apply this individually to the fees of eligible kindergarten-aged children (four years old by 30 June). Younger children (three year olds) who are also enrolled in the kindergarten program do not attract the SEIFA subsidy.

The SEIFA subsidy is provided for all eligible children participating in the kindergarten program. It is important to clearly explain to families at the time of enrolment how the SEIFA subsidy benefits them, how it is reflected in your service's fee structure and applied to the individual families' statement of fees.

You must be able to demonstrate to the department how this subsidy has been used to reduce out-of-pocket expenses for eligible families enrolled in the approved kindergarten program.

Eligibility for the low socio-economic subsidies will be automatically assessed as part of the application process to become an approved KPP.

4. QKFS Plus Kindy Support

Provided to services to reduce out-of-pocket expenses for eligible families by providing access to low- or no-cost kindergarten programs.

Must be applied to the fees of eligible families (refer below for eligibility criteria).

Services must not change or increase their fees for children entitled to QKFS Plus Kindy Support above that payable by other families.

Once the service has used QKFS Plus Kindy Support to meet the family's out-of-pocket costs, any balance can be retained by the service and applied towards the cost of delivering the kindergarten program.

If a child is eligible for QKFS Plus and is claimed for at the end of the claiming period then the service must ensure that the full amount is passed on to the eligible families, irrespective of how many days/weeks in the claiming period the eligible child was at the service. This includes late enrolments and early exits.

If a child's fees are fully covered by another source, such as an Australian Government fee-relief program (e.g. Special Child Care Benefit for a child identified at risk or Jobs, Education and Training childcare fee assistance (JET), that family is not eligible for QKFS Plus Kindy Support and the service cannot claim for that child.

It is important to clearly explain to all eligible families at the time of enrolment how the QKFS Plus Kindy Support subsidy is reflected in your service's fee structure, and how it will be paid and applied to the individual families' statement of fees.

Services should apply QKFS Plus Kindy Support payments to families on a weekly/fortnightly basis to comply with the Australian Government Family Assistance Law.

To be eligible for QKFS Plus Kindy Support, families **must demonstrate one of the following criteria tabled below**. The service must hold relevant documentation as evidence of a family meeting that criterion.

QKFS Plus Kindy Support subsidy criteria	Documentation
The family (including foster families), or the child, must present one of the following: - a current Australian Government Health Care Card (HCC). The HCC must be sighted and a copy kept by the service. The HCC must name the enrolled child, whether it is the child's own card or a card belonging to their parent/guardian; OR - a current Australian Government Pensioner Concession Card (automatic HCC entitlements); OR - Department of Veterans' Affairs Gold Card or White Card; OR - formal communication, such as a letter, from the relevant agency stating the intent to issue a HCC.	Services need to keep a copy of the family's current HCC, Veterans Affairs Card, Pension Card with HCC entitlement or other government document confirming eligibility. Note the expiry date of the card and adjust payments accordingly. The family must update the service on any change to their eligibility for the HCC entitlement. In some instances a family may cease to hold a current HCC during their child's kindergarten year and as a result no longer be eligible for QKFS Plus Kindy Support.
The child identifies as being Aboriginal or Torres Strait Islander and the family chooses to identify them as such on their enrolment form.	Families should be given the opportunity to identify a child as being Aboriginal or Torres Strait Islander on their enrolment form.
The family has three or more children, of the same age, enrolled in the same year. QKFS Plus Kindy Support is available for each child enrolled in a program. Proof of date of birth for these children is required to claim QKFS Plus Kindy Support. The department will consider circumstances where three or more kindergarten-aged children are not able to attend the same service. In this situation please provide written advice to the department via QKFS.LDC@det.qld.gov.au	Services must keep a copy of the proof of date of birth. This would usually be a birth certificate but other official forms of documentation, such as a passport, would be acceptable.

NOTE:

To be able to claim QKFS subsidies for a child, the child must meet both the age eligibility requirement and be enrolled to receive an approved kindergarten learning program, delivered by a qualified early childhood teacher, for 15 hours per week.

QKFS Plus Kindy Support can only be claimed once per child even where they meet multiple criteria outlined above.

Non-immunised children are eligible to receive QKFS subsidies.

Claims under the QKFS Plus Kindy Support subsidy are not automatically assessed as they are based on the eligibility of individual families.

To ensure all QKFS Plus Kindy Support eligible families receive the same out-of-pocket support regardless of the service location, the QKFS Plus Kindy Support subsidy rates take into account the low socio-economic subsidy provided to eligible services.

Provided the child/family meet the eligibility requirements for QKFS Plus Kindy Support at any point during the term or long day care quarter, they are entitled to funding for the full term/quarter.

Where the Child Care Benefit (CCB) and Child Care Rebate are being calculated with QKFS Plus Kindy Support, services are encouraged to explore all avenues to reduce or waive fees to families in line with the intent of the subsidy.

The subsidy rate for kindergarten services differs from the subsidy rate for long day care services and takes into account that kindergarten services do not receive CCB payments on behalf of families to lower their fees.



1.3 Claiming QKFS subsidies

The way QKFS subsidies are provided to KPPs is dependent on service type.

Long day care services

Subsidy funding may be claimed by approved KPPs via QGrants.

Funding will be distributed quarterly in arrears to approved services based on submission of enrolment and program data via the QGrants claims process. If a service is unable to deliver the kindergarten program during a quarterly period (e.g. loss of teacher), the service must submit a zero program delivery claim for that period.

Zero enrolments must be reported for the week/s that services fail to fulfil any of the approved KPP eligibility requirements (e.g. unplanned/unexpected teacher absence greater than 10 days, planned teacher absence where teacher is not replaced by another early childhood teacher, the teacher resigns and the service is unable to replace them with another early childhood teacher for a period of time).

A subsidy is paid for each eligible child enrolled for 40 weeks in a calendar year, with pro-rata amounts paid for children enrolled for less than 40 weeks.

A service can only claim the QKFS subsidy for eligible children who are enrolled to receive the kindergarten learning program, delivered by a qualified early childhood teacher for a minimum of 15 hours per week. For example, any non-contact time the teacher receives (not including lunch break) impacts on their delivery of the learning program and may reduce the number of eligible children.

Adjustments to funding claims may only be made in the quarter following the payment period concerned. Approved kindergarten providers should notify the department, via email to QKFS.LDC@det.qld.gov.au of any errors in their claim as soon as detected.

Funding availability will commence from the program start date as determined via the approved KPP application and assessment process. The program start date is the date that the approved KPP commenced delivering the program by a qualified teacher and met all other approved KPP eligibility requirements.

Long day care services delivering an approved kindergarten program must maintain their approved KPP status as well as confirm that the following criteria are met for each quarter that QKFS funding is claimed via QGrants:

- appropriate public liability insurance of at least \$10 million was held
- that the learning program offered:
 - was based on the Queensland Kindergarten Learning Guideline or an alternative learning guideline accredited by the Queensland Curriculum and Assessment Authority
 - was operated for an appropriate number of hours during the quarter to ensure the criteria for operating at least 600 hours per year, typically 15 hours and 40 weeks per year, was met (or will be met)
 - had a fee structure that was not a barrier to access
 - was provided for four-year-old children in the year prior to Prep
 - was delivered by a qualified early childhood teacher.

Refer to page 28 for information about managing teacher absences

Refer to page 6
for QKFS
requirements

Approved long day care KPPs must also confirm that they agree with the Queensland Government's terms and conditions when completing a funding claim through QGrants. By confirming your agreement of these terms and conditions you acknowledge that the claims you have submitted are true and correct. These terms and conditions are available at: www.hpw.qld.gov.au/SiteCollectionDocuments/ServiceAgreementShortForm.pdf.

Any incorrectly claimed funding will be recouped in full. Services will receive a recipient created adjustment note (RCAN) outlining the repayment details. If repayment is not received prior to the submission of your next QGrants quarterly claim the outstanding amount will be reduced from your payment.

Approved long day care KPPs must also ensure they have a thorough understanding of the requirements so the Qgrants claims can be submitted accurately.

Kindergarten services

QKFS subsidies are allocated to CGBs by the department as a block grant to distribute to their member kindergarten services for the provision of a kindergarten program.

Funding is distributed to CGBs in accordance with their service agreement with the department.

Refer to section 3
from page 31 for
further information
about central
governing bodies

2 Ongoing QKFS requirements

This section provides an overview of the QKFS program delivery requirements and the key steps required to remain eligible and qualify for QKFS funding.

Services planning to deliver or continuing to deliver an approved kindergarten program in either a long day care or kindergarten setting should read this section prior to lodging claims.

Once a KPP application is successful, the service provider must continue to meet the:

- core eligibility criteria, including the relevant regulatory requirements
- criteria specific to the type(s) of funding which it receives.

The service must also meet program delivery requirements under four key areas:

- enrolments
- the service
- teachers
- recordkeeping.

2.1 Displaying kindergarten program details

All approved KPPs are required to display the following information at all times:

- approval certificate
- kindergarten learning program operating times
- name and qualifications of the kindergarten teacher delivering the kindergarten program
- fee structure clearly documenting the kindergarten program fees and demonstrating how the **socio-economic indexes** for Areas (SEIFA) (if applicable) and/or **QKFS Plus Kindy Support subsidy** will be passed on to families.

Refer to page 11 for information on low socio economic subsidies

Refer to page 12 for information on QKFS Plus Kindy Support subsidies

Use of 'kindy tick'

To help parents recognise kindergarten programs that have been officially approved by the Queensland Government, a unique identifier (the 'kindy tick') has been implemented.

All services that become an approved KPP receive a pack of 'kindy tick' materials, including a USB stick of electronic versions and a style guide explaining its use on promotional materials.



Only approved KPPs meeting QKFS requirements are eligible to display the identifier in their signage and promotional material. You must not use the 'kindy tick' to advertise your service before receiving approval. If your service does not continue to meet the eligibility criteria within the QKFS Funding Requirements, you will need to cease use of the 'kindy tick'.

2.2 Managing enrolments

Managing enrolments is crucial to ensuring all members of the community can access quality early learning programs.

Service providers have a legal responsibility under the Commonwealth *Disability Discrimination Act 1992*, the *Disability Standards for Education 2005*, and the *Queensland Anti-Discrimination Act 1991*, to provide inclusive programs to ensure all children can actively participate in an education program, including those who face barriers to participation.

To deliver inclusive programs, educators must actively acknowledge this legal responsibility in their decision making, including policies, procedures and practices. They must demonstrate a willingness and capacity to make reasonable adjustments to their practices and educational programs to ensure all children and families are included in the kindergarten community and can see their social, cultural and community context reflected in the learning program.

There are a range of programs and resources available to support approved service providers to deliver inclusive kindergarten programs.

Refer to Appendix 1 on page 44 for further information on programs and resources

Eligible-age cohort

Children eligible for QKFS funding are four years old by 30 June in the year they participate in the kindergarten program (generally the year before starting formal schooling or Prep).

To check whether a child is of eligible age, refer to the date of birth ready reckoner which aligns with the Queensland school system at <https://www.qld.gov.au/education/earlychildhood/programs/pages/age.html>.

Approved KPPs must implement a clear enrolment policy stating the eligible-age cohort for each year of enrolment.

Evidence of date of birth is to be provided by the child's parent or carer prior to enrolment. This evidence can include a copy of a birth certificate, statutory declaration, passport or other government-issued document stating the child's date of birth (e.g. letter from Medicare). This evidence must be kept on each child's enrolment file.

The child should be enrolled in the name identified on the birth certificate, or equivalent. Where a birth certificate or equivalent cannot be obtained, documentation provided by either a community Elder or other relevant community member citing the child's name is sufficient.

Eligible children of families living in Queensland with a temporary resident visa are able to attend an approved kindergarten program and may be included in funding claims.

Where a child is approved to access delayed entry to, or delayed exit from, a kindergarten program, the service will be eligible to claim the relevant subsidies.

Younger children may participate in a kindergarten program where vacancies exist but are not eligible for QKFS subsidies.

NOTE:

From 2017, Prep year is compulsory in Queensland. This reform does not lower the compulsory school age. Parents will continue to have flexibility around the age they enrol their child in Prep. However, children must be five by 30 June in the year they enrol.

Enrolment in multiple programs

Each eligible child can only access funding for one government approved kindergarten program at a time. Approved KPPs are responsible for ensuring reasonable steps are taken to minimise claims for QKFS funding for children who may be enrolled in more than one kindergarten program. This could be achieved by including a question on the enrolment form seeking this information and then following up with the family to determine the service/program for which funding will be claimed.

Example scenario

A child attends your approved kindergarten learning program from 8.30 am to 4.00 pm on Monday and Tuesday. The child also attends an approved kindergarten program at another service from 9.00 am to 2.00 pm on Wednesday, Thursday and Friday.

You are aware of this because on your service's enrolment form you ask families if their child is attending another service and if that service offers an approved kindergarten program.

You have discussed this with the parent and asked them to nominate which service they wish to receive the subsidy from under the QKFS. The parents indicate that they wish to receive the QKFS subsidy through the other service.

You clearly outline your fee structure for your kindergarten program to the parent exclusive of the QKFS subsidy.

Where an approved KPP delivers more than one approved kindergarten program across a standard week and a child is enrolled for up to five days per week across two approved kindergarten programs, the service can only claim one subsidy for the child.

Example scenario

You operate two approved kindergarten programs across the week to cater for the different needs of families. You operate one program from 9.00 am to 2.00 pm on Monday, Tuesday and Wednesday and another program from 8.30 am to 4.00 pm on Thursday and Friday.

You have a child who attends both programs across the week.

You can only claim the QKFS subsidy for the child's attendance in one of these programs across the week. Fees for their attendance in the second program will be calculated exclusive of the QKFS subsidy.

Prioritising access to kindergarten places

In order to minimise waiting lists, service providers should develop program models that optimise the quality of the learning program as well as supports the number of places available to the community.

Services are encouraged to ensure their application and enrolment policies promote fair and equitable access to a kindergarten program, including those children who face barriers to participation.

Identification of Aboriginal and/or Torres Strait Islander children

Historically, Aboriginal and/or Torres Strait Islander children have been under identified. This has impeded the ability of government and service providers to plan and improve service delivery to these families and support their inclusion in approved kindergarten programs.

As part of the enrolment process, service providers are required to respectfully ask families who are enrolling in the kindergarten program if they identify as Aboriginal and/or Torres Strait Islander and record this on the child's enrolment records. Parents or guardians who identify a child as Aboriginal and/or Torres Strait Islander should not be asked to provide verification of this.

If a family declines to answer the question, this should also be noted on the child's enrolment record. The family should be informed that their response or non-response to the question will not affect the child's access to the service. However, should the family identify the child as Aboriginal and/or Torres Strait Islander, certain funding grants and supports are available. Alternatively, families who identify in these areas do not have to accept the additional subsidy.

Refer to page 12 for information on QKFS Plus Kindy Support subsidies

Below is an example of a standard question that can be provided on an enrolment form:

Is the child of Aboriginal or Torres Strait Islander origin?

- ☐ No
- ☐ Yes, Aboriginal
- ☐ Yes, Torres Strait Islander
- ☐ Declined to answer

For children of both Aboriginal and Torres Strait Islander origin, mark both 'Yes' boxes.

While a person's origins do not change over time, a person's decision to identify as Aboriginal and/or Torres Strait Islander may change. The family should be allowed the opportunity to change any previously recorded information about their status.

The department requires this data to be accurate to identify areas where action is needed to improve participation and engagement of Aboriginal and/or Torres Strait Islander children and to ensure all eligible families are receiving funding assistance.

Clear and transparent kindergarten enrolment processes

Services must ensure their application and enrolment policies:

- promote fair and equitable access to kindergarten programs
- support all eligible children to access a kindergarten program, including those who face barriers to participation
- do not inadvertently present barriers to participation, especially for vulnerable and disadvantaged children.

In order to achieve these objectives, service providers must ensure their enrolment policies:

- comply with the *Commonwealth Disability Discrimination Act 1992*, the *Disability Standards for Education 2005*, and the *Queensland Anti-Discrimination Act 1991*
- support children who are experiencing disadvantage
- address issues of eligibility for funded places
- outline how waiting lists will be prioritised
- are effectively communicated to families and the local community.



2.3 Managing the service

Good governance practices

Service providers that receive QKFS funding are expected to operate in accordance with good governance principles, including risk management, ethical decision-making, effective recordkeeping and financial accountability.

Governance of private sector organisations is subject to corporate law requirements.

The boards of community service organisations should operate in accordance with good governance principles, including having in place principles and practices that provide for:

- accountability, which enables it to assess if it is performing effectively, efficiently and ethically in the best interests of all stakeholders, and in accordance with the law, regulations, probity, accountability and openness
- leadership, to guide the service provider in developing a vision, plans, policies and strategies focused on improving outcomes and performance, and helps to build strong and productive partnerships between all of its stakeholders

In addition, approved education and care services under the National Quality Framework are required to meet the governance standards under National Quality Standard, Quality Area 7: Governance and Leadership, specifically:

- effective leadership that builds and promotes a positive organisational culture and professional learning community
- a commitment to continuous improvement
- administrative systems that enable the effective management and operation of a quality service.

To satisfy the above requirements, high quality recordkeeping across all areas is essential and must be provided to the department when requested. This includes finance, human resources and resource management records.

Misappropriation of funds or over claiming

Service providers should be aware of their legal responsibilities and obligations under State and Commonwealth legislation. In addition to the department's requirements, there are statutory obligations for corporations and incorporated associations particularly in terms of financial management and accountability.

For incorporated committees of management, there are legal obligations under the *Associations Incorporation Act 1981*.

If a service provider believes funds have been misappropriated, it has a duty to act on this suspicion. An audit of relevant financial records should be organised and the person suspected of the misappropriation relieved of any financial responsibilities until the matter has been resolved.

The department requires that any alleged misappropriation of funds related to funded kindergarten programs be reported to the Queensland Police Service for investigation.

Following the Queensland Audit Office report No 19 on Early Childhood Education, any suspected fraudulent behaviour must be managed under the *Department of Education and Training Fraud and Corruption Control Framework* and in addition, the department will recover all inaccurately claimed QKFS funding in full.

Budgeting

When calculating an annual fee to charge families, service providers should set an amount that balances the capacity of parents to pay, the provision of a high-quality service and the overall financial viability of the service.

When budgeting, service providers should consider all anticipated expenditure and costs. The difference between income (from government funding and other sources) and anticipated expenditure (such as staffing, maintenance costs and excursions) are fundamental to determining the annual fees to be charged for each family. Refundable levies should not be factored into annual fees and should not act as a barrier to participation.

There is no requirement for individual kindergarten or long day care services to submit annual budgets to the department. However, departmental staff may ask to examine budget calculations of service providers in receipt of QKFS funding, as well as expenditure of the funding contribution at the service delivery level.



Long day care services with concerns about financial viability should contact the department for advice on addressing their financial viability issues, which may include adjusting the program delivery model.



Kindergarten services are encouraged to work closely with their nominated CGB in relation to financial viability issues.

Fee policy requirements

Service providers receiving QKFS funding are required to have a comprehensive written fees policy. The fees policy must provide information about:

- the total annual fee amount, including all non-refundable components (such as excursions, maintenance costs, etc.)
- payment options and procedures (e.g. developing a payment plan to allow for low income families)
- action that will be taken if fees are not paid
- any refundable levies (if applicable)
- how parents will be notified of fee changes throughout the year
- any deposits required to secure a place on a waiting list or to accept an offered place (note that refundable deposits should not act as a barrier to enrolment)
- how each QKFS subsidy component is applied and how eligible families access the subsidy.

An approved KPP is required to:

- demonstrate that the fee structure for your approved kindergarten program is not a barrier to access for families. For instance, in a long day care setting, it is expected that the fee for attending a kindergarten program should not be more than the daily fee charged for three- to five-year-old children not accessing a kindergarten program
- clearly document and publish your fee information, including structure and inclusions. This should include a written statement about the fees to be charged and the payment process. The 'Kindergarten Program Statement of Fees' templates are available on the department's website to assist with this: det.qld.gov.au/earlychildhood/service-providers/kindy-every-child/kindy-fund-scheme-forms
- display their fees at their premises and publish them on their website
- ensure all eligible families understand how the QKFS subsidies benefit them. At the time of enrolment it is important to clearly explain how the QKFS subsidies are reflected in the service's fee structure and applied to the individual families' statement of fees
- notify parents and carers at least 14 days in advance of any changes to fee structure and payment processes.



Long day care services can publish their fee information on the Childcare Alliance website.



Kindergarten services without their own websites should publish their fees on their CGB's website.

Program hours

Approved KPPs are required to deliver the kindergarten learning program for at least 600 hours per calendar year, which typically equates to 15 hours per week and 40 weeks per calendar year for each child.

Approved KPPs **can only claim** QKFS funding for eligible children who are enrolled in the approved kindergarten learning program for a **minimum of 15 hours** per week. Children who are enrolled to receive the approved kindergarten learning program for **less than 15 hours** a week are not eligible for funding in your weekly claiming data.

For **long day cares services**, it is important to separate the hours the kindergarten learning program is delivered for QKFS claiming purposes from the hours the long day care service operates. The delivery of the kindergarten learning program has a direct correlation to weekly claiming numbers. Prior to these numbers being lodged through QGrants, the service must ensure that the kindergarten learning program was delivered for a minimum of 15 hours and that each child was enrolled to receive the minimum 15 hours for that week.

These program hours must be delivered by an early childhood teacher (ECT). Lunch breaks taken by the ECT **are included** in the 15-hour requirement for kindergarten learning programs. However, **any other non-contact time is not included** (unless they are replaced by a qualified ECT). Examples of non-contact time include programming time, administration duties, undertaking educational leader responsibilities, backfilling for the director, and exclusive preparation time for upcoming assessment and rating visits. The ECT must be working directly with the children and delivering the kindergarten learning program at all times (excluding the lunch break).

Advertising and service documentation must clearly reflect the actual hours that the approved kindergarten learning program is delivered by a qualified ECT. This is essential for parents to ensure their child can receive as much of the learning program as possible to improve lifelong learning outcomes.

NOTE:

A staff roster must be available and provide adequate evidence of the actual hours that the ECT delivers the kindergarten learning program to the children. Evidence must be available of all teacher non-contact periods as this forms an essential part of the human resource recordkeeping component. Other evidence may also need to be available to confirm these hours when requested by the department.

Maintaining service delivery

There may be times when it is not possible to deliver the scheduled funded kindergarten program hours in a given week due to:

- public holidays
- child-free days
- reduced session times
- teacher absences due to a range of factors, such as illness or professional development activities
- emergency situations.

Refer to Section 2.4
page 28 for
information on
teacher absences

Where possible service providers are encouraged to develop solutions to minimise the amount of disruption to normal service delivery, including:

- appointing relief staff to ensure sessions can continue and the service does not need to close
- scheduling closures evenly across the days of the week so that the same group of children is not always missing out on program hours
- offering alternative sessions or activities.

Service providers are required to communicate to families about the days and times the service will operate, and must identify any planned closures, including public holidays and child-free days, as well as details of any planned make-up arrangements or alternative activities. On occasions these disruptions may impact on the number of children eligible for claiming at the end of the quarter.

Service providers should avoid, when possible, cancelling sessions or changing session times during the year if the closure has not been planned and communicated to families at the beginning of the year.

Service providers should manage disruptions in program delivery to ensure that staff, families' and children's needs are considered.

If the delivery of the kindergarten program is affected by a natural disaster, funding will continue provided the enrolment of eligible children remains current.



Long day care services should consider the operation of their long day care service separately to delivering a funded kindergarten learning program to ensure accurate claiming across the year. For example, the teachers rostered or shift hours may be different to the hours they deliver a kindergarten learning program.

Learning program

Approved KPPs are responsible for the delivery of an inclusive quality education program for all children. They must:

- establish procedures for the inclusion of children with diverse needs
- manage the program, activities and physical environment of their services to ensure they cater for all children
- ensure the program delivered is based on the Queensland Kindergarten Learning Guideline (QKLG) or an alternative kindergarten curriculum which is accredited by the Queensland Curriculum and Assessment Authority (QCAA).

2.4 Managing teachers

Teacher qualifications

Approved kindergarten programs funded under the QKFS must be delivered by a qualified ECT at **all times** the learning program is being offered regardless of the size of the service. This is different to the general requirements relating to ECT requirements under the Education and Care Services National Law.

An approved KPP must retain evidence to confirm that the teacher delivering the kindergarten learning program has an approved ECT qualification.

This includes teachers who relieve during any periods of non contact (eg. programming time) unless replaced by another ECT. NOTE: Evidence of when the teacher delivered the kindergarten learning program and when the teacher did not, must be retained as well as evidence confirming their qualification has been approved by ACECQA (refer to the ACECQA website for more information regarding qualifications).

For any early childhood teacher engaged by the service in the last 18 months, the Approved Provider must retain all relevant documentation that confirms their eligibility, dates of employment, learning delivery hours and planned and unplanned leave dates.

Under the Education and Care Services National Law, in some circumstances a person who is '*actively working towards*' an early childhood teaching qualification may be counted towards qualification requirements. In these cases the service is still able to obtain the subsidy provided they keep the required evidence. See more at www.acecqa.gov.au/actively-working-towards-an-approved-qualification.

The requirements for actively working towards an approved qualification are:

- being enrolled in a course for the qualification
- having commenced the course
- making satisfactory progress towards completion
- meeting the requirements to maintain enrolment.

Working towards options:

Until **1 January 2020**, a person who has completed 50 percent of an approved ECT qualification (from the ACECQA list of approved ECT qualifications) can be counted as an ECT. However, they must continue to meet the requirements for actively working towards a qualification. A KPP must ensure that they retain confirmation from the institute where the qualification is being undertaken that the student has in fact completed 50 percent of the qualification.

Until **1 January 2020**, if a person holds an approved diploma level qualification (from the ACECQA list of approved Diploma qualifications) and enrolls in and is actively working towards an approved early childhood teacher qualification (from the ACECQA list of approved ECT qualifications) they can be counted as an early childhood teacher. A KPP must keep documentary evidence of the completed diploma qualification together with documentary evidence that the person is enrolled in an approved early childhood teacher qualification, has commenced the course and is making satisfactory progress towards completion (eg. academic transcripts).

Until **1 January 2020**, teachers who hold teacher registration and a primary teaching qualification with at least a focus on children aged five to eight years old (eg. a qualification

with a focus on children aged 3 to 8 or 5 to 12) are eligible to participate in the Early Childhood Teacher Bridging Program (the Bridging Program).

After the end of 2019, this transitional measure will cease. However, educators who have obtained this combination of qualifications prior to the end of 2019 will continue to be recognised under this provision. A KPP must keep evidence of the primary teaching qualification, teacher registration, and the approved diploma-level (or higher) qualification (from the ACECQA lists of approved qualifications) as well as evidence that they are making satisfactory progress towards completion of the qualification (eg. academic transcripts).

As soon as a registered primary teacher enrolls and is studying towards their approved diploma-level qualification (or higher) they can start working in a service as an ECT.

If a KPP employs a teacher who is 'working towards' an approved ECT qualification, they must keep evidence to confirm that the teacher has:

- completed 50 per cent of an ECT qualification and is continuing to **make satisfactory progress** towards the completion of the qualification; **or**
completed an approved diploma level qualification and are enrolled in an approved ECT qualification and continuing to **make satisfactory progress** towards completion of the qualification; **or**
- in the case of a registered primary teacher undertaking the Bridging Program, that they are enrolled and continuing to **make satisfactory progress** towards completion of the qualification.

This will involve securing and retaining all relevant forms of evidence that will confirm the enrolment and completion of required degree units (e.g. retaining copies of academic transcripts for each semester as well as other relevant documentation from universities or training providers).



Teacher absences

To qualify for QKFS funding, the following requirements must be met **in addition to** any requirements under the Education and Care Services National Law.

Unexpected/unplanned leave

If the ECT delivering the kindergarten program is ill or on unexpected leave (e.g. if a family member is unwell or a death in the family), KPPs must make every effort to engage another ECT to replace them. In all circumstances, staff must meet the requirements of the Education and Care Services National Law.

If this unexpected/unplanned leave is for 10 consecutive working days or less, and a qualified ECT cannot be recruited to deliver the kindergarten program, the KPP may engage an educator who meets the requirements of the Education and Care Services National Law, e.g. a diploma qualified educator. A service can claim for this period, up to 10 days, if the absence was unexpected /unplanned.

Planned or extended absences

If the ECT delivering the kindergarten program is on a planned or extended absence (e.g. a rostered day off, holidays, university placement, planned surgery, maternity leave), KPPs must make every effort to engage another ECT to replace them. A service will not be able to claim QKFS funding for the period when a qualified ECT is not delivering the kindergarten program.

Long day care services must report zero enrolments via the QGrants claims process for the weeks when a qualified ECT is not delivering the kindergarten program.

If a qualified ECT cannot be recruited to relieve for a period of more than 10 consecutive working days a **kindergarten service** must advise their CGB.

ECT Waivers

Services that have applied for and hold a temporary staffing waiver under the National Law (ECT) are not eligible to claim QKFS funding for the period that a qualified ECT is not delivering the kindergarten program.

2.5 Recordkeeping

All approved KPPs must:

- maintain up-to-date service records in support of funding claims, including evidence of the date of birth of eligible children, copies of Health Care Cards, Pension Cards, Veteran Affairs Cards or other government documentation confirming eligibility, including enrolment forms
- monitor the expiry dates of Health Care Cards and Pension Cards and adjust payments accordingly
- maintain up-to-date service records that evidence ongoing compliance with the QKFS eligibility criteria, including records of the qualifications of the teacher delivering the approved kindergarten learning program (both current and past teachers and those employed through staffing agencies), progression while studying towards a qualification and registration with the Queensland College of Teachers (where appropriate)
- maintain evidence of employment commencement and finish dates for the teacher delivering the approved kindergarten learning program (both current and past teachers and those employed through staffing agencies)
- maintain up-to-date service records to demonstrate that the hours the kindergarten learning program is delivered by the kindergarten teacher meets the requirements for QKFS funding (i.e. exclusive of any non-contact time other than lunch breaks)
- maintain up-to-date service records that evidence that the kindergarten program is delivered for 600 hours per year, that is, 15 hours per week for 40 weeks a year
- complete the annual Early Childhood Education and Care Services Census conducted by the Queensland Government
- make records available for inspection by the department when requested.



Long day care services must:

- maintain up-to-date records of principal office bearers, banking details, and contact persons through the QGrants online portal
- provide information to ensure that the financial and data reporting requirements outlined in the Queensland Government terms and conditions are met
- provide email advice to QKFS.LDC@det.qld.gov.au detailing any changes to the Authorised Officer. The Authorised Officer is the person who is authorised to enter into a legal contract on behalf of the organisation. This person must be listed on the Australian Securities and Investment Commission (ASIC) statement, Trust Agreement or Annual General Meeting Minutes (executive committee member).



Kindergarten services must:

- provide written advice within 10 business days to their CGB of any significant changes to the service, such as:
 - service name or address, banking details, principal office bearers, contact persons or key staff; or changes to current or potential financial status that could impact on financial viability and stability of the service.
- ensure data provided to their CGB is up to date and accurate
- provide information to their CGB about projected and actual enrolments.

2.6 QKFS service reviews

The department conducts service reviews of QKFS funded services to monitor ongoing performance against the funding requirements noted in the [Queensland Government Terms and Conditions](#) and these QKFS Funding Requirements.

Refer to the
Queensland
Government Terms
and Conditions here

Clause 4.2 and Clause 12 of the Queensland Government Service Agreement - Standard Terms and Conditions contains information relating to the department conducting a performance review, and that the department has the right to request and access information to confirm compliance with the QKFS eligibility criteria.

For further information please refer to the Queensland Government Terms and Conditions at hpw.qld.gov.au/SiteCollectionDocuments/ServiceAgreementShortForm.pdf and the Queensland Government Service Service Agreement - Standard Terms at www.hpw.qld.gov.au/SiteCollectionDocuments/UpdateServiceAgreementStandardTerms.pdf.

Visits undertaken by the department may be planned, with services receiving some advanced notice, or may be unannounced. Approved KPPs will be advised by email prior to a review site visit if it is announced.

During these visits, department staff will review:

- current public liability insurance certificate and workers' compensation insurance documentation
- current fee structure for the service, including rates for the kindergarten program
- copies of documents that confirm the teacher/s holds an approved ECT qualification
- details of any kindergarten teacher changes for the previous year and copies of their qualifications
- enrolment forms, registers of attendance and any associated attendance documents and policies
- information about children enrolled in the kindergarten program, e.g. copies of birth certificates and attendance information
- confirmation of how the QKFS Plus Kindy Support subsidy is applied for relevant children enrolled in the kindergarten program and confirmation that their full entitlement has been received
- confirmation and evidence of how other subsidies are applied and passed on to families
- confirmation of kindergarten program delivery hours and the use of the kindy tick.

Evidence of compliance with all aspects of the QKFS Funding Requirements must be made available to the department when requested either through the approved KPP or the centralised head office where relevant.

Funding provided by the department will be recovered **in full** for periods where the funding requirements have not been met or over claiming has been identified, or subsidies have not been passed on or correctly applied. This satisfies the requirements of the *Financial Accountability Act* and *Regulation 2009* underpinning the use of government funds. A review process can take up to three months to finalise once all required information has been provided. Any service where claiming anomalies have been identified will be placed on hold for any QGrants claims until the review process is finalised.

Refer to
Appendix 2,
page 46 for QKFS
fast fact check
against each
eligibility criteria

Ceasing QKFS funding

When a service can no longer offer an approved kindergarten program (e.g. if the service has a transfer of ownership or is no longer financially viable), notification should be provided to the Kindergarten Funding team. Early notification is important to enable the department to review the circumstances and provide support regarding the service provider's business decision.

In the event of cessation of funding, the service should return the Kindergarten Program Certificate to the department.



Long day care services should contact the department prior to formally ceasing the program.



Kindergarten services should contact their nominated CGB to notify prior to formally ceasing the program.



3 Additional requirements for central governing bodies and member kindergarten services

This section provides an overview of the QKFS for central governing bodies (CGBs) and member kindergarten services.

It provides kindergarten services delivering an approved KPP with detailed information about:

- the CGB model
- funding overview
- recordkeeping, monitoring and review
- CGB and member kindergarten responsibilities.

3.1 Central governing body funding model

Background

The department introduced the CGB model as an effective way to assist community-based kindergartens to transition from the previous funding model for kindergarten services, the Department of Education Community Kindergarten Assistance Scheme (DECKAS), to the new QKFS. The CGB model is intended to support the sustainability of the kindergarten services in an efficient way by reducing red tape arrangements for services and administrative costs for government.

The role of the CGB is to distribute QKFS subsidies to member and affiliate kindergartens, support their operations and, where relevant, provide volunteer management committees with professional development and advisory services.

CGBs also work collaboratively with other funded organisations to increase kindergarten participation within their member services, including organisations such as, Inclusion Works!, which is funded to deliver free, statewide access to specialised equipment and professional resources to eligible kindergarten services to enable programs to be more inclusive.

CGB membership

Approved KPPs may apply to become a member of any CGB for which they meet the membership criteria. A kindergarten service will be asked to enter into a service agreement with their chosen CGB.

Please refer to the following link for CGB contact details: www.qld.gov.au/families/babies/childcare/contacts/pages/governing.html.

CGBs receive funding from the department to support their member kindergarten services in delivering a quality kindergarten learning program.

CGBs receive additional funding from the department to support volunteer management committees (VMC) in affiliated member kindergarten services. Branch services operated by a CGB are out of scope of VMC funding.

Transferring membership

A kindergarten service can choose to transfer its membership from one CGB to another. The department's preferred approach is that the transfer occurs at the beginning of a semester.

As soon as a kindergarten service terminates their service agreement with their existing CGB, this CGB must notify the department. Once a kindergarten service has signed a service agreement with the new CGB, this CGB must provide the department with confirmation of the new membership. The department will then confirm the transfer date with the new and previous CGBs.

Transferring at the beginning of a semester

If the transfer occurs at the beginning of a semester, and the CGB is yet to make a claim for that period, the new member service can be added to that semester's forecast data spreadsheet by the department. The new CGB can then include the forecast data for that service and funding for the service will then be included in the total claim amount for that CGB.

Transferring during a semester

When a service transfers between CGBs during a semester, the department will:

- confirm the amount for which the member service was eligible, based on the actual enrolment data for the period of time it was with the former CGB
- confirm the amount paid to the former CGB based on forecast data for that service
- raise the recoupment in QGrants to be offset against the next CGB payment for the agreed outstanding amount or difference between the forecast payment and the actual entitlement.

Once the financial payment to the previous CGB has been reconciled, the department will consider the relationship between this CGB and the member service to be finalised.

The department will issue an out-of-cycle forecast spreadsheet to the new CGB for the purpose of collecting data to facilitate payment for the transferring service.

The department will calculate the forecast amount to be paid to the new CGB for the remainder of the semester. At the end of the semester the new CGB must confirm the actual enrolment data for the new service.

The department will use the actual enrolment data to calculate whether there has been an under or over disbursement of funding. Any additional payment or recoupment will be managed in the reconciliation process.

3.2 Funding overview

QKFS subsidies are allocated to CGBs by the department as a block grant to distribute to their member services for the provision of a kindergarten program. Funding is distributed to CGBs in accordance with their service agreement with the department.

CGBs have flexibility in the way they administer funding to their member kindergarten services, in line with their particular business needs. It is important to note the amount of funding distributed to each individual member service must be consistent with the enrolments reported by the CGB for that service.

Available subsidies

QKFS funding is provided to approved KPPs in the form of various subsidy payments to assist with the cost of delivering an approved kindergarten program and to ensure cost is not a barrier for families accessing the kindergarten program.

NOTE:

Member services receiving the *Real Funding Guarantee* are only eligible to receive QKFS Plus Kindy Support.

Refer to page 37
for information
about Real Funding
Guarantee

Funding calculation

Funding is provided on a semester basis, in advance, using projected enrolments as supplied by CGBs. CGBs receive funds for each member service delivering an approved kindergarten program. The funding that is payable to the CGBs is calculated in accordance with QKFS rates, eligible subsidies and/or any eligible Real Funding Guarantee.

Refer to page 37
for information
about Real Funding
Guarantee

To calculate the funding amount a forecast calculation spreadsheet will be sent to each CGB prior to the beginning of each semester. CGBs are required to complete and return the spreadsheet, providing the following data:

- number of kindergarten programs each member service delivers
- number of weeks each member service will deliver each of its programs
- start date of the service agreement with any new member services
- forecast eligible enrolments for each program
- forecast number of eligible QKFS Plus Kindy Support enrolments.

Where a member service delivers more than one approved kindergarten program across a standard week, and a child is enrolled for up to five days per week across two approved kindergarten programs, only one subsidy can be claimed for that child.

Once the department has confirmed the forecast data, it will use this data (along with the addition of remote area subsidies [ARIA] and low socio-economic subsidies [SEIFA] where applicable) to calculate the amount payable for the semester.

The department will confirm whether the forecast enrolment data is reasonable by:

- comparing the data for each service against the forecast enrolment data for the previous semester's enrolments in the same calendar year; and/or
- comparing the forecast data against the actual, reconciled data for the previous period.

If the department identifies that a service has provided significantly different data from the previous enrolment forecast or actual data, clarification of the forecast information may be requested.

The CGB is responsible for making a reasonable forecast of enrolments for their member services based on the service agreements held with these services.

Following discussion with the CGB regarding data submitted, the department may amend the amount of a forecast payment.

Funding reconciliation

At the end of each semester the department will supply each CGB with a reconciliation spreadsheet. CGBs are to complete the reconciliation spreadsheet by providing the following actual data for each member service, and return the spreadsheet to the department within 30 days:

- number of kindergarten programs per unit each member service delivered
- number of weeks or hours each member service delivered each of its units
- actual eligible Full Time Equivalent enrolments for each unit
- number of actual eligible QKFS Plus Kindy Support enrolments
- any teacher absences over 10 consecutive days where the teacher has not been replaced by another teacher with approved early childhood teaching qualifications.

Once the department has confirmed the reconciliation data, it will calculate whether there has been an under or over disbursement of funding provided to the CGB (during forecast) for that period.

If the CGB has been underpaid for that semester, the department will aim to make payments via QGrants within 10 working days from the point of which the adjustment amount is agreed.

If the reconciliation indicates that a CGB has been overpaid for that semester, the department will raise an invoice for the CGB to repay the excess funding. If the invoice is not paid prior to processing the next CGB payment, the outstanding amount will be automatically offset.

Once the reconciliation process is complete, no further adjustments for that semester will be made.

The reconciliation process will not delay the release of funds based on forecasts for the next semester.

Out-of-cycle payments

The department's primary goal is to process forecast enrolment funding prior to the commencement of each semester and to receive and reconcile actual enrolment data at the end of each semester. This will ensure that QKFS funding promptly flows to CGBs so that CGBs can then forward these funds to member services.

CGBs may submit a request to the department on behalf of a member service to provide forecast funding for a new service or to adjust forecasted enrolment numbers for an existing member service level.

These requests will be dealt with on a case-by-case basis by the department and will be processed as out-of-cycle adjustments.

The department will advise the CGB on the likely time to process out-of-cycle adjustments to enable the CGB to advise their member service. While the department will aim to process such requests in order of receipt, the department will prioritise based on assessment of the funding impact on both the CGB and the member service.

Refer to page 37
for information
about Real Funding
Guarantee



Real Funding Guarantee

Kindergarten services that previously received funding under the Department of Education Community Kindergarten Assistance Scheme (DECKAS) are known as legacy kindergarten services. These services may be eligible to receive a Real Funding Guarantee. The Real Funding Guarantee is a guaranteed minimum level of funding that recognises previous funding entitlements services received under DECKAS. The Real Funding Guarantee was indexed annually until July 2013, in line with the state budget forecast wage/price index and the Consumer Price Index (CPI).

Legacy kindergarten services will continue to receive their Real Funding Guarantee until eligible for increased funding under QKFS. The department will determine which rate is higher (either the Real Funding Guarantee rate or the QKFS rate) and advise the CGB when the forecast calculation spreadsheet is returned.

CGBs are encouraged to support a kindergarten service that receives a Real Funding Guarantee to work towards being eligible for increased funding under the QKFS. Services receiving the Real Funding Guarantee may accept enrolments from three-year-old children only when all efforts have been made to enrol eligible-age children. This should occur no earlier than three weeks before the end of term four each year. CGBs may consider earlier requests to enrol three-year-old children in services facing particularly difficult viability issues, on a case-by-case basis.

When a legacy kindergarten service transitions between CGBs, its Real Funding Guarantee transitions with it.

If a legacy kindergarten changes their service model to become a long day care service offering a kindergarten program, it loses its Real Funding Guarantee and will not regain it, even if it subsequently reverts to a kindergarten service model of delivery. This outcome will also occur if a service closes and subsequently reopens.

Such services will, however, be eligible to receive QKFS subsidy funding if they achieve the eligibility criteria for an approved kindergarten program.

Recalculating the Real Funding Guarantee

A CGB can apply for a recalculation of the Real Funding Guarantee paid to a member service if one of the following exceptional circumstances occurs:

- the member service appoints a teacher who meets the qualification requirements, or the existing staff member obtains the appropriate qualification. The Real Funding Guarantee will be recalculated to reflect the award level of the teacher. A recalculation under this circumstance is only applicable to services that employed an exempt teacher before December 2010. This circumstance can be applied once only for each eligible member service
- a permanent staff member takes leave or a secondment for a period of six months or longer. The Real Funding Guarantee can be recalculated and paid at either the existing Real Funding Guarantee rate or the salary rate of the temporary staff member (whichever is the higher). If the Real Funding Guarantee is recalculated to the higher rate, the guarantee will return to the previous rate upon the permanent staff member's return to the service
- a kindergarten program is discontinued, the Real Funding Guarantee will be adjusted to reflect the change in service delivery.

CGBs must notify the department in writing as soon as a member service which receives a Real Funding Guarantee ceases delivering a kindergarten program to eligible-aged children.

3.3 Recordkeeping, monitoring and review

Recordkeeping

Kindergarten services must:

- provide written advice within 10 business days to their CGB of any significant changes to the service, such as:
 - service name or address, banking details, principal office bearers, contact persons or key staff
 - changes to current or potential financial status that could impact on financial viability and stability of the service
- ensure data provided to their CGB is up-to-date and accurate
- provide information to their CGB about projected and actual enrolments.

Services receiving funding under the QKFS must make these records available for inspection by the department when requested.

Monitoring and review

CGBs and member services are required to provide a range of data, as outlined in their service agreement with the department, to enable the department to monitor funding provided under QKFS.

All CGBs are required to submit bi-annual forecast enrolment data and reconciliation data to inform funding calculation and entitlements.

The department has the right to confirm the compliance of a CGB with their service agreement and with these funding requirements. The department also has the right to confirm the compliance of a CGB's member services with the eligibility criteria and with these funding requirements.

The department may undertake planned or unplanned site visits to a CGB and/or its member services for the purpose of confirming compliance.

The department (or another party engaged by the department) has the right to conduct an audit of a CGB for the purposes of the department's data collection and monitoring activities. It can also examine accountability for the claiming and expenditure of government funds as identified in the relevant service agreement.

The department reserves the right to amend the reporting requirements for data collection purposes. Where possible, the department will provide adequate advance notice of any changes to reporting to the CGB.

3.4 Central governing body and member kindergarten service responsibilities

CGB	Member service
Kindergarten program provider approval	
Ensure that government investment is directed to eligible kindergarten services, including a policy regarding funding distribution from CGBs to affiliate services (where relevant) to better support services to manage their cash-flows throughout the calendar year.	Use QKFS funding to deliver an approved kindergarten program that meets all program delivery requirements.
Act as member services' primary contact for all matters relating to the delivery of their kindergarten programs.	N/A
Advice and support member services to meet KPP eligibility criteria.	Display their KPP approval certificate, the kindergarten program operating times and the name and qualifications of the ECT. Use the approved kindergarten program identifier, the 'kindy tick', in accordance with the Queensland Government Style Guide.
Ensure reported forecast and actual enrolment data factor any changes in service delivery.	Inform the CGB of changes to service delivery that affect the member service's eligibility to meet the QKFS requirements or other matters identified in the service agreement with the CGB.
CGB membership	
Disseminate information regarding the application process and criteria for membership (including details of any membership fee). Ensure the department is provided with a copy of this information prior to distribution.	Provide written advice within 10 business days to the CGB of any significant changes to the service, such as: service name or address, banking details, principal office bearers, contact persons or key staff or changes to current or potential financial status that could impact on the financial viability and stability of the service.
Give an applicant written notice of their decision to accept or reject a membership application within 20 business days.	Discuss and agree membership requirements with the CGB.
Enter into a service agreement with each member service.	Comply with the requirements of their service agreement with the CGB.

Maintain a policy that supports the transfer of member services to another CGB if required, including a process for transferring any outstanding funding entitlements.	N/A
Maintain a record of current member services.	Ensure data provided to the CGB is up to date and accurate.
Notify the department within 10 working days if a service's membership has either ceased or been terminated.	N/A
Program delivery	
Provide advice and support to assist member services to maximise the number of eligible-age children enrolled and to increase enrolments that represent the characteristics of individual communities.	Implement strategies to maximise the number of eligible-age children enrolled.
Provide advice and support (including resources and policies) to member services to enable the delivery of an inclusive quality education program for all children.	Ensure all children have equitable access to a kindergarten program.
Support services to implement an enrolment policy and processes that articulate how waiting and enrolment lists are managed.	Implement a clear enrolment policy defining the eligible-age cohort for each year of enrolment.
Assist services to support increased participation of children who may be considered vulnerable and/or disadvantaged.	Establish and apply procedures for the inclusion of children with diverse needs and for managing the program, activities and physical environment to ensure they cater for all children.

Funding	
Maintain policies and procedures for administering funds to member services, including a policy regarding funding distribution from CGBs to affiliate services to better support services to manage their cash-flows throughout the calendar year.	N/A
Ensure information about the funding distribution model is available publicly.	N/A
Clearly identify and account for the funding provided by the department in its annual audited financial statements.	N/A
Ensure the service's fee structure is not a barrier to access.	Document and publish their fee structure. This should include a written statement about the fees to be charged and the payment process. Ensure the service's fee structure is not a barrier to access. Ensure the fee structure clearly demonstrates how the QKFS Plus Kindy Support and SEFIA Subsidy (if applicable) is applied to individual families' statement of fees.
Notify families in advance of any changes to fee structures.	
Ensure reasonable steps are taken to minimise claims for kindergarten funding for children enrolled in more than one kindergarten program.	Ensure reasonable steps are taken to ensure information provided to the CGB does not include children enrolled in more than one kindergarten program for the purposes of funding.
Work with member services to strengthen viability and sustainability.	N/A

Data collection, monitoring and reporting	
Provide data to the department to ensure that the financial and performance reporting requirements outlined in their service agreement are met.	N/A
Provide accurate and timely responses to any reasonable requests for data made by the department.	Provide information to CGBs about projected and actual enrolments.
Establish policies and procedures for collecting and reporting information to the department regarding member kindergarten services, including information about: • enrolments • demographic characteristics of children • eligibility for additional subsidies • fees.	Provide accurate and timely responses to any reasonable requests made by the department, e.g. a review of the service's kindergarten program.



Appendices

Appendix 1: Programs and resources available to support inclusive kindergarten programs

A range of programs and resources are available to support approved service providers to deliver quality kindergarten programs including (but not limited to):

Creating universal access	Administrator	Service setting	
		 Long day care	 Kindergarten
Queensland Kindergarten Funding Scheme (QKFS) which provides subsidies to support early childhood education and care services to provide affordable kindergarten learning programs.	Queensland Government	✓	✓
Support for children with additional needs			
Disability Inclusion Support for Queensland Kindergartens (DISQK) assists kindergarten services with the inclusion of children with identified or suspected disabilities that require additional support to participate in a kindergarten program. For further information email: disability.inclusionsupport@det.qld.gov.au or telephone (07) 3328 6720 .	Queensland Government	✗	✓
Inclusion Works! (formerly Noah's Ark Resource Centre (Qld) Inc.) is funded to deliver free, statewide access to specialised equipment and professional resources to eligible kindergarten services to make programs more inclusive. For more information telephone 1300 497 437 or email: resources@inclusionworks.com.au .		✗	✓
Early Years Connect is funded to assist educators in relation to working with children with disability and complex additional needs in early childhood education and care services in Queensland. Professional development packages are available through the Early Years Connect website and are designed to support educators, as well as Governance Boards and Committee members. For further information visit det.qld.gov.au/earlychildhood/service-providers/inclusion-of-children-with-disability/early-years-connect		✓	✓
The Inclusion Support Programme (ISP) will provide support to early childhood education and care services to build their capacity and capability to include children with additional needs in mainstream services. This provides them with an opportunity to learn and develop alongside their typically developing peers. Each state and territory has an Inclusion Agency contracted to assist eligible services to build their capacity and capability to provide and embed inclusive practice in their delivery of early learning programmes. KU Children's Services manage the Inclusion Agency in Queensland in partnership with Cairns and District Child Care Development Association Inc. Note: Long day care services that provide a state government funded kindergarten program (QKFS) are eligible to apply to access support from the ISP for the hours outside the period funded through the kindergarten program. For further information telephone 1800 811 039 (toll free).	Commonwealth Government	✓	✗

Creating universal access	Administrator	Service setting	
		 Long day care	 Kindergarten
Translating and Interpreting Service (TIS) Kindergarten services are able to access the Australia-wide service to support kindergarten participation from non-English speaking families. Interpreters can help kindergarten services to advise parents on enrolment, conduct parent-educator interviews, advise parents on kindergarten programs and activities, discuss education assessment with parents and advise parents on kindergarten-to-school transition. Services can visit the TIS National website at www.tisnational.gov.au, fill in an onsite or telephone interpreter pre-booking form and submit it online or by fax. Alternatively, services can phone 131 450 toll free, from 8 am to 6 pm, Monday to Friday. Long day care services should contact the Commonwealth's Inclusion Agency on 1800 811 039 for translating and interpreting support options.	Commonwealth and Queensland Governments		



Appendix 2: QKFS fast fact check against each eligibility criteria

Eligibility criteria	Considerations and impacts of your delivery against the funding requirements
Criteria for service	
Child Care Benefit (CCB)	✓ Long day care services must have a current Child Care Benefit (CCB) approval status; kindergarten services must not be eligible for the CCB. ✓ Inform the QGrants team immediately if the Australian Government changes the service's CCB status.
Service approval	✓ Hold a current Queensland service approval. ✓ Contact the QGrants team if you want to change funding models (i.e. long day care). ✓ Contact the Service Review Program (SRP) team if significant (e.g. an urgent amendment or show cause) compliance actions are occurring at the service and would impact on the kindergarten room.
Enrolment	✓ Your enrolment policies and procedures prioritise access to ensure high priority children are given priority during the allocation of kindergarten placements. ✓ Your enrolment form identifies; • families eligible for the QKFS Plus Kindy Support by respectfully asking families if they: - identify as Aboriginal and/or Torres Strait Islander - hold a Health Care Card, Veterans Affairs Card, Pension Card with Health Care Card entitlement, or other government document confirming eligibility - have three or more children, of the same age, enrolled in the same year. • children enrolled in multiple QKFS programs, for example, is your child attending another service offering an approved kindergarten program?
Criteria for kindergarten children	
Age of children	✓ Confirm eligible birth date in the year of enrolment using the department's date-of-birth span (four years old by 30 June). ✓ Claim QKFS for a child enrolled under the Delayed Entry and Exit policy. ✗ Don't claim QKFS if a child receives an Australian Government Inclusion Support Subsidy within the period funded through the kindergarten program. ✗ Don't claim QKFS if a child attends for the three weeks prior to starting school.
QKFS Plus Kindy Support subsidy	✓ Ensure your service has appropriate records for all children you have/intend to claim the QKFS Kindy Plus Support subsidy (see Subsidy section for details). ✓ Ensure your enrolment form gives families the opportunity to identify as Aboriginal and Torres Strait Islander.
Fees	✓ Ensure the kindergarten program fee is not more than the daily fee charged for three- to five-year-old children not accessing a kindergarten program. Consider the needs of the local community (low socio-economic, multicultural) when determining fees, including enrolment fees. ✓ Display kindergarten program fees. ✓ Ensure your fee structure clearly demonstrates how the QKFS Plus Kindy Support and SEFIA Subsidy (if applicable) is applied to individual families statement of fees.

Criteria for kindergarten program	
The learning program duration	✓ Ensure each enrolled child receives the learning program for 600 hours a year, typically at least 15 hours a week for 40 weeks (long day care services only). ✓ Consider the operation of the long day care service separately from the delivery of a funded kindergarten learning program for the 600 hours per annum (at all times of the day including arrival and departure times and ECT non-contact periods) (long day care services only). ✓ Consider how the delivery of the learning program is managed, identify any possible impacts and then match these to weekly claiming numbers. ✓ Consider the purpose of engaging the ECT to do open/close rosters as this may impact on each child receiving their 15 hours a week of the learning program (long day care services only). ✓ Ensure the learning program hours are accurately displayed and reflect the delivery of the learning program (not the ECT rostered or shift hours) (long day care services only). ✓ Consider the delivery of, and claiming for, the learning program during school holiday periods against claiming periods. Remember, the department only contributes for 40 weeks out of 52 weeks (long day care services only). ✓ Keep a record of the start dates for children who have commenced later for validation and confirmation for claiming (long day care services only). ✗ Don't include any non-contact time in the identification of the learning program delivery hours unless the ECT is replaced by another qualified ECT (e.g. programming time, administrative and/or educational leader duties, student practical placements, professional development, or backfilling other positions in the service [i.e. director]). ✗ Don't claim QKFS for children who attend another kindy (enrolled elsewhere) unless it has been agreed by the parent they will receive their hours at your service. ✗ Don't claim for children who attend the service one day a week as they will not meet the 600 hour requirement.
Qualifications ACECQA determines ECT qualifications under the National Law. Visit www.acecqa.gov.au	✓ Ensure the learning program is delivered by a qualified ECT; not just written by an ECT, or the service has access to an ECT (only where access is permitted under the Education and Care Services National Law). ✓ Ensure the ECT delivering the kindergarten program meets ACECQA's key requirements: - meets the ECT qualification requirements under the Law (including the various sections in the National Regulation that apply to the ECT qualifications) - has a foundation in early childhood (major or specialisation); remember this may not be noted on the Award document - maintains Queensland College of Teachers (QCT) registration, if this is a requirement under the Law - ensure ECT suitability is applied exactly (confirmed against the ACECQA site prior to ECT appointment). ✓ Keep copies of all documentation that: - show the ECT is eligible under the Law (i.e. awards, academic transcripts or letter from a university showing an early childhood major, ACECQA letter, enrolment dates, start and finish dates) - confirm the start and finish employment dates for all current, relief and previous ECTs and any other non-contact periods (i.e. practical placements, programming) - provide evidence of enrolment for educators who are 'studying towards' their qualification, including those who are 50 per cent through the degree qualification or who hold a diploma-level qualification - provide evidence the educator is 'actively working towards' their qualification (i.e. the semester's results). ✓ Monitor the progress of the ECT educator's study. ✗ Don't claim QKFS if your service is operating under a temporary waiver for staffing (for the teacher) as an ECT is not present to deliver the program.
Accredited curriculum	✓ Use the Queensland Kindergarten Learning Guideline or an alternative kindergarten learning guideline accredited by the Queensland Curriculum and Assessment Authority (QCAA).
Promote your Kindergarten Program 	✓ Use the kindy tick to help parents recognise your kindergarten program has been officially approved by the Queensland Government.





Addendum to the Queensland Kindergarten Funding Scheme: Funding Requirements

July 2018

This addendum forms part of the *Queensland Kindergarten Funding Scheme: Funding Requirements* and outlines:

- the impact of the Australian Government's new Child Care Subsidy on approved kindergarten program providers; and
- the Department of Education's expectations regarding transition statements.

The information contained in this Addendum will remain current and be incorporated into the next review, update and re-issue of the *Queensland Kindergarten Funding Scheme: Funding Requirements* in January 2019.

Australian Government Child Care Package

The Australian Government introduced a new Child Care Subsidy on 2 July 2018 to replace the Child Care Benefit and Child Care Rebate with a single means-tested subsidy. A family's level of Child Care Subsidy is based on combined family income, their activity level and the type of service they choose for their child's care.

The Child Care Subsidy is paid directly to service providers and passed onto families.



The introduction of this change affects long day care services that are approved Kindergarten Program Providers (KPPs) under the Queensland Kindergarten Funding Scheme (QKFS) and previously received Child Care Benefit payments on behalf of eligible parents and carers.

The new Australian Government subsidy arrangements **will not affect sessional kindergarten services** as sessional kindergartens do not receive Australian Government assistance in the form of the Child Care Benefit or Child Care Rebate and are not eligible to be approved to administer the Child Care Subsidy.

The Australian Government also introduced the Additional Child Care Subsidy from 2 July 2018 to replace the existing fee-relief programs including the Special Child Care Benefit.

The Additional Child Care Subsidy is a top-up payment in addition to the Child Care Subsidy to provide extra support to families who have a child at risk of serious abuse or neglect, grandparent principal carers on income support, and families experiencing temporary financial hardship. Eligible families do not have to meet the activity test and will receive up to 100 hours per fortnight (or 50 hours per week), with no out-of-pocket expenses.

Implications for families

Families who use approved child care and previously received the Child Care Benefit/Child Care Rebate will be affected by the introduction of the new Child Care Subsidy and need to meet certain eligibility criteria, including a three-step activity test.

Based on the amount of work, study, training or other recognised activity undertaken, the subsidy will be limited to 36, 72 or 100 hours of care per child per fortnight.

For families with kindergarten-aged children who **do not** meet the activity test for eligibility for the Child Care Subsidy, an exemption exists that will enable them to access 36 hours of subsidised care per fortnight (**18 hours per week**) to enable their child to attend a kindergarten program in an approved long day care service.

Under this exemption, low-income families affected **will be able** to access the required 15 hours of kindergarten per week to be eligible for subsidies under QKFS.

Child Care Subsidy and QKFS funding

The transition from the current system to the new package changes the current Australian Government approval process for service providers and introduces requirements that focus on the approval of providers to administer the subsidies.

However, there is no change to QKFS or the payment of QKFS subsidies at this point in time.

Long day care KPPs should continue to apply the QKFS Plus Kindy Support subsidy to reduce the out-of-pocket expenses for vulnerable and disadvantaged families and deduct the subsidy before calculating the Child Care Subsidy on the same basis that they applied the Child Care Benefit and Child Care Rebate.

The Australian Government continues to require that services apply all state based subsidies provided to support families first before calculating the Australian Government benefit on behalf of eligible families. Long day care KPPs need to ensure that they comply with this requirement given they receive funding under QKFS from the Queensland Government and funding to provide child care from the Australian Government.

If a child's fees are fully covered by another source, such as the Australian Government's new Additional Child Care Subsidy, that family is not eligible for the QKFS Plus subsidy and the service cannot claim this subsidy for the child.

Eligibility requirements

To ensure the continuation of funding, approved KPPs are required to comply with the QKFS eligibility requirements on an ongoing basis. For long day care services, this includes maintaining the correct eligibility status to receive and administer the Child Care Subsidy to eligible families.

Existing services approved as KPPs

Long day care services approved to receive QKFS subsidy funding should ensure they have transitioned to the new child care package and received their Child Care Subsidy approval from the Australian Government.

Sessional kindergarten services are not eligible to receive the Child Care Subsidy for the delivery of the kindergarten program.

New services seeking KPP approval

To be approved as a KPP, long day care services will need to demonstrate they are approved for the Child Care Subsidy, along with meeting the other QKFS eligibility requirements.

The Department of Education (the department) will check that this requirement has been met prior to the processing of QKFS claims submitted to the department by long day care KPPs on a quarterly basis.

Please refer to the *Queensland Kindergarten Funding Scheme: Funding Requirements* for becoming and remaining eligible for QKFS subsidy funding.

Further information

Further information on the Australian Government's new child care subsidy arrangements is available as follows:

- New Child Care Package
<https://www.education.gov.au/ChildCarePackage>
- Information for Child Care Providers
<https://www.education.gov.au/child-care-providers>
- Transitioning to the new Child Care Package
<https://www.education.gov.au/transitioning-new-child-care-package>

Services can also email comments and questions about the new Child Care Package to the Australian Government's Department of Education at <https://www.education.gov.au/feedback-and-enquiry-form>.

Alternatively, for further assistance with the Child Care Subsidy and QKFS, please contact the department via email at qkfs ldc@qed.qld.gov.au or on telephone (07) 3035 2244.



Transition Statements

Purpose

The transition statement summarises a child's learning progress during the kindergarten year in the five learning and development areas of the Queensland Kindergarten Learning Guideline (QKLG) or other equivalent learning guideline accredited by the Queensland Curriculum and Assessment Authority (QCAA).

Services finalise transition statements in November, in collaboration with parents/carers, to ensure they accurately reflect each child's strengths, challenges, motivations and achievements and provide suggestions about ways to support a positive start to school.

Services, families and schools can use this information to support conversations and planning to ensure each child transitions well to school.

Eligibility requirements

Approved KPPs are required to comply with the QKFS eligibility requirements on an ongoing basis to continue to receive funding.

Early childhood teachers (ECTs) in approved and funded kindergarten programs are required to implement the QKLG (or other learning guidelines approved as equivalent by the QCAA). These guidelines require the provision of written transition statements to families.

It is an expectation of the department that in **November each year**, all approved and funded KPPs provide a written transition statement to parents/carers of each child enrolled in their program moving from kindergarten to school.

New services approved as KPPs will receive this advice in their approval letter.

If a child leaves the kindergarten program or service prior to November, ECTs are encouraged to discuss the child's learning and development with the family before they leave and provide a transition statement, where practicable. This provides information to the family about their child's learning and development progress which they can share with the next service or school to support their continued learning and positive transition.

Consent

Parents/carers should be given a transition statement consent form by the ECT when they receive their transition statement. With the transition statement and the consent form together, they can read about what they are consenting to, ask questions and provide informed consent. The consent form can be obtained at https://www.qcaa.qld.edu.au/kindergarten/curriculum_2017. The consent form may also be included as part of the transition statement.

By signing the consent form, parents and carers can consent to the statement being passed to the school by the ECT and the ECT being able to discuss the statement with the prep teacher. They can also share the transition statement with their child's teacher and/or other relevant staff at their new school.

Record keeping

Parents/carers should receive the **original** transition statement with the consent form attached so they are informed about what they are consenting to.

The service is to retain a **copy** of the transition statement and parent/carer consent form and provide a **copy** of both documents to the child's school, either by email (preferred), post, fax or hand-delivered.

Approved KPPs are responsible for maintaining current and accurate records at all times, including copies of transition statements. Statements should be readily accessible during service review visits undertaken by the department to monitor ongoing performance and compliance with QKFS eligibility requirements.

Services should retain and store transition statements in a safe and secure place until the end of three years after the last date on which the child was educated and cared for by the service. This is in line with the Australian Children's Education and Care Quality Authority guidelines for the storage of records and other documents.

Further information

Services can visit the following websites for more information on transition statements:

- Queensland Curriculum Assessment Authority
https://www.qcaa.qld.edu.au/kindergarten/curriculum_2017
- Queensland Kindergarten Learning Guideline
https://www.qcaa.qld.edu.au/downloads/p_10/qklg.pdf
- Transition statement parent/carer consent form process
<https://qed.qld.gov.au/earlychildhood/about/Documents/doc/transition-statements-parent-carer-consent-form-process.docx>.
- Transition to school
<https://qed.qld.gov.au/earlychildhood/about-us/transition-to-school>

Kindergarten services can also contact their Central Governing Body and long day care services can contact the department via email at qkfs ldc@qed.qld.gov.au or on telephone (07) 3035 2244 for additional advice and support.

Reports and Statistics

Released August 2017
Version 2
opendata@det.qld.gov.au

Class Size Target Achievement and Average Class Size

A class size snapshot is undertaken in May of each year.

Schools are allocated classroom teaching staff to achieve the formation of classes on or within established class size targets.

The Department is committed to the following maximum class size targets:

- o 25 students per teacher for Prep Year, Years 1 – 3
- o 28 students per teacher for Year 4 – Year 6
- o 28 students per teacher for Year 7 – Year 10
- o 25 students per teacher for Year 11 – Year 12

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class target would be the lower cohort target. While targets are an important consideration in the formation of classes, the actual make-up of classes is determined at the school level by principals in consultation with staff. For example, a principal may form a class with one or two students over the target to keep students of the same year level together, rather than forming multi-age classes.

From 2015, Year 7 has moved to secondary in Queensland state schools. A small number of schools took part in a pilot program in 2014.

In 2016, the class size methodology was refined to remain current with the way that schools utilise timetabling in a local context. This methodology was also applied to 2015 data to allow for accurate comparison, resulting in some minor amendments to 2015 data.

For secondary classes, the Department collects an enhanced dataset of class size information from each school's timetable. This compilation of period level data captures a wider variety of school practices in creating classes and represents a more accurate reflection of class configuration decisions made by schools. This method removes bias due to subjects having a different number of lessons per week.

Care should be taken when making comparisons between primary and secondary year levels

- o Primary class size data are based on roll classes,
- o Secondary class size data are based on individual periods where a specific subject, or set of subjects, are taught on a specific day and time.

Queensland State Schools

Proportion of Classes Achieving Class Size Targets

Year Group	Year	Target (n)	Meeting or Better Than Target (%)	Better Than Target (%)	On Target (%)	Over Target (%)
Prep Year – Year 3	2013	25	88	72	16	12
	2014	25	87	72	16	13
	2015	25	87	68	19	13
	2016	25	89	73	16	11
	2017	25	91	76	15	9
Year 4 - Year 7 Primary*	2013	28	91	77	14	9
	2014	28	89	75	14	11
Year 4 - Year 6 Primary*	2015	28	90	75	15	10
	2016	28	91	79	12	9
	2017	28	94	79	15	6
Year 8 - Year 10 Secondary*	2013	28	95	84	11	5
	2014	28	95	84	11	5
Year 7 - Year 10 Secondary*	2015	28	95	85	10	5
	2016	28	95	85	10	5
	2017	28	96	86	10	4
Year 11 – Year 12	2013	25	94	88	6	6
	2014	25	95	89	6	5
	2015	25	93	87	6	7
	2016	25	95	89	6	5
	2017	25	95	90	6	5

Notes:

Year 7 transitioned to secondary in 2015 resulting in a time series break for specific cohorts (indicated with *). Refinements to the calculation of class sizes have been applied from 2015. Exercise caution when comparing data from previous years.

Numbers may not total due to rounding.

Queensland State Schools

Average Class Sizes

Average class size is defined as the number of students under the instruction of a full-time equivalent teacher.

Year Level Group	Years	Target	Average Class Size
Prep - Year 3	2013	25	21.2
	2014	25	21.1
	2015	25	22.6
	2016	25	22.4
	2017	25	22.2
Year 4 - Year 7 Primary*	2013	28	23.6
	2014	28	23.8
Year 4 - Year 6 Primary*	2015	28	25.3
	2016	28	25.1 ¹
	2017	28	25.0
Year 8 - Year 10 Secondary*	2013	28	22.8
	2014	28	22.5
Year 7 - Year 10 Secondary*	2015	28	22.5
	2016	28	22.2
	2017	28	22.3
Year 11 - Year 12	2013	25	18.1
	2014	25	18.0
	2015	25	18.3
	2016	25	18.1
	2017	25	18.1

¹ Minor revision to republished data.

Notes:

Year 7 transitioned to secondary in 2015 resulting in a time series break for specific cohorts (indicated with *). Refinements to the calculation of class sizes have been applied from 2015. Exercise caution when comparing data from previous years.

Regional Summary

The Department's regional structure consists of seven integrated service delivery regions.

2017 Average Class Sizes

Geographic Region	Prep Year – Year 3 (n)	Year 4 – Year 6 (n)	Year 7 – Year 10 (n)	Year 11 – Year 12 (n)
Central Queensland	21.1	24.1	21.2	17.0
Darling Downs South West	19.6	22.1	19.6	16.6
Far North Queensland	20.6	23.9	21.7	17.4
Metropolitan	23.2	25.6	23.6	18.7
North Coast	22.7	25.5	22.1	18.1
North Queensland	21.1	23.6 ¹	22.1	18.1
South East	23.0	25.7	22.7	18.7
Queensland	22.2	25.0	22.3	18.1

¹ Minor revision to republished data.

Proportion of Classes Achieving Class Size Targets

Notes:

Numbers may not total due to rounding.

Year 7 transitioned to secondary in 2015 resulting in a time series break for specific cohorts (indicated with *).

Refinements to the calculation of class sizes have been applied from 2015. Exercise caution when comparing data from previous years.

Central Queensland

Year Group	Year	Target (n)	Meeting or Better Than Target (%)	Better Than Target (%)	On Target (%)	Over Target (%)
Prep Year – Year 3	2013	25	91	79	12	9
	2014	25	90	76	15	10
	2015	25	92	74	17	8
	2016	25	92	78	14	8
	2017	25	96	84	12	4
Year 4 - Year 7 Primary*	2013	28	94	79	15	6
	2014	28	92	78	15	8
Year 4 - Year 6 Primary*	2015	28	94	81	13	6
	2016	28	95	88	8	5
	2017	28	96	86	10	4
Year 8 - Year 10 Secondary*	2013	28	98	90	8	2
	2014	28	97	89	8	3
Year 7 - Year 10 Secondary*	2015	28	98	92	6	2
	2016	28	98	94	4	2
	2017	28	98	94	5	2
Year 11 – Year 12	2013	25	97	92	5	3
	2014	25	96	91	5	4
	2015	25	96	91	5	4
	2016	25	96	92	4	4
	2017	25	97	92	4	3

Darling Downs South West

Year Group	Year	Target (n)	Meeting or Better Than Target (%)	Better Than Target (%)	On Target (%)	Over Target (%)
Prep Year – Year 3	2013	25	90	81	9	10
	2014	25	92	83	8	8
	2015	25	93	84	9	7
	2016	25	93	85	8	7
	2017	25	96	86	10	4
Year 4 - Year 7 Primary*	2013	28	92	86	7	8
	2014	28	93	85	9	7
Year 4 - Year 6 Primary*	2015	28	91	80	12	9
	2016	28	97	88	9	3
	2017	28	94	86	9	6
Year 8 - Year 10 Secondary*	2013	28	98	92	6	2
	2014	28	99	94	5	1
Year 7 - Year 10 Secondary*	2015	28	99	95	4	1
	2016	28	99	95	4	1
	2017	28	99	95	3	1
Year 11 – Year 12	2013	25	96	91	6	4
	2014	25	97	93	4	3
	2015	25	97	94	3	3
	2016	25	97	93	4	3
	2017	25	96	93	3	4

Far North Queensland

Year Group	Year	Target (n)	Meeting or Better Than Target (%)	Better Than Target (%)	On Target (%)	Over Target (%)
Prep Year – Year 3	2013	25	87	75	11	13
	2014	25	88	78	10	12
	2015	25	87	75	11	13
	2016	25	89	78	11	11
	2017	25	93	83	10	7
Year 4 - Year 7 Primary*	2013	28	91	81	10	9
	2014	28	91	81	11	9
Year 4 - Year 6 Primary*	2015	28	91	84	7	9
	2016	28	95	86	9	5
	2017	28	95	84	10	5
Year 8 - Year 10 Secondary*	2013	28	97	85	12	3
	2014	28	96	88	8	4
Year 7 - Year 10 Secondary*	2015	28	96	86	10	4
	2016	28	96	88	8	4
	2017	28	97	91	7	3
Year 11 – Year 12	2013	25	96	90	6	4
	2014	25	96	92	4	4
	2015	25	96	91	5	4
	2016	25	95	91	4	5
	2017	25	95	91	4	5

Metropolitan

Year Group	Year	Target (n)	Meeting or Better Than Target (%)	Better Than Target (%)	On Target (%)	Over Target (%)
Prep Year – Year 3	2013	25	86	66	20	14
	2014	25	83	65	18	17
	2015	25	84	63	21	16
	2016	25	85	67	19	15
	2017	25	88	69	19	12
Year 4 - Year 7 Primary*	2013	28	90	75	15	10
Year 4 - Year 6 Primary*	2014	28	88	72	16	12
	2015	28	87	71	16	13
	2016	28	88	72	16	12
	2017	28	94	77	17	6
Year 8 - Year 10 Secondary*	2013	28	93	79	14	7
Year 7 - Year 10 Secondary*	2014	28	94	79	15	6
	2015	28	92	78	14	8
	2016	28	93	80	13	7
	2017	28	94	80	14	6
Year 11 – Year 12	2013	25	95	88	7	5
	2014	25	95	89	7	5
	2015	25	93	86	7	7
	2016	25	94	87	8	6
	2017	25	96	89	7	4

North Coast

Year Group	Year	Target (n)	Meeting or Better Than Target (%)	Better Than Target (%)	On Target (%)	Over Target (%)
Prep Year – Year 3	2013	25	88	71	17	12
	2014	25	87	71	16	13
	2015	25	86 ¹	66	20 ¹	14 ¹
	2016	25	88	69	18	12
	2017	25	90	74	16	10
Year 4 - Year 7 Primary*	2013	28	90	76	14	10
Year 4 - Year 6 Primary*	2014	28	85	69	16	15
	2015	28	87	72	14	13
	2016	28	91	81	10	9
	2017	28	93	78	14	7
Year 8 - Year 10 Secondary*	2013	28	95	85	10	5
Year 7 - Year 10 Secondary*	2014	28	96	86	9	4
	2015	28	96	87	9	4
	2016	28	96	86	9	4
	2017	28	96	87	9	4
Year 11 – Year 12	2013	25	93	88	6	7
	2014	25	94	89	5	6
	2015	25	93	88	5	7
	2016	25	95	90	5	5
	2017	25	96	90	5	4

¹ Minor revision to republished data.

North Queensland

Year Group	Year	Target (n)	Meeting or Better Than Target (%)	Better Than Target (%)	On Target (%)	Over Target (%)
Prep Year – Year 3	2013	25	90	75	15	10
	2014	25	90	78	13	10
	2015	25	88	73	15	12
	2016	25	95	84	11	5
	2017	25	96	84	12	4
Year 4 - Year 7 Primary*	2013	28	95	86	9	5
	2014	28	92	83	9	8
Year 4 - Year 6 Primary*	2015	28	93	80	13	7
	2016	28	93	87	6	7
	2017	28	95	83	12	5
Year 8 - Year 10 Secondary*	2013	28	96	84	11	4
	2014	28	96	84	12	4
Year 7 - Year 10 Secondary*	2015	28	95	83	12	5
	2016	28	97	88	9	3
	2017	28	97	88	9	3
Year 11 – Year 12	2013	25	94	89	5	6
	2014	25	94	89	6	6
	2015	25	92	86	7	8
	2016	25	93	88	5	7
	2017	25	94	89	6	6

South East

Year Group	Year	Target (n)	Meeting or Better Than Target (%)	Better Than Target (%)	On Target (%)	Over Target (%)
Prep Year – Year 3	2013	25	90	71	19	10
	2014	25	88	70	18	12
	2015	25	86	63	23	14
	2016	25	89	71	18	11
	2017	25	92	76	16	8
Year 4 - Year 7 Primary*	2013	28	90	74	17	10
	2014	28	91	74	16	9
Year 4 - Year 6 Primary*	2015	28	92	72	19	8
	2016	28	91	74	16	9
	2017	28	93	74	19	7
Year 8 - Year 10 Secondary*	2013	28	92	80	12	8
	2014	28	92	80	12	8
Year 7 - Year 10 Secondary*	2015	28	92	82	11	8
	2016	28	92	80	12	8
	2017	28	94	81	13	6
Year 11 – Year 12	2013	25	92	85	7	8
	2014	25	92	86	6	8
	2015	25	90	83	7	10
	2016	25	93	87	7	7
	2017	25	94	88	6	6

Continua of learning and development

Queensland kindergarten learning guideline companion



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Note: This publication contains images that may cause distress to Indigenous Australians.

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Continua of learning and development: Queensland kindergarten learning guideline companion

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Purpose

The *Continua of learning and development* is a companion document to the *Queensland kindergarten learning guideline*. It assists teachers as they assess and reflect on evidence of learning to inform their ongoing decisions.

The continua: Phases of learning and development

The continua are described using three phases — emerging, exploring and extending — and differentiated by the child's level of familiarity with the learning situation and the level of support the child required to demonstrate learning (see Figure 1). The continua support teachers to:

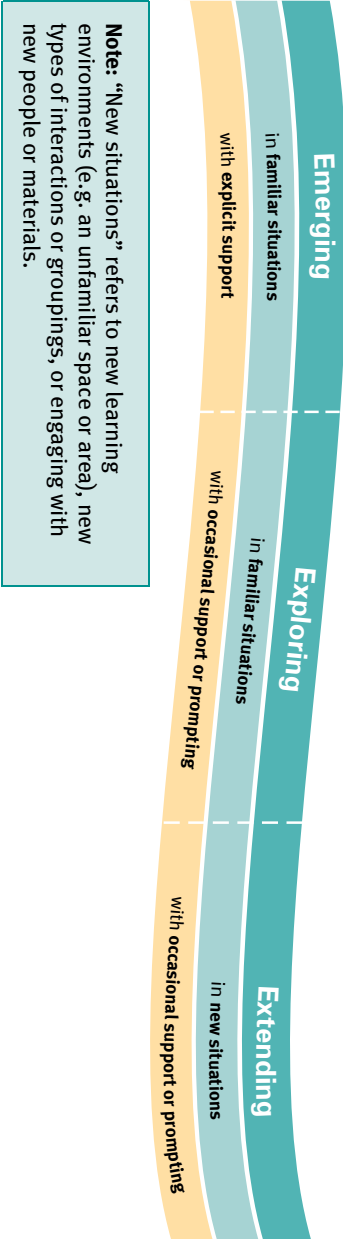
- identify and reflect on where the child has come from, where they are now, and where they are going
- monitor and interpret particular aspects of learning, and describe the child's learning progress
- identify and plan ways to promote significant learning described in the learning and development areas
- see, talk, think about and record learning as a whole; and focus on particular aspects of a child's learning
- reflect individually and with colleagues on practices to focus conversations about learning, and reflect on "how we got here and where we are going".

Diverse learning pathways

Each child's journey along the continua may start at different points in each learning area and continue along different pathways. This means that at the end of the Kindergarten Year, each individual child may demonstrate learning described in any of the phases on the continua.

Children's learning may also be context-specific. For example, a teacher may judge a child's sense of wellbeing as "more like" a child in the exploring phase at the end of kindergarten. However, the child may show behaviours

Figure 1: Continua phases



more like those in the emerging phase of wellbeing as they transition into a new setting, such as into a Preparatory Year.

Children may also have particular strengths in some aspects of learning. For example, their ability to speak a first language may be more like a child in the exploring phase, while their use of Standard Australian English (SAE) may be more like that of a learner in the emerging phase.

Using the continua

Teachers use the continua throughout the year whenever they review a collection of evidence to make an informed judgment about a child's learning and development. During this process, they:

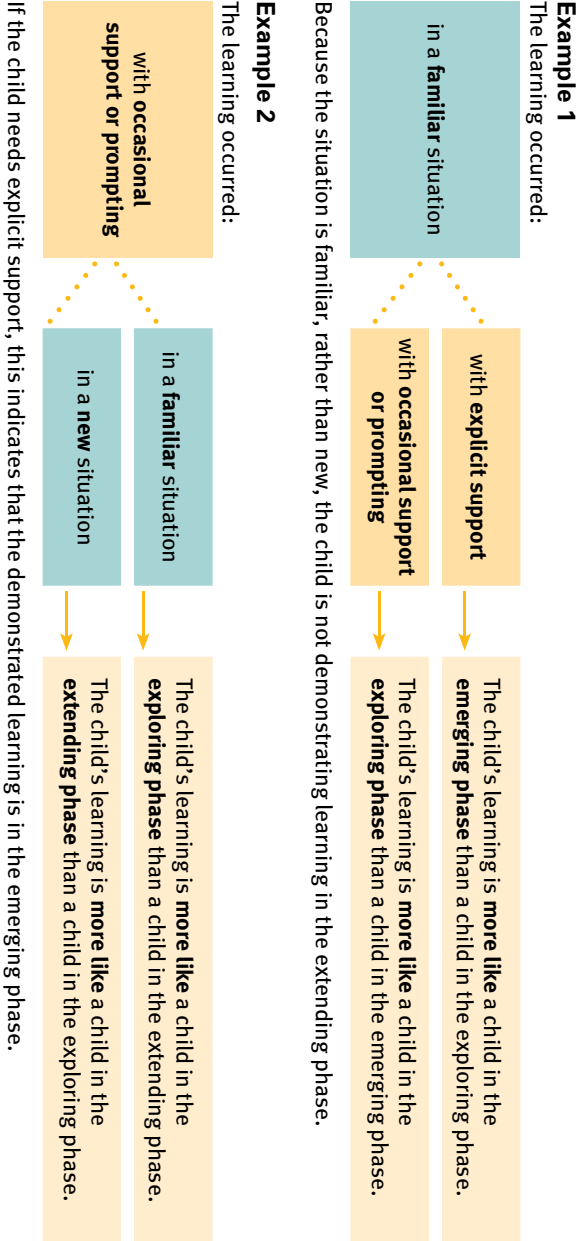
- place the collection of evidence alongside the continua of learning and development for the relevant learning area or areas
- consider whether the child's learning occurred in familiar or new situations

- identify the level of support the child required to demonstrate learning — explicit support or occasional support or prompting
- judge whether the child's learning is more like the learning in one phase or another
- record their judgment to help track learning progress over time and inform future judgments, e.g. a dated note can be made in the child's folio or on a summary sheet within the folio
- reflect on what the judgment means in terms of future decisions to promote the child's learning.

Using the continua often requires teachers to make judgments about which phase best describes a child's learning. Generally, it will be clear that one phase is not applicable to the demonstrated learning, so it will be a matter of considering which of the two remaining phases the child's learning is more like (see Figure 2).

Such judgments provide a basis to inform the specific decisions teachers make about each child's future learning.

Figure 2: Examples of the process for making more-like judgments



Teachers' judgments inform their intentional teaching responses, including:

- identifying focuses for individual learning
- identifying ways to build on the child's strengths
- engaging in conversations with parents, families and other partners.

Making consistent judgments

In addition to the continua, collections of descriptions are provided to support teachers to make judgments about learning that are consistent with those of other teachers. The descriptions were contributed by teachers as examples, and teachers are encouraged to add their own examples.

To confirm judgments, teachers refer to the collection of descriptions as a whole. **The collections of descriptions are not to be used as checklists**, as this would potentially narrow teachers' focus. The collections are not exhaustive and do not represent the full richness of children's learning and the range of diverse ways children demonstrate learning.

Figure 3: Guide to the continua of learning and development

Continua

The learning and development areas of Identity, Connectedness, Wellbeing and Active learning each have a single continuum that includes all the key focuses for the learning area. For the Communicating area, there are three separate continua — one for each key focus (exploring language, literacy and numeracy).

The continua provide descriptions of learning in three phases. Each phase is differentiated by the level of familiarity of the learning situation and level of support the child required to demonstrate learning.

Snapshots

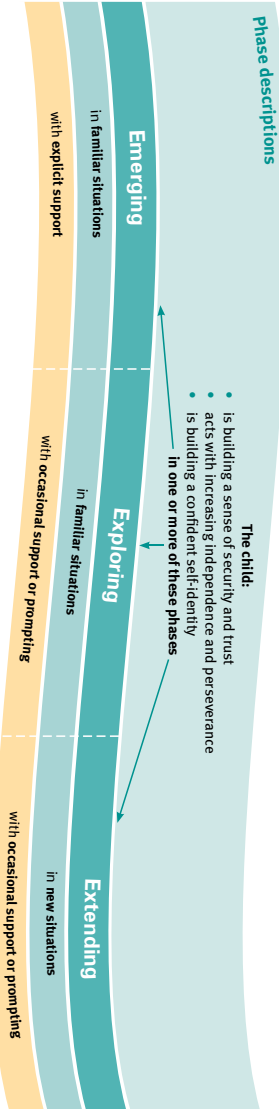
Example of typical learning behaviours

The teacher records observations of a child's typical behaviours related to the learning area at a point in time.

Example of teacher thinking processes

Analysis: The teacher analyses the observation to identify the child's strengths, interests and ways of engaging in learning.

Continuum of learning and development — Identity



Snapshots

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

Examples of typical learning behaviours

21 February — Transition to kindergarten routine

Amrita enters the room holding her mother's hand and clinging tightly to her teddy bear. Her mother helps Amrita to put away her belongings, quickly signs goodbye and leaves. Amrita stands holding her teddy bear and starts to cry. Kelly, a familiar adult, takes Amrita's hand, signs and says hello, then shows Amrita's "chat book" with photos of experiences she enjoys. Amrita stops crying, signs "book" and walks with Kelly to the bookshelf. She finds her favourite book, smiles and sits down to read it to her teddy.

25 February — Real-life engagement — Investigating leaves

Amrita brings in some leaves she found on the way to kindergarten. She looks at the leaves with a magnifying glass and Kelly prompts her to invite others to look at the leaves. Kelly models, "Come and look," with accompanying signs, to children nearby. Amrita signs, "Come," and smiles as she is joined by Sara and Jordan. They then take turns looking carefully at the markings and colours on the leaves.

Example of teacher thinking processes

Analysis: Amrita displays some anxiety on entering the kindergarten room and requires support from a familiar adult when separating from her mother. With **explicit support** through modelling, she attempts to share things of personal interest with others and participate in a joint experience for a short period.

Making judgements: Amrita's behaviours demonstrate that her learning is more like the learning of a child in the **emerging** phase.

Intentional teaching response: Talk with Amrita's parents to find out more about why she may find separation from her mother challenging and together work out additional strategies to try e.g. Does Amrita's mother have to rush to drop off a school-aged child, having less time available to settle Amrita? Would making Amrita's current interest (playing with do-ign) available every morning on a table near where she enters the room support her to settle?

Take more photos of Amrita's favourite activities and add to the photos in her chat book to help Amrita choose what she would like to see on the table or use in the room when she arrives. Work with Amrita's support teacher to teach her additional signs for play options.
Note: These observations also provide evidence of learning in other areas, e.g. Communicating and Wellbeing.

Making judgments (based on evidence of children's learning):

The teacher makes a more-like judgment about the phase that best represents the child's learning, with reference to the phase descriptions. To check that their judgment is similar to other teachers' opinions, the teacher reads through the relevant collections of observable behaviours on the facing page.

Intentional teaching response: The teacher makes choices and decisions and plans intentional teaching interactions to support the child's learning.

Making consistent judgments

Collections of teacher-contributed descriptions of observable behaviours are provided as a resource to help teachers confirm that their judgments are consistent with judgments made by other teachers. Teachers use the collections of descriptions for each phase rather than individual descriptions to make broad judgments about children's learning.

Note: Teachers are encouraged to add their own descriptions of observable behaviours based on their observations and conversations with colleagues.

Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Amrita's learning are marked with the symbol (➔).

Emerging

Building a sense of security and trust – examples

The child:

- accepts or tolerates familiar adults, e.g. is calm as adults in the room move around or come near them
- ➔ may display some anxiety initially on entering kindergarten, e.g. seeks reassurance and support from a familiar adult when separating from parents
- tolerates, connects and engages with a preferred play area or activity of choice
- with explicit support, tries familiar experiences
- requires support to explore a new environment, e.g. seeks to be near an adult when approaching new resources, is cautious when the room is rearranged or they visit another area of the centre
- with support, seeks and accepts help, e.g. adults model request behaviours, "Can you help me please?"
- with prompts, cues and modelling will follow familiar routines, e.g. observes and imitates others as they wash their hands, open a lunch box, find their sheets for rest time
- accepts prompts, cues and redirection to follow routines

Add points relevant to your context.

Exploring

The child:

- appears comfortable in the presence of familiar people, e.g. greets staff and/or other children on arrival and settles quickly into play
- appears "at home" and comfortable within familiar environments and eagerly anticipates familiar experiences
- includes familiar people into their play
- plays in a variety of familiar contexts, e.g. block play, adopts changing roles in dramatic play, takes turns in a board game
- seeks and accepts help or comfort, when needed, from familiar adults and peers
- with minimal support, manages and predicts the daily routine
- usually adapts to changes in the routine when explained verbally and/or using visual cues or photos

Add points relevant to your context.

Extending

The child:

- demonstrates confidence in a range of learning contexts (play, investigations, routines) with familiar and unfamiliar people
- seeks and accepts help when needed from familiar and unfamiliar adults (student, parent/helper) and peers after trying an experience independently
- follows familiar routines and seeks to participate in new experiences
- is comfortable with the daily routine and able to predict what is happening next, e.g. begins to make the bed at rest time, tidies up a play area
- understands and adjusts to changes in the daily routine, e.g. rainy day routines, fire drills
- explains the routines to peers, e.g. "It's pack-up time", or rings the bell to signal tidy up time, and is beginning to support peers to follow the routines

Add points relevant to your context.

Identity Continuum of learning and development

Queensland Studies Authority | 9

Identity

A kindergarten child who has a strong sense of identity:

- is building a sense of security and trust
- acts with increasing independence and perseverance
- is building a confident self-identity.

Related EYLF learning outcome: Children have a strong sense of identity.



Feeling confident and secure

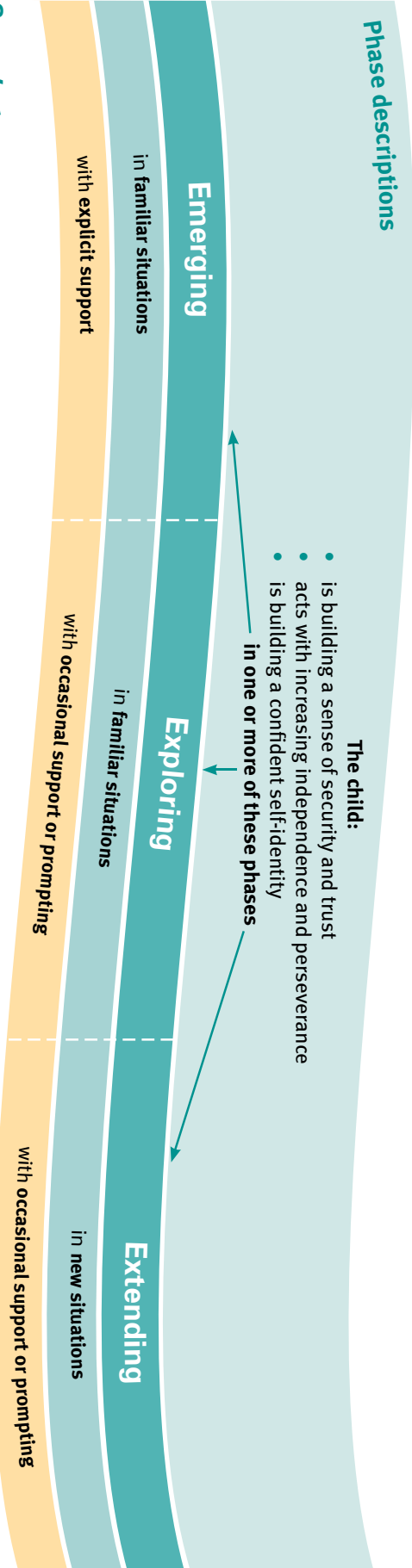


Persisting with a challenge



Building confidence by managing daily routines

Continuum of learning and development — Identity



Snapshot

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

Examples of typical learning behaviours	Example of teacher thinking processes
21 February — Transition to kindergarten routine Amrita enters the room holding her mother’s hand and clinging tightly to her teddy bear. Her mother helps Amrita to put away her belongings, quickly signs goodbye and leaves. Amrita stands holding her teddy bear and starts to cry. Kelly, a familiar adult, takes Amrita’s hand, signs and says hello, then shows Amrita’s “chat book” with photos of experiences she enjoys. Amrita stops crying, signs “book” and walks with Kelly to the bookshelf. She finds her favourite book, smiles and sits down to read it to her teddy.	Analysis: Amrita displays some anxiety on entering the kindergarten room and requires support from a familiar adult when separating from her mother. With explicit support through modelling, she attempts to share things of personal interest with others and participate in a joint experience for a short period. Making judgments: Amrita’s behaviours demonstrate that her learning is more like the learning of a child in the emerging phase. Intentional teaching response: Talk with Amrita’s parents to find out more about why she may find separation from her mother challenging and together work out additional strategies to try, e.g. Does Amrita’s mother have to rush to drop off a school-aged child, having less time available to settle Amrita? Would making Amrita’s current interest (playing with dough) available every morning on a table near where she enters the room support her to settle? Take more photos of Amrita’s favourite activities and add to the photos in her chat book to help Amrita choose what she would like to see on the table or use in the room when she arrives. Work with Amrita’s support teacher to teach her additional signs for play options. Note: These observations also provide evidence of learning in other areas, e.g. Communicating and Wellbeing.
25 February — Real-life engagement — Investigating leaves Amrita brings in some leaves she found on the way to kindergarten. She looks at the leaves with a magnifying glass and Kelly prompts her to invite others to look at the leaves. Kelly models, “Come and look,” with accompanying signs, to children nearby. Amrita signs, “Come,” and smiles as she is joined by Sara and Jordan. They then take turns looking carefully at the markings and colours on the leaves.	

Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Amrita's learning are marked with the symbol (→).

Emerging

Building a sense of security and trust — examples

Exploring

Extending

The child:	The child:	The child:
- accepts or tolerates familiar adults, e.g. is calm as adults in the room move around or come near them → may display some anxiety initially on entering kindergarten, e.g. seeks reassurance and support from a familiar adult when separating from parents - tolerates, connects and engages with a preferred play area or activity of choice - with explicit support, tries familiar experiences - requires support to explore a new environment, e.g. seeks to be near an adult when approaching new resources, is cautious when the room is rearranged or they visit another area of the centre - with support, seeks and accepts help, e.g. adults model request behaviours, "Can you help me please?" - with prompts, cues and modelling will follow familiar routines, e.g. observes and imitates others as they wash their hands, open a lunch box, find their sheets for rest time - accepts prompts, cues and redirection to follow routines - Add points relevant to your context.	- appears comfortable in the presence of familiar people, e.g. greets staff and/or other children on arrival and settles quickly into play - appears "at home" and comfortable within familiar environments and eagerly anticipates familiar experiences - includes familiar people into their play - plays in a variety of familiar contexts, e.g. block play, adopts changing roles in dramatic play, takes turns in a board game - seeks and accepts help or comfort, when needed, from familiar adults and peers - with minimal support, manages and predicts the daily routine - usually adapts to changes in the routine when explained verbally and or using visual cues or photos - Add points relevant to your context.	- demonstrates confidence in a range of learning contexts (play, investigations, routines) with familiar and unfamiliar people - seeks and accepts help when needed from familiar and unfamiliar adults (student, parent helper) and peers after trying an experience independently - follows familiar routines and seeks to participate in new experiences - is comfortable with the daily routine and able to predict what is happening next, e.g. begins to make the bed at rest time, tidies up a play area - understands and adjusts to changes in the daily routine, e.g. rainy day routines, fire drills - explains the routines to peers, e.g. "It's pack-up time", or rings the bell to signal tidy up time, and is beginning to support peers to follow the routines - Add points relevant to your context.

Emerging

Exploring

Extending

Acting with increasing independence and perseverance — examples

The child:

- with adult direction and support, explores the learning environment and tries familiar kindergarten experiences, e.g. painting, using toys, sitting with the group
- explores play situations for short periods of time and tries a few favourite experiences
- revisits preferred play areas (often at the beginning of the day), e.g. usually starts the day with a puzzle
- requires adult modelling or prompting to make choices
- with explicit support and regular prompting, will try to manage belongings, e.g. puts bag in named personal locker
- with direct adult support, will approximate some parts of familiar routines, e.g. remembers it's lunch time and gets lunch but forgets to wash hands
- *Add points relevant to your context.*

The child:

- with occasional assistance, manages familiar experiences, e.g. locates, selects and manages materials and resources for play
- tries to complete a new or challenging experience before seeking help from adults or friends
- with some prompts, puts belongings in personal locker, locates drink bottle, bedding and shoes
- with support, attempts to solve problems in everyday situations, e.g. finding a lost hat, cleaning up a spill
- manages familiar routines and processes, with occasional prompts, e.g. helps to keep room resources organised and tidy
- follows simple directions to manage new routines
- with adult support, makes choices and participates in decision making, e.g. when the teacher asks the group, "What would you like to use outside today?" the child suggests some familiar equipment
- *Add points relevant to your context.*

The child:

- organises props, materials and friends to join in familiar and new play experiences
- encourages and invites others to join in their play, adapting play roles to accommodate peers
- confidently seeks to make choices/decisions, and follows through with the choice they have made, e.g. selects and completes a game before moving to another experience
- makes several attempts to complete a new or challenging experience before seeking help
- manages familiar and new routines and processes, with minimal prompts
- organises belongings with occasional prompting from adults
- recognises that personal belongings and those of peers need to be organised
- *Add points relevant to your context.*

Emerging

Exploring

Extending

Building a confident self-identity — examples

The child:

- is beginning to approach familiar experiences, people and situations, with support and encouragement from familiar adults
- with prompting and cues from familiar adults, is beginning to express feelings and ideas to familiar people (verbal and nonverbal)
- with prompting and positive reinforcement, is beginning to try new kindergarten experiences
- with adult support, makes choices to participate in familiar play experiences
- in a group setting, observes and listens to others talk about the things they can do and like
- ➔ with explicit support, shares things of interest or personal experiences with a very familiar person, e.g. shares a family photo
- when prompted or prepared, shares aspects of their family culture and heritage with familiar people, e.g. talks about home food for lunch.

Note: Preparation could be an adult making a photo book for a non-verbal child to share

Add points relevant to your context.

The child:

- confidently explores the kindergarten environment and engages in a variety of types of play, especially in play areas where they have had lots of experience and know the rules and ways of working
- with prompts, tries to negotiate a space where they can set up an experience or play situation
- with support, expresses feelings and ideas to familiar people, e.g. uses spoken, nonverbal communication or alternative augmentative communication (AAC)
- approaches new experiences confidently, and seeks adult assistance where needed
- offers input into group discussions when planning play, makes choices to participate in familiar play experiences and confidently tries some new experiences
- has a sense of who they are and shows pride in being part of their family, e.g. talks enthusiastically about family members and introduces siblings or grandparents to kindergarten friends
- talks with familiar adults and peers about the things they can do, like and have achieved
- occasionally shares aspects of their culture and heritage with familiar people

Add points relevant to your context.

The child:

- has a sense of who they are and shows pride in being part of their family, community, place and cultural group, e.g. confidently shares information about family life and community celebrations
- confidently expresses feelings and ideas to familiar and unfamiliar people
- talks confidently with others, including unfamiliar adults (new staff members, visitors) about the things they can do, like and have achieved
- confidently explores the environment and engages in a variety of types of play, negotiating use of space and materials
- confidently engages in new ways to use resources and asks to re-use resources in ways previously experienced
- confidently contributes to group discussions when planning the day

Add points relevant to your context.

Connectedness

A kindergarten child who is connected with and contributes to their world:

- is building positive relationships with others
- shows increasing respect for diversity
- shows increasing respect for environments.

Related EYLF learning outcome: Children are connected with and contribute to their world.



Connecting with others and sharing ideas

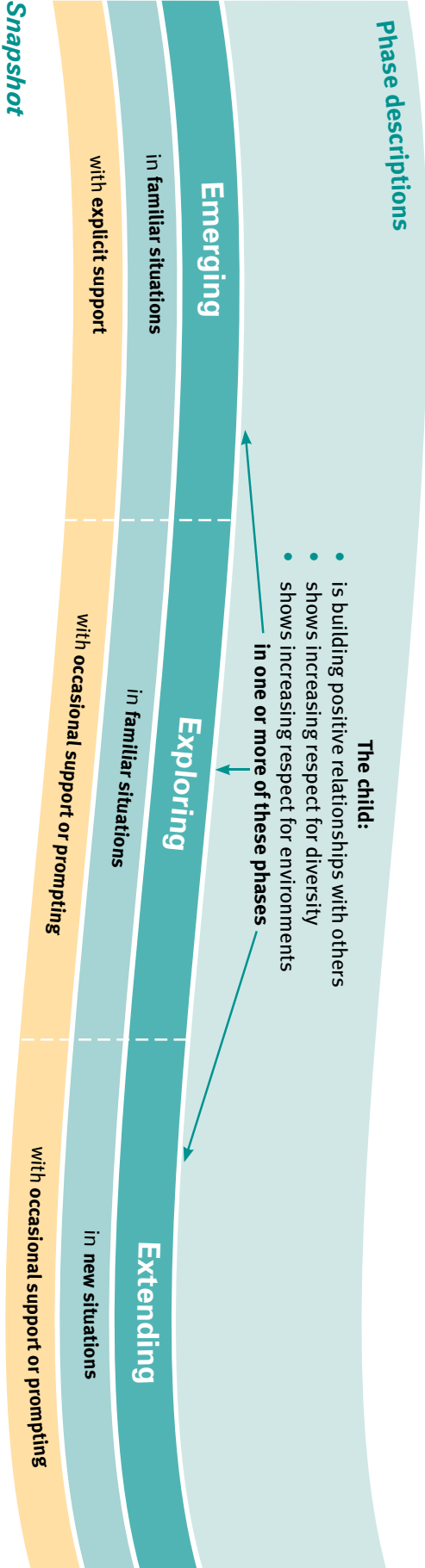


Caring for the environment



Exploring cultural diversity

Continuum of learning and development — Connectedness



Snapshot

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

Examples of typical learning behaviours	Example of teacher thinking processes
13 March — Real-life engagement — Animal care During indoor play, Tran was standing next to the group’s pet budgerigar and he began to bang on the side of the cage. As he continued to bang on the cage, the bird flapped about. Kate, the assistant, explained that the loud noise and shaking of the cage was scaring the budgie and could harm it. She talked to Tran about the need to be gentle with the bird, and with explicit support through modelling helped him to find some fresh grass seed for the bird and change its water. They then spent some time watching the bird before taking some photos to share with the group. 7 May — Play — Small group construction Tran and a small group of children were creating a car park with wooden blocks. He emptied the container of small plastic transport vehicles and selected all the cars for himself. Seth said, “But I want some of the cars too.” Aleana (teacher) explicitly modelled the concept of fairness and sharing by asking Tran, “If you keep all the cars, will that be fair for Seth? How do you think he will feel?”	Analysis: With support, Tran is able to consider ways in which animals need to be treated with care and respect. Through Kate’s explicit modelling, Tran was helped to care for the bird. Tran requires explicit support to share materials and resources and consider others’ feelings. Making judgments: Tran’s actions demonstrate learning more like that of a child in the emerging phase of learning. Intentional teaching response: Use the photos of the bird as a stimulus for discussion about care of animals, share stories about caring for pets and incorporate the photos into a simple poster for the room. Encourage children to bring in photos of their pets and share their knowledge of animal care. With support, encourage Tran to share his knowledge of the budgerigar’s habits and care requirements. Help him to take responsibility for caring for the budgie regularly. Also model language associated with fairness in everyday situations, e.g. “Who has had a turn?”, “Is it your turn next?”, “Remember, start with only two pieces of fruit so that everyone can have some.” Note: These observations also provide evidence of learning in other areas, e.g. Wellbeing and Identity.

Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Tran's learning are marked with the symbol (→).

Emerging

Building positive relationships with others — examples

Exploring

Extending

The child:

- needs explicit support and modelling to manage classroom responsibilities, e.g. modelling how to tidy up the play areas, where to return play equipment, how to sit in their own space during group time
- with support, connects with others in familiar settings, e.g. smiles, holds another child's hand, passes some materials to a peer
- with explicit adult support, attempts to resolve conflicts, e.g. observes modelled strategies and attempts to use these with adult support
- with explicit support, plays and works alongside others in familiar experiences and situations, e.g. when modelled, will turn take in a board game, share construction materials
- with support, joins in play with others, particularly if small group play has been established, e.g. needs an adult to model "My turn", "Can I join you please?"
- with explicit adult support, participates in small group learning activities
- shows an awareness of own rights in familiar situations, e.g. makes others wait while they have a turn, and, with adult-modelled support, is learning about fairness and the rights of others
- with explicit modelled support, tolerates waiting, sharing and turn-taking with a peer, adult or in a small group experience

Add points relevant to your context.

The child:

- with occasional prompts, manages some classroom responsibilities
- with occasional prompts, participates in packing up, keeping the environment clean and tidy, and caring for materials and spaces
- with occasional prompts, helps others
- with support, uses a small range of modelled strategies to resolve conflict
- plays and collaborates with others during familiar experiences for sustained periods of time
- shares own ideas for play, connects with others and listens to their ideas
- usually shares play resources and takes turns
- actively participates in group learning experiences or situations
- in familiar situations, is aware that they and others have rights, e.g. usually waits while others have a turn, listens when another child speaks
- follows an adult's lead to make a situation fair, including dealing with unfair behaviour
- identifies fair or unfair behaviours in adult-led, supported discussions, e.g. when an adult says, "If you have two turns, will that be fair for Julia?"

Add points relevant to your context.

The child:

- offers to help with familiar classroom responsibilities and often carries them out independently
- independently uses familiar or modelled ways to help others, e.g. helps a friend put their bag away in the locker
- attempts to resolve conflict by suggesting modelled strategies, e.g. "What if we take turns?"
- suggests new ideas and ways of using resources in play with others
- actively participates in a few familiar and new group learning experiences
- encourages others to join in one-to-one, private or small group conversations
- applies awareness of their own and others' rights in familiar situations, e.g. organises how to take turns to play a game, points out when someone needs a turn to talk
- attempts to resolve unfair behaviour using teacher-modelled behaviours, e.g. "How about we let the boys play too, that's fair."
- follows directions to choose appropriate ways to behave and interact in social situations

Add points relevant to your context.

Emerging

Exploring

Extending

Showing increasing respect for diversity — examples

The child:

- with explicit support, recognises differences between familiar people, e.g. methods of communication, physical appearance, language, foods eaten
- listens and watches as others share examples of cultural practices, e.g. artefacts, dances, stories and accounts from their own culture, Aboriginal and Torres Strait Islander peoples' cultures and other cultures and heritages

The child:

- responds positively and respectfully to differences and similarities among people in adult-facilitated discussions
- is beginning to demonstrate inclusiveness, e.g. attempts to include a range of people in play and interactions
- with some prompts, adjusts behaviour and interactions in modelled ways, e.g. greets a hearing-impaired child using modelled signing, uses community language when speaking to a community member

The child:

- seeks to include people in a range of play situations
- independently tries to connect respectfully with people, e.g. if a visitor does not respond to first language, a child uses some SAE words and gestures to communicate
- with prompts, talks positively about differences and shows interest in the many ways people may be different, e.g. makes connections between own and others' experiences, e.g. "His family is bigger than mine."

- with explicit support, listens to adult-led discussions to explore bias and non-stereotypical representations in stories, e.g. "This grandma's very busy, she climbs mountains and dances and ..."
- with explicit support, shows interest in ways that the local Aboriginal or Torres Strait Islander community connects with the environment in everyday life, e.g. when a particular fruit is ripe, it's also a good time to collect shellfish.

- with support, moves in response to music from different cultural groups, or touches and looks carefully at borrowed artefacts

Add points relevant to your context.

- shows interest in their own culture and heritage, e.g. sharing words, stories, a dance, looking at maps, talking about food from own culture
- shows interest in and talks about artefacts, dances, stories and accounts from their own culture, Aboriginal and Torres Strait Islander peoples' cultures and other cultures and heritages
- shows interest in adult-led discussions about bias and non-stereotypical representations in stories and materials, and contributes ideas to discussions, e.g. "My mum and dad both help to cook at home."

Add points relevant to your context.

- applies familiar strategies to respond respectfully to others, e.g. listens to a visitor sharing a cultural story
- shares some aspects of own culture, e.g. a piece of music or a story
- in conversations about artefacts, dances, stories and accounts from their own culture, Aboriginal and Torres Strait Islander peoples' cultures, and other cultures and heritages, the child contributes personal knowledge and may ask questions
- uses modelled strategies to challenge biases that arise in their play, e.g. "It's not a girls' lunch table, we can all sit there", "Boys like pink too. See, it's on my shirt."

Add points relevant to your context.

Emerging

Exploring

Extending

Showing increasing respect for environments — examples

The child:

- with support, interacts with natural and built materials and environments
- with adult prompts and modelling, is aware of the importance of caring for the environment, e.g. putting rubbish in the bin, watering plants to help them grow
- with explicit support, notices things of interest within the environment, such as weather change and insects in the garden, the glass feeling “cold” in winter
- with explicit support, is beginning to observe plants and animals in the kindergarten environment
- with explicit modelling, demonstrates care when interacting with animals and plants
- with support, is able to consider ways in which animals and plants are a part of daily life
- with support, begins to observe features in the environment that signal seasonal changes, e.g. a tree flowering or a vegetable ripening
- with support, begins to observe changes caused by interactions between people and environments, e.g. “When we water the garden, we keep the plants alive.”
- *Add points relevant to your context.*

The child:

- interacts with familiar natural and built materials and environments with respect
- actively engages in the care of the environment, e.g. adding mulch to a dry garden
- is interested in observing short-term changes in their environment, e.g. watches a seed grow, ice melt, water disappear in sand play
- during group discussions about environments, makes links to personal experiences, e.g. “I like trees because they give us apples.”
- questions why natural changes occur, e.g. “Why do rainbows come out after it rains?”
- shares interest in animals and plants with others and, when questioned, discusses how to care for kindergarten plants and pets
- shares simple observations and discussions about changes caused by interactions between people and environment, e.g. “We need to turn the taps off so we don’t waste water”, “Plastic bags in the sea hurt turtles.”
- observes and responds to teacher-led discussions about changes caused by interactions between people and environment, e.g. when children in the sandpit notice their castle changing shape with the addition of water, the teacher explains the concept of erosion
- *Add points relevant to your context.*

The child:

- confidently and respectfully interacts with familiar natural and built materials and environments
- independently, or with occasional prompts, demonstrates an awareness of the importance of caring for familiar environments through actions and discussions, e.g. offers to water the plants, recycles food containers
- willingly shares observations of natural changes in their environment, e.g. shares experiences of changing tides while fishing with the family
- observes, asks questions and explains simple changes in their environment over time, e.g. construction of a new playground
- shares their knowledge of plants and animals with others, e.g. after looking at a poster or book
- interacts with animals and plants with care and respect, and shares personal knowledge of care for animals, e.g. “We need to let the grasshopper go. It can’t breathe in the jar.”
- shares ideas about positive and negative changes caused by the interactions between people and environments, e.g. the effects of land clearing: “The digger is knocking over all the trees for the new houses down the road. Now the birds will have to find new homes.”
- *Add points relevant to your context.*

Wellbeing

A kindergarten child who has a strong sense of wellbeing:

- is building a sense of autonomy and wellbeing
- explores ways to show care and concern and interact positively with others
- explores ways to promote own and others' health and safety
- explores ways to promote physical wellbeing.

Related EYLF learning outcome: Children have a strong sense of wellbeing.



Developing physical skills



Enjoying a healthy snack

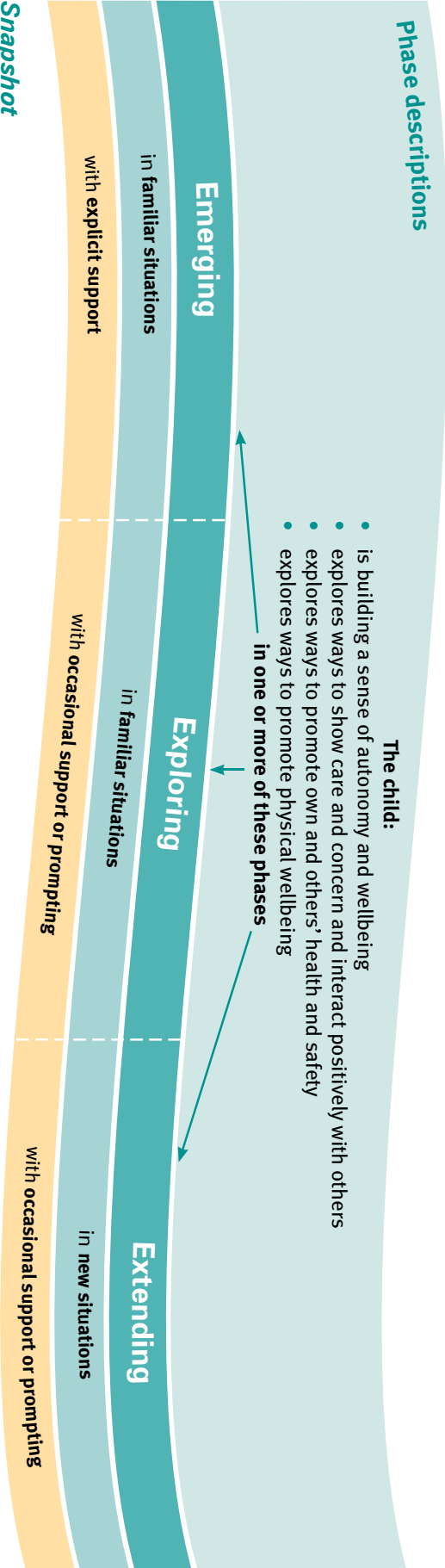


Interacting positively with others



Building autonomy and wellbeing

Continuum of learning and development — Wellbeing



Snapshot

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

Examples of typical learning behaviours	
19 April — Play — Construction sets and blocks Max and India had been working together to construct an airport with assorted blocks and construction sets. As Jasper joined them, he offered to share some cars and planes he had taken from a nearby shelf. As he leaned forward to pass a plane to Max, he knocked a corner block, sending the airport crashing down. Max then shouted in frustration at Jasper to go away. Jasper began to cry. The teacher talked to Max and Jasper, providing physical comfort to both upset boys, then asked them about what had happened. India said, “It was an accident.” Max shook his head vehemently, shouting, “No it wasn’t!” 30 May — Routines — Lunch time While eating lunch, William knocked his yoghurt over, spilling the contents into his lap. As he stood up the yoghurt spread down into his sock and he began to cry. Max leaned over and put his hand on William’s arm (comfortingly) and called to the assistant, “William needs tissues, he’s had a big spill!”	Example of teacher thinking processes Analysis: Max requires explicit support to manage his feelings in unexpected situations that are frustrating to him. Max is also beginning to recognise when others are upset, offer support and seek help. Making judgements: Max’s reactions are more like that of a child in the emerging phase of learning. Intentional teaching response: Discuss strategies with Max to try to help him manage his reactions, e.g. simple breathing techniques. Use the experiences in this play situation as an opportunity for group-time problem solving, e.g. “Today we had a problem in playtime because ...”, “Have you ever felt really angry?”, “What can you do when you feel this way?” Encourage children to share their feelings, experiences and suggestions for coping with frustration and accepting that accidents can happen. Also encourage the group to consider ways to help out in a frustrating situation, e.g. everyone in Max’s group could have helped to rebuild the airport construction. Note: These observations also provide evidence of learning in other areas, e.g. Identity and Communication.

Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Max's learning are marked with the symbol (→).

Emerging

Building a sense of autonomy and wellbeing — examples

Exploring

Extending

The child:

- needs adult support and modelling to express feelings and manage unexpected situations
- requires explicit support to try to manage a challenge in everyday situations, e.g. needs adult support when someone takes their toy, knocks over their construction or to gain entry into a game
- requires support to control emotions or reactions when frustrated, disappointed or upset, e.g. can be distracted by a supportive adult and calm down after a period of time
- with explicit support and reassurance, understands that they have the right to make choices and attempts to make choices
- with adult support, participates in quiet experiences such as a small group story, a puzzle, drawing or reading a familiar book

Add points relevant to your context.

The child:

- tries out simple strategies to manage unexpected situations and changes, e.g. moves to a familiar experience or space
- shows courage in everyday situations that may be challenging, e.g. attempts to use the monkey bars or a fireman's pole with support
- uses some modelled strategies to try to control emotions or reactions when frustrated, e.g. will use words to negotiate turns in a game
- seeks to make choices to use familiar resources, play and other learning experiences
- chooses options for a quiet experience, e.g. accepts peer invitation for quiet play such as sharing a story

Add points relevant to your context.

The child:

- enjoys familiar and new experiences, and manages unexpected situations and changes, e.g. when the teacher is ill, talks to the replacement teacher about what happens at kindergarten
- eagerly contributes to new and challenging experiences, e.g. explores a new construction set or brings in an object from home to incorporate into play
- delights in making choices and accepts that there are times or situations where they have more or less choice, e.g. due to safety or limited time
- uses modelled strategies to control reactions and manage disappointments, e.g. uses a simple breathing technique, joins another group if there is no room to play
- self-selects and organises a quiet experience when they want some "quiet time."

Add points relevant to your context.

Emerging

Exploring

Extending

Exploring ways to show care and concern and interact positively with others — examples

The child:

- tolerates proximity to familiar adults and children
- with explicit modelling, attempts to be social in positive ways, e.g. smiles, greets a friend, passes the fruit plate
- starts to form relationships with specific children and adults, e.g. looking for a familiar friend on arrival and interacting with familiar children for short periods

The child:

- actively participates in facilitated social interactions
- seeks out specific children and adults to interact socially, e.g. to continue or restart a preferred game or share a home experience
- enjoys everyday social interactions and experiences, e.g. when sharing meal times with friends
- with support, attempts to collaborate positively with others in play and group learning situations
- with support, joins in opportunities to share and celebrate their own and others' contributions to the learning community



- shows concern if other children are upset and seeks an adult to help them, or attempts to use adult-modelled behaviours when helping or caring for others

- with adult support, is developing an awareness that others have feelings that may be different to their own, e.g. "Taidra doesn't want to touch the clay, that's okay."

Add points relevant to your context.

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The child:

- interacts socially with familiar and new children and adults in a variety of situations, e.g. laughs and smiles as they talk to peers, chats with a visitor, offers to be a new child's friend or takes them by the hand, shows another child's parent what they made
- collaborates positively and confidently with others in play and group learning situations

- confidently contributes ideas and shares them with others, e.g. suggests ideas for play or songs to sing, recognises a simple problem and ways to solve it

- uses a small range of modelled strategies to show concern for others, e.g. holds a younger peer by the hand and helps them join in a play experience, or tries to comfort an upset child

- confidently responds to others' interactions and shows respect for their ideas and feelings, e.g. tries to sustain play by sharing resources and turns
- recognises personal achievements of others and celebrates their achievements, e.g. says, "Look what Janali did!", "That's beautiful, how did you do it?"

Add points relevant to your context.

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-
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Emerging

Exploring

Extending

Exploring ways to promote own and others' health and safety – examples

The child:

- with support and visual prompts, engages in familiar self-care routines, e.g. washing hands, applying sunscreen and wearing a hat
- after explicit explanation/preparation and modelling, follows rules to keep themselves and others safe
- with prompting, repeats information about eating healthy foods or engaging in healthy/safe experiences, e.g. answers the question, "What's the rule?" by repeating learnt rules and explanations such as "Walk inside", "Hats on for outside time."
- with explicit adult prompts and modelling, follows basic routines to manage hygiene and bodily needs, e.g. eating, drinking, resting, using the toilet

Add points relevant to your context.

The child:

- engages in familiar self-care routines, with minimal prompting, e.g. washes hands before cooking and eating, uses tongs to serve food, puts on sunscreen on arrival before joining the group
- identifies familiar routines and rules to keep themselves and others safe and healthy, e.g. knows not to share foods, as some people have allergies, remembers to "walk" while playing a "chasing" circle game indoors
- shares ideas about healthy foods and experiences, e.g. "Fruit will make me strong", "If I practise swinging, my muscles will get bigger."
- with prompts, follows familiar routines to manage hygiene and bodily needs, e.g. eating, drinking, resting, using the toilet

Add points relevant to your context.

The child:

- engages in familiar self-care routines in a variety of situations, e.g. seeks help to wipe up food spills, washes hands on arrival, after painting, before cooking and eating
- confidently remembers and follows rules and routines to keep themselves and others safe and healthy, e.g. explains a safety rule to others, reminds peers, "Only one person on the mini-trampoline."
- applies knowledge of safety rules to new and unfamiliar situations, e.g. when going on a nature walk, suggests everyone wears a hat
- talks about what being healthy means and suggests ways to make healthy choices, e.g. "Grandpa is sick, so he has to stay home and rest", "I love chips but mummy says they're not good every day."
- with minimal prompts, follows familiar routines to manage hygiene and bodily needs

Add points relevant to your context.

Emerging

Exploring

Extending

Exploring ways to promote physical wellbeing – examples

The child:

- with support and encouragement, engages in active movement experiences, e.g. familiar movement songs and games and obstacle courses
- with support, tolerates a range of sensory experiences, e.g. water play, sand play, goop
- requires encouragement, modelling and support to attempt to manipulate familiar objects, tools and equipment, e.g. to use utensils with dough
- experiments with ways to manipulate cutting and drawing tools, e.g. explores scissor hold while cutting dough, uses paint brushes and pencils
- with support and modelling, tries out a variety of large movement skills, both locomotor and non-locomotor, e.g. walk, crawl, run, stamp, sway, turn, bend
- requires support to try to manage new climbing and balancing challenges, e.g. balances on a wide board, tries to go down a fireman's pole
- with explicit support, participates in adult-led relaxation exercises, e.g. listens quietly to soft music during rest time
- with explicit support, attempts to throw, catch and kick a large ball

Add points relevant to your context.

The child:

- sustains active involvement in a variety of movement experiences, e.g. free dance, drama, running games, different obstacle courses
- willingly tries out ways to manipulate familiar and new objects, tools and equipment, e.g. using child-sized carpentry tools, stirring when cooking, rolling small dough balls or snakes, using musical instruments
- explores ways to use familiar and new construction and manipulative materials, e.g. threading beads, using different construction sets and peg boards
- shows control when cutting and using drawing or writing tools, e.g. cuts up collage materials for a personal purpose, draws simple representations, forms some letter-like symbols
- tries a variety of whole-body movement experiences
- moves with control, using a variety of large-movement skills, both locomotor and non-locomotor, e.g. walks backwards, jumps up and forward, hops a few times, spins, twists, balances on one leg
- willingly tries out, and manages, new climbing and balancing challenges, e.g. walking across a ladder on the ground, walking with low cup-stilts
- with prompts, attempts to throw, catch and kick and strike large- and medium-sized balls

Add points relevant to your context.

The child:

- sustains active involvement in challenging movement experiences, e.g. joining in a simple dance, dramatic storytelling, different fun races or climbing on a more complex obstacle course
- independently manipulates familiar and new objects, tools and equipment, e.g. using child-sized carpentry tools, an egg whisk, specific tools for clay
- confidently uses cutting and drawing/writing tools, e.g. cuts shapes to put on a card for a friend, turning the paper with the support hand, cuts small pieces, draws a variety of representations, copies or forms some letters and numbers in a pretend play game
- experiments with whole-body movements and offers suggestions for peers to try
- confidently uses a wide range of large-movement skills
- initiates new challenges for climbing and balancing experiences
- with occasional support, throws, catches, kicks and strikes a variety of balls

Add points relevant to your context.

Active learning

A kindergarten child who is a confident and involved learner:

- is building positive dispositions and approaches toward learning
- shows increasing confidence and involvement in learning
- engages in ways to be imaginative and creative
- explores tools, technologies and information and communication technologies (ICTs).

Related EYLF learning outcome: Children are confident and involved learners.



Showing confidence and involvement in learning



Building positive dispositions toward learning

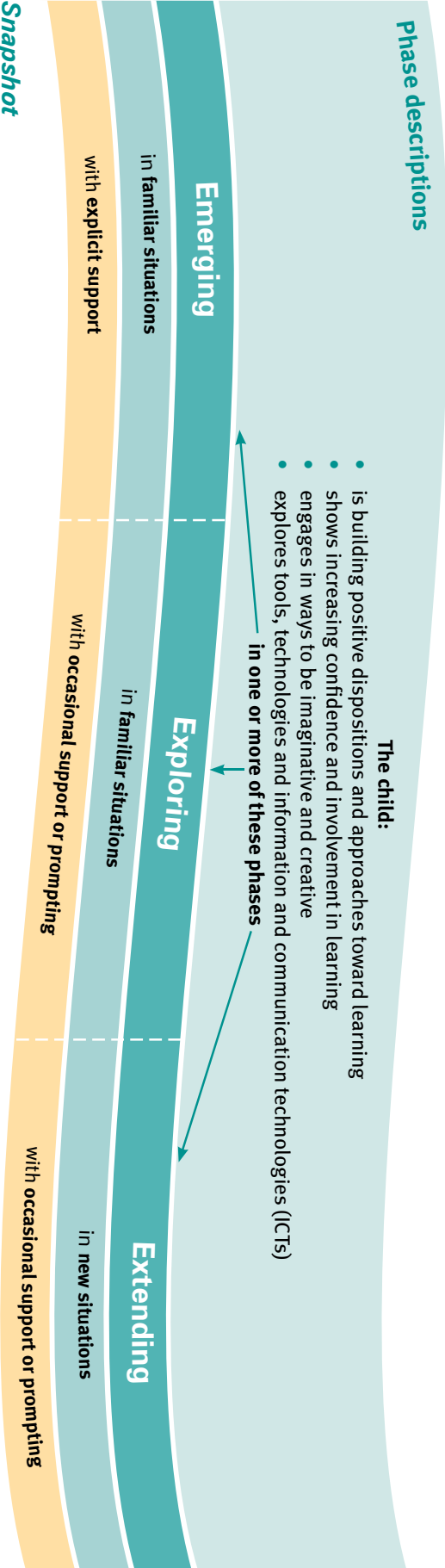


Engaging in imaginative play



Exploring using tools in everyday routines

Continuum of learning and development — Active learning



Snapshot

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

Examples of typical learning behaviours	
21 June — Real-life engagement — Music and movement Dana brought in a CD of music from home and suggested that she could use the dancing scarves while she moved to the music. Several children joined her and experimented with ways to move. The next day she asked to create a band and have a concert. Dana asked some friends to help and, with adult support, they developed a list of all the items they would need. The teacher helped the children draw the instruments they needed for the band and the dance clothes they wanted to wear.	Analysis: Dana confidently expresses ideas through dance and music (using the scarves and instruments), seeks ways to represent ideas through play (suggests ideas to create a band) and experiments with the production of music. Making judgments: This observation demonstrates that Dana's learning is more like the learning of a child in the extending phase. Intentional teaching response: To support Dana to extend her interest and continue to engage collaboratively in creative movement and music experiences, gather books about musical instruments, borrow international instruments from the local museum, discuss the costumes worn for dance and record children's performances to use as a springboard for further music and movement experiences. View dance segments online and discuss children's responses to the dancers' movements and the music, e.g. how they feel and what the music prompts them to think about. Note: These observations also provide evidence of learning in other areas, e.g. Communicating, Wellbeing and Identity.
22 June — Play — Music and movement play Dana brought in some empty yoghurt containers with lids to make shakers. She selected different objects to place inside and experimented with the sounds they made. Other children were watching, so she invited them to make instruments and suggested they look in the "boxes" (junk materials). Once the instruments were made, Dana and her friends ("the band") sat out in the covered verandah area and explored rhythms and music. Dana also danced to the music as others played their instruments.	

Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Dana's learning are marked with the symbol (→).

Emerging	Exploring	Extending
The child: - with explicit support, uses modelled ways to explore materials, e.g. imitates and repeats ways of using objects, investigates through imitation - demonstrates enthusiasm and curiosity about a small range of topics or materials of personal interest - with explicit support, follows simple instructions to investigate, e.g. attends to visual cues and instructions to investigate sand passing through a sieve - with explicit support, observes and listens as an adult points out links between home and kindergarten experiences and routines, e.g. During a cooking experience, child comments, "That's sharp!" The teacher responds, "Yes, that's a knife. Knives are sharp. I keep my knife in the kitchen. Are there knives in your kitchen at home?" - with explicit support, is able to listen, observe and respond in learning situations - watches and listens to find out how others solve a problem - with prompts, uses visual cues to help reflect on a recent experience, e.g. refers to photos or a painting to share what they did or how they made it <i>Add points relevant to your context.</i>	The child: - shows curiosity and interest in exploring and investigating a range of topics and materials of personal interest - with occasional support, investigates ideas and relationships in a variety of learning situations, e.g. During play the teacher asks, "What could you do to make the car move faster along the ramp?" Child replies, "Hey look! The car goes faster when I tip the ramp up higher!" - listens, observes and talks with others in familiar situations in order to learn and make links between prior and new learning, e.g. "Remember what happened last time?" - explores ways to apply learning to another familiar situation, e.g. applies familiar strategies for completing simple puzzles to finish a more challenging puzzle - with prompts, uses modelled thinking routines to attempt to solve problems, investigate and enquire - responds to adult questions to reflect on experiences or learning, e.g. adult asks, "Tell me the story' about how you ...", "What was interesting about the visit?" <i>Add points relevant to your context.</i>	The child: - is curious and eagerly explores, investigates and finds out in familiar and new situations, e.g. asks questions - follows instructions to investigate ideas and relationships - seeks to explore links between prior learning and new learning through discussion and by asking questions - listens, observes and communicates with others in a range of learning contexts to build on current learning - applies knowledge from past learning to a new learning situation, e.g. looks at a picture or diagram to find new ways to use or create with familiar materials - applies some modelled or familiar thinking routines to help solve problems, investigate and enquire, e.g. "I'll do this puzzle again and try the corner pieces first." - actively joins in discussions to reflect on prior learning or experiences, e.g. comments on a book about kites, "I didn't know kites were made of so many things." <i>Add points relevant to your context.</i>

Building positive dispositions and approaches toward learning — examples

Emerging

Exploring

Extending

Increasing confidence and involvement in learning — examples

The child:	The child:	The child:
- with sustained support, selects familiar resources and attempts familiar learning experiences and interactions - shows interest by listening to or observing others engaged in a learning experience or using materials - attempts to contribute to learning conversations using verbal, signed or AAC - with explicit support, makes choices about learning experiences in familiar contexts - with prompting throughout, sustains engagement to complete short, familiar experiences <i>Add points relevant to your context.</i>	- makes attempts to use some strategies that help them to focus when engaging in a familiar learning context and interactions, e.g. keeps body still, faces the speaker, stops talking to concentrate - with minimal support, confidently chooses familiar learning experiences and explorations - sometimes attempts to explore unfamiliar learning situations with encouragement - contributes to learning conversations with familiar people using verbal, signed or alternative augmentative communication (AAC) - with minimal support, organises resources (materials, space or people) needed for a self-chosen game or activity - maintains sustained involvement in play of personal relevance, e.g. makes tickets for a plane trip (dramatic play) - uses modelled investigation questions (e.g. “I wonder about ...?”) for topics of personal interest <i>Add points relevant to your context.</i>	- independently maintains focus when engaging in a range of familiar experiences, with minimal support - confidently seeks out opportunities to explore and try out new learning experiences - listens, observes and talks with their peers in order to learn, and willingly contributes to learning conversations with familiar and unfamiliar people - arranges, collects or makes additional resources needed for extended play, seeking adult assistance when necessary - seeks to be involved in choosing and negotiating learning projects and experiences - organises learning experiences that continue for extended periods of time, e.g. begins a construction that takes more than one day to complete - asks questions when investigating topics of personal interest, e.g. “Why are the leaves crunchy in winter?”, “How can I get the water to the top of the waterfall?” <i>Add points relevant to your context.</i>

Emerging

Exploring

Extending

Engaging in ways to be imaginative and creative — examples

The child:	The child:	The child:
- with explicit support, repeats, copies and adapts familiar ways to use materials, processes, actions and ideas in play, e.g. copies modelled actions to answer the phone, carries the baby as “mum” - varies play when prompted, encouraged or questioned by adults and peers - with explicit support and modelling, explores ways to use materials, processes and ideas creatively, e.g. creates music with a keyboard or body percussion - watches and listens as others represent ideas, feelings and experiences creatively - with adult support, explores ways to represent ideas, feelings and experiences creatively - follows an adult’s lead to explore the sensory qualities of materials in new ways - requires prompting and modelling to communicate responses to music, artworks, dance, drama and media, e.g. uses AAC to attempt to share personal responses or copies an adult as they use ribbons or scarves to dance	- with some prompts or questions, uses imaginative ideas when interacting with others, e.g. uses natural materials in new ways in sand play, creates a story as they climb, suggests possible places to find treasure - is beginning to understand what “pretending” or “imagining” is and what is “real” when they describe their play or creations to adults - with some prompts, explores ways to represent ideas, feelings and experiences creatively and imaginatively, such as using colours to represent a storm coming, creating windy day dance movements, and sharing responses to music, artworks, dance, drama and media, e.g. “That music is scary!” - responds in personally meaningful ways, e.g. moves confidently to a rhythm, uses a different voice for a puppet character, dances with a friend - responds to adult and peer questions that stimulate their imagination, e.g. “I wonder ...?”	- actively seeks ways to use imaginative ideas and processes in a range of play contexts when interacting with others, e.g. suggests new ideas and ways to use resources in play such as, “Let’s make a swimming pool in the sandpit,” or, when retelling a familiar story, creates a new story ending - represents ideas, feelings and experiences in new ways, or innovates on a prior experience - responds to music, artworks, dance, drama and media, and incorporates creative ideas in play, e.g. dances with scarves and varies actions in response to changing music, creates and sings a “song” while swinging, paints a “happy” picture because they are feeling happy - confidently shares personal ideas and knowledge in the areas of music, art, dance, drama and media, in adult-led discussions - initiates wondering moments based on prior experience, e.g. “What if we ...?”
Add points relevant to your context.	Add points relevant to your context.	Add points relevant to your context.

Emerging

Exploring

Extending

Exploring tools, technologies and information and communication technologies (ICTs) — examples

The child:

- with explicit support, is able to interact with touch technology and interactive whiteboards
- with explicit prompts and modelling, uses ideas about everyday technologies in play, e.g. begins to roleplay using ICT props such as phones or keyboards
- in adult-led discussion, shows awareness of the internet and that you can use a familiar search engine to find out information
- with explicit support, creates or uses real or pretend texts* using ICT
- with explicit support, shows interest in taking photos using digital cameras, and in showing these to peers and adults
- with support, is beginning to show some interest in navigating through familiar games on the computer, e.g. manipulating the mouse, switch, adaptive keyboard, touch screen
- after modelling, turns a CD player on and off
- with explicit support and modelling, expresses ideas with paints, pens and other tools

Add points relevant to your context.

The child:

- with some prompts, uses technologies for personal purposes in familiar situations, e.g. draws a picture on a laminated board to express how they feel, uses touch technology applications and interactive whiteboards
- with targeted questioning and scaffolding, uses ICTs to find out information and communicate with others
- contributes ideas to collaboratively create and use real or pretend texts* using technologies and ICT, e.g. use a pen and paper to create a list, use a traffic sign in a game, take a photograph to share a play experience, photocopy or scan a painting to email to a friend
- makes familiar technologies using manipulative equipment, e.g. makes a mobile phone from collage materials and pretends to use it
- with support, uses technologies and ICT to play games and create, e.g. takes digital photos to create a story, uses drawing software
- with support, tries out tools that Aboriginal community members have brought in to share

Add points relevant to your context.

The child:

- uses a digital camera to record own or others' achievements/learning, e.g. to line up or frame objects/people, to take photographs and record voices
- uses electronic keyboard to create music, or an MP3 player to record and share music or ideas
- enjoys sharing familiar games and educational websites with peers
- with guidance, uses "favourites" or icons on a computer to visit familiar sites, can open and exit a variety of computer programs and use keys or the mouse to engage with programs
- with some prompts, uses computer games, including putting headphones on, following verbal computer instructions and using the mouse to navigate around the computer screen and games
- with prompts, uses touch technology applications and interactive whiteboards for personal explorations
- uses knowledge about everyday tools and technology in play and shares ideas with others, e.g. constructs a video camera with junk materials and pretends to film the "show" some friends are creating
- independently uses a range of tools to express ideas and feelings

Add points relevant to your context.

* **Note:** Texts may include words (spoken and/or written), visuals and/or sounds.

Communicating

A kindergarten child who is an effective communicator:

- explores and expands ways to use language*
- explores and engages with literacy in personally meaningful ways
- explores and engages with numeracy in personally meaningful ways.

Related EYLF learning outcome: Children are effective communicators.



Talking and sharing ideas



Sharing familiar stories



Engaging with numeracy through play

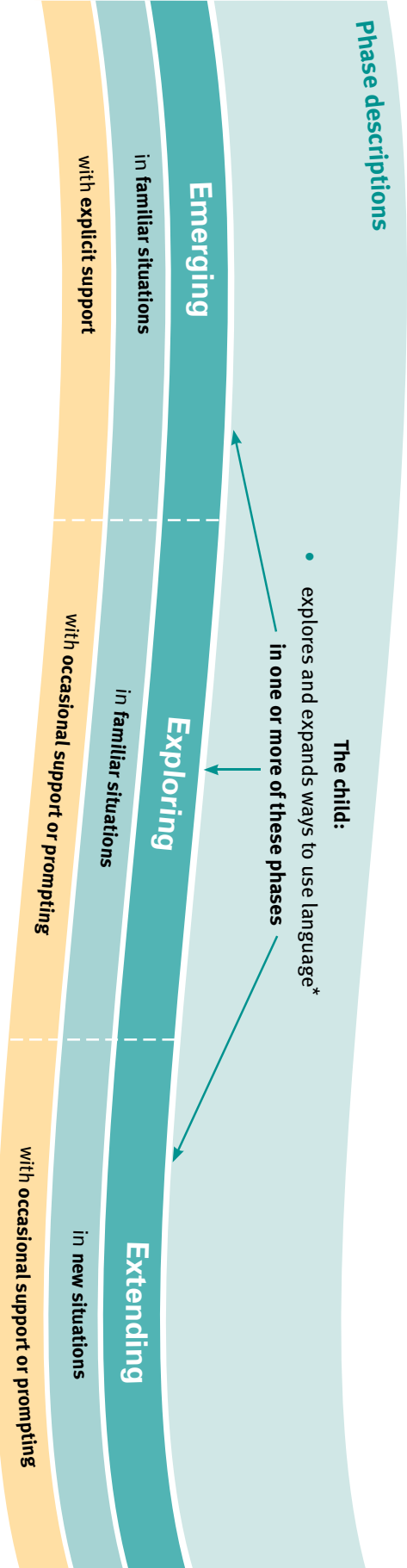


* **Note:** Children communicate using first language, signed (alternative) or alternative augmentative communication (AAC) and Standard Australian English (SAE) as or when appropriate. Nonverbal children may substitute alternative or AAC for words. See also the professional development materials.

Communicating *Continua of learning and development*

Bundle J - 1400

Continuum of learning and development — Communicating: Language



Snapshot

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

Examples of typical learning behaviours	
July 12 — Play — Investigating tadpoles Tyson greets his friend on arrival with spoken words, “Hi, come,” and a hand gesture to signal come. He takes Nadar by the hand and shows him the new tadpoles. They both spend time watching them closely with the magnifying glasses before moving off to play with blocks. 13 August — Routine — Whole group language experience During a group discussion, children took turns to describe a self-selected “surprise” from a box of natural and human-made objects. Tyson picked up a leaf. He used his board-maker symbols to make a sentence, “I see green leaf.” Tyson used four symbols, including a picture of himself, a picture of eyes, the colour green and a leaf.	Example of teacher thinking processes Analysis: Tyson uses a combination of spoken words, gestures and AAC to communicate with others. He uses communication strategies to greet others, to invite others to play and to communicate ideas in familiar situations. Tyson is also using the board-maker symbols to describe what he sees in a simple sentence form. Making judgments: This sample of evidence suggests that Tyson’s learning is more like the learning of a child in the exploring phase. Intentional teaching response: Respond positively to Tyson’s contribution, and translate his communication into oral language so the other children can understand him. Encourage children to attend to all the features of the objects they select to form more descriptive sentences. Use Tyson’s response as an example of the ways descriptors such as colour words, shape, texture and smell can make a conversation more interesting. Invite Tyson and a small group to find further “treasures” to add to the surprise box. Encourage the small group to experiment with descriptive language, e.g. “It’s a shiny, wet leaf”, “It’s a smooth and bumpy shell.” Scribe the descriptive sentences that the children create for the new items of treasure and discuss making a display to share. Make links to Tyson’s system for communication using the board-maker symbols as well as the written words. Note: These observations also provide evidence of learning in other areas, e.g. Active learning and Identity.

Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Tyson's learning are marked with the symbol (➔).

Emerging

Exploring and expanding ways to use language – examples

Exploring

Extending

The child:

- attends to the object or action that an adult is communicating about (verbally and/or nonverbally) in a one-to-one situation
- attempts to communicate with others using familiar words, signed or AAC devices, e.g. uses a consistent gesture and sound to mean “more”, says, “Mummy?” to mean “Where’s Mum?”

The child:

- ➔ combines spoken and nonverbal elements of language to help make their meaning clear to familiar people, e.g. “See, all finished,” and shows empty meal plate, touches an adult and points to a friend and says, “Come, get him down.”

The child:

- uses first language and some familiar SAE appropriately in everyday situations (code switching[†]), e.g. uses SAE to greet a teacher, modelled SAE to pretend to be a doctor, first language to explain a game to a friend
- attends to a variety of language elements to help comprehend meaning, e.g. body language/voice and words when listening to a story
- clearly articulates all vowels and most consonants
- confidently communicates* ideas, needs and feelings to first language and supportive SAE speakers, using a variety of simple sentences, some compound and complex sentences, e.g. links ideas using “and”, “then”, “when” or “after”

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- uses a small range of spoken words to describe or name what they see, hear, taste, smell, touch and feel, e.g. labels all colours as “green”, a loud noise as “big”, says “ticket” to mean a “receipt” or “money”
- uses first language* (verbal and nonverbal elements) to communicate with familiar first language speakers, e.g. “I bin do mine”, raises eyebrows for “yes”
- mostly uses nonverbal language to communicate with SAE speakers, e.g. answers a question by pointing

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- ➔ communicates[†] ideas, needs and feelings to familiar people using signed language or appropriate speech patterns, vocabulary and sentence structures, e.g. in SAE, “My Daddy went to work. He drove in my car”; in first language, “I painted all dem colour. Blue an’ green an’ red.”

- ➔ uses more accurate vocabulary to describe what they see, hear, taste, smell, touch and feel, e.g. describes an object as blue, hard, cold and smelly, a person as “like a cousin brother”

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Notes

- * Note: Children may have delays in first language and listening skills due to conductive hearing loss, e.g. as a result of otitis media. They may also use personal listening devices or sound amplification systems.
- † Children are encouraged to communicate in first language, signed (alternative) or alternative augmentative communication (AAC) and Standard Australian English (SAE) as/when appropriate. Nonverbal children may substitute alternative or AAC for words.
- ‡ Note: Code switching involves choosing the language appropriate to the situation.

Emerging

Exploring

Extending

Exploring and expanding ways to use language — examples (continued)

The child:

- with explicit support, learns (echoes) some SAE words in meaningful contexts, e.g. learning a song or echoing an adult-modelled phrase, e.g. “My turn”
- with explicit support, tries to articulate words clearly, e.g. copies an adult’s model to try to say a sound/word more clearly
- uses familiar words/phrases and/or nonverbal communication for a small range of purposes, e.g. to seek a turn or get help
- with explicit support, attempts to take turns to talk and listen in familiar interactions
- with support, interacts in short communication exchanges, e.g. answers a question about a topic of personal interest
- follows simple instructions broken into steps and/or when picture or nonverbal cues are provided

Add points relevant to your context.

The child:

- uses first language and SAE approximations for a variety of purposes, e.g. greetings, sharing ideas, playing games and pretending
- ➔ with occasional prompts, answers a question and attempts to take turns to talk and listen in interactions with others
- looks at the speaker and listens to and follows simple directions
- sometimes needs prompts to attend to all important elements of language when trying to comprehend a message, e.g. to watch where the person giving a direction is pointing

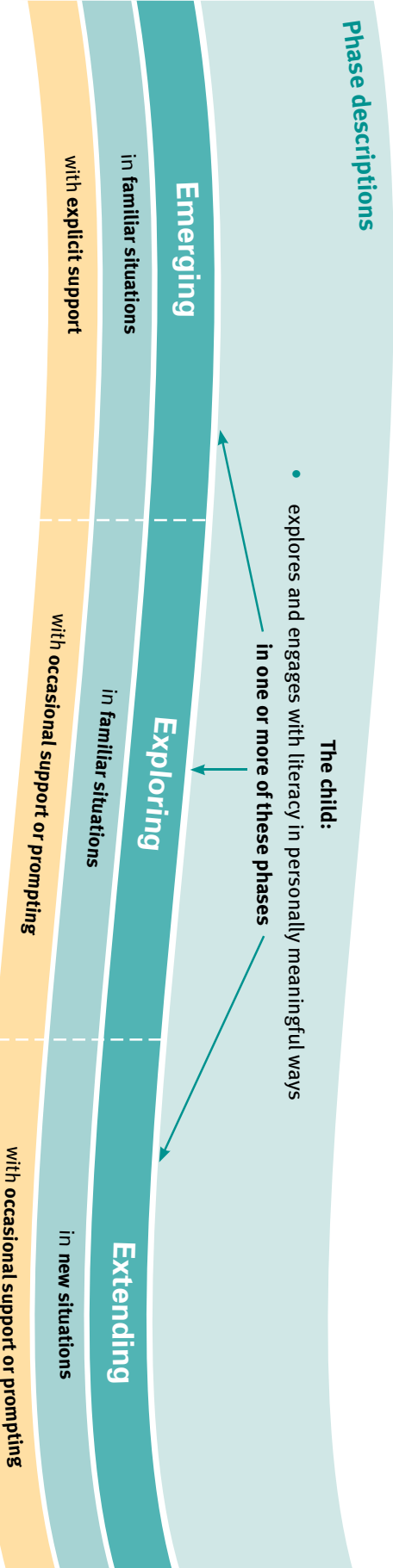
Add points relevant to your context.

The child:

- seeks help to learn and use new words/phrases, e.g. describes an image as glittery and like a rainbow, compares heights using “giant” and “tiny”
- uses language for a wide range of purposes, e.g. to enter a game, negotiate a turn, explain, tell a story, imagine, investigate, predict, hypothesise
- listens and takes turns to talk in conversations and in play and group situations
- attempts to adjust communication to meet the needs of the listener, e.g. adds or simplifies language or uses gestures
- gives instructions using first language, SAE and/or SAE approximations that others can follow

Add points relevant to your context.

Continuum of learning and development — Communicating: Early literacy



Snapshot

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

Example of typical learning behaviours	Example of teacher thinking processes
18 June — Pretend play — Tea party Lucy and Emma were setting up a tea party for a small group of friends. As they set the table Emma showed the teacher the invitation that she had created, telling her, “It’s an invitation to my tea party.” When asked to talk about what she had written, Emma commented, “It says we’ve got some cherries and some fruit.” Emma pointed to Lucy’s invitation and added, “They all need to say the same.” Emma’s invitation included a series of spaced, wavy lines across the page.	Analysis: Emma is experimenting with writing for a personal purpose, and demonstrates an understanding that print conveys a message. In addition, Emma’s response indicates some understanding that the “text” on all invitations to the tea party remains the same. Making judgments: Emma’s comments demonstrate learning more like that of a child in the extending phase. Her attempts to write the invitation using wavy lines demonstrate learning more like the exploring phase. Overall, her current phase of learning is exploring. Intentional teaching response: Celebrate, with the group, Lucy and Emma’s attempts to write an invitation. Through discussion, find out more about the children’s knowledge about the features of invitational text. Encourage Lucy and Emma to explain what they were doing and why, then discuss as a group what an invitation is, the different kinds of invitations there are, and investigate what one looks like. Share some stories that feature invitational text type. Encourage children to create personal invitations for each other for a range of situations in the centre. Maybe model a message to a specific child each day? Note: These observations also provide evidence of learning in other areas, e.g. Active learning and Wellbeing.

Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Emma's learning are marked with the symbol (➔).

Emerging

Exploring

Extending

Exploring and engaging with literacy in personally meaningful ways — examples

The child:

- enjoys listening to/learning songs, simple rhymes and listens as others play with sounds or words
- explores ways to create visual texts, e.g. with ICTs or paint
- asks for familiar texts to be shared repeatedly
- returns to the listening station to listen to familiar music or a story
- “reads” visuals (pictures or photos), e.g. on a helpers’ chart or to help find their name card or locker

The child:

- talks about images and uses links on a familiar webpage
- dramatises the “story” of a familiar song or creates a dance in response to music
- during shared reading asks questions, points out a repeated idea or image
- with support, discusses ideas presented in the words, images or sounds in an information text or brochure
- with support, “reads” and shares texts for personal purposes, e.g. turns pages and points to pictures as they “read” to a friend, “reads” a sign or food package or logo, a helpers’ list, provides a “menu” or points out hairstyles in magazines in pretend play

The child:

- willingly engages in creating and using different types of texts, e.g. dramatises a story, explores maps on a website, talks about symbols in an artwork
- actively engages in group shared reading experiences, e.g. responds to questions, predicts events, talks about visuals, characters and familiar authors
- attempts to connect ideas in a text to personal experiences and understandings, e.g. “Oh! That would make me sad!”, “My dad fishes in a boat.”
- enjoys and approximates “reading” familiar, repetitive text from memory, e.g. tracks print as they “read”
- attempts to “read” for a range of purposes
- understands that print has a stable meaning, e.g. reads labels on their drawing as “This is dad,” and then “This is my dad” (retaining intended meaning of print)
- asks an adult to read a text with them for a real purpose, e.g. asks, “What does this writing say?”

• responds to adult’s questions about a text, e.g. says, “Goodnight, Teddy”, points to the cat “hiding” in a picture
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• revisits and talks about ideas in familiar texts, e.g. links an idea in a text to a personal experience/
preference
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Emerging

Exploring

Extending

Exploring and engaging with literacy in personally meaningful ways — examples (continued)

The child:

- looks through a book at rest time, looks at photographs of kindergarten activities to locate themselves
- attempts to use familiar texts for appropriate purposes, e.g. points to a recipe during a cooking experience, looks at photos to recall a daily routine
- shows interest when adults talk about symbols, letters or numbers, e.g. familiar logos in junk mail
- makes marks on a page and, when prompted, says, “It’s a name” or “It’s lots of letters”
- shows interest when others experiment with writing
- shows interest when an adult writes and talks about letters and sounds in their name
- makes some attempts to use terms such as “letter”, “word” and “number”, e.g. may identify “m” as a “number”

Add points relevant to your context.

The child:

- shows interest in symbols and words and what they mean, and recognises that text conveys meaning, e.g. asks, “Why do they have a koala sign on a road?”, “What does that say?” when looking at a book
- enjoys and experiments with ways to “write” using lines, shapes, symbols and some familiar letters for personal purposes, e.g. writes a message to a friend, their name, attempts to write a family member’s name or copy words of interest with some support
- recognises some familiar letters, e.g. points to a letter and says, “That one’s in my name.”
- enjoys chanting the alphabet and attempts to point to the letters on an alphabet card
- pretends to write while in role, e.g. “writes” a script or records an “appointment” in doctor’s play
- dictates stories or recounts personal experiences to adults, when prompted

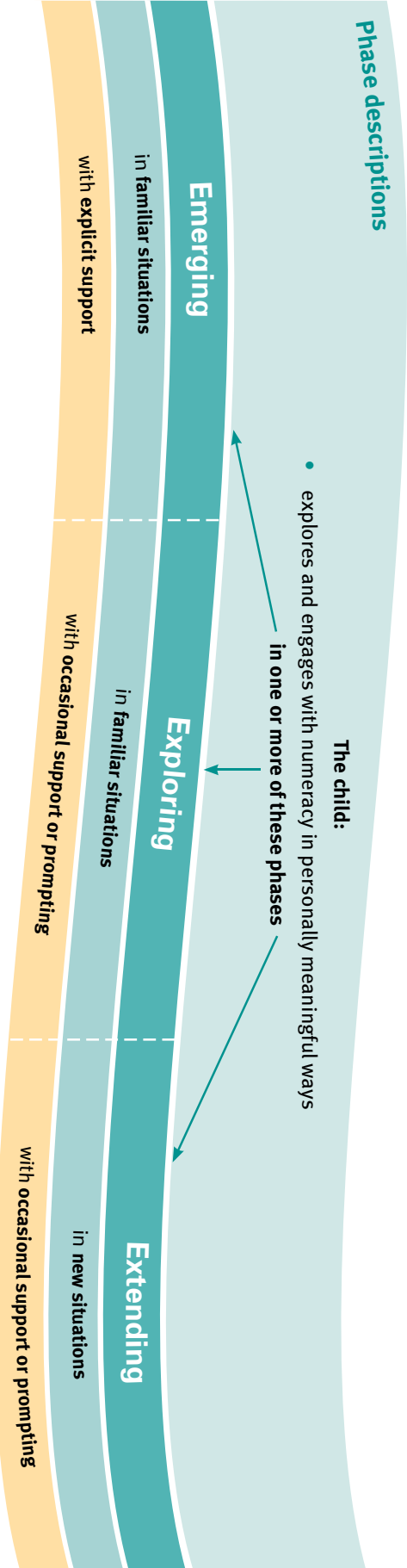
Add points relevant to your context.

The child:

- recognises and writes their name
- experiments with copying and forming letters and may assign a meaning to their “writing”, e.g. records letters or symbols and says, “That says, come at 2 o’clock.” Copies some letters/words from the environment to make a “sign”.
- asks for help to write words, use symbols and create texts for personal purposes, e.g. “draws” a shopping list, makes an invitation using marks and drawings or asks, “Can you write the letters for the shop sign?”
- uses letter names, if in a familiar context, e.g. Points to letters in their name and says: “‘L’, ‘i’, ‘a’, ‘m’”. Points to and “says” the alphabet, if the letters are in correct alphabetical order.
- experiments and plays with sounds in words, e.g. makes up nonsense rhymes (orange, porange) and suggests words beginning with the same sound

Add points relevant to your context.

Continuum of learning and development — Communicating: Early numeracy



Snapshot

These examples show how teachers may interpret observations and make judgments about learning to inform ongoing decisions.

Examples of typical learning behaviours	
20 May — Routines — Story group time Viktor sits with the group, ready to listen to a story. He moves from side to side in his seated position and says, “I can’t see the story, Logan’s right in front of me and he won’t keep still.” Mark, the teacher, asks Viktor to explain to Logan what he needs him to do and he responds by asking, “Can you please sit next to me so I can see?”	Example of teacher thinking processes Analysis: Viktor’s comments suggest that he understands and uses positional language to describe a problem, uses this language in play and identifies positional elements in the arrangement of play equipment. Making judgments: Viktor’s learning appears more like the learning of a child in the exploring phase. Intentional teaching response: Invite Viktor and a small group to create an obstacle course using photographs of the equipment and a large piece of paper to draw the design. Encourage Viktor to share what he had observed about the obstacle course completed earlier. Model the language to use for planning, e.g. “I’m wondering how the children will use the boards. Do they go up, or down, or will we keep it straight so they can go ...?” , “Viktor, where will we start and what will we do?” Engaging Viktor in the planning process will help to identify whether he can use a range of spatial language, helping to inform future responses from adults. Note: These observations also provide evidence of learning in other areas, e.g. Wellbeing and Communicating: Language.
27 May — Outdoor learning — Obstacle course Viktor completes the obstacle course with his friend Jackson. As he finishes, he turns to Jackson and says, “Look, it goes up and down, up and down, up and down all the way around. That was way easy.”	

Making consistent judgments

Use the following teacher-contributed examples of observable behaviours to help make consistent judgments. The examples of observable behaviours most relevant to Viktor's learning are marked with the symbol (➔).

Emerging

Exploring

Extending

Exploring and engaging with numeracy in personally meaningful ways — examples

The child:

- with support, listens as others talk about patterns in the environment, e.g. "The bricks make a pattern", "Stripe, stripe, stripe — lots of colours"
- with explicit support, matches objects to make a simple pattern
- holds up three fingers and says, "I'm this many"
- attempts to use some familiar number names to count, e.g. when "counting" for hide and seek says, "One, five, three, ten, two"
- attempts to use words to name shapes, e.g. says, "round one" for circle or calls a square a "circle" (as they know the word "circle" refers to a shape)

- with support, modelling and demonstration shows an understanding of a small range of spatial positions and directions, e.g. responds correctly to the explicit direction, "Sit on the chair like this", follows the verbal direction, "Put the pillow down on your sheets" when the teacher also points down (nonverbal cue)
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The child:

- sorts everyday objects by more than one attribute
- with support, uses some mathematical ideas to solve an everyday problem, e.g. gets a long broom to try to reach a hat stuck in a tree
- recognises basic shapes in the environment, e.g. "The clock is a circle", "I've got triangle sandwiches."

- uses everyday language to talk about the properties of shapes, e.g. "The triangle has points like a star", "The circle is curvy/round"
- identifies and talks about patterns in the environment, e.g. "The bricks make a pattern", "You've got stripy socks"
- with support, "reads" simple patterns, e.g. says, "Boy, girl, boy, girl" as the teacher points to a pattern made during a circle game
- needs prompts to re-check counting, e.g. counts five pieces of fruit and says, "I've got four". When prompted to recount slowly, counts accurately
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The child:

- finds numbers in the environment and talks about their purpose, e.g. on a clock, keyboard, recipe
- uses a variety of vocabulary when classifying, sorting, sequencing and comparing everyday materials and objects, e.g. more, less, same; nearly full/empty; a bit bigger, heavier, lighter
- identifies different attributes of objects, e.g. sorts trucks from cars (type), notices the cars/trucks are big and small (size) or green and blue (colour)
- recognises a variety of shapes in a range of contexts, e.g. oval, half-circle, heart, star, triangle, circle, square, rectangle in pictures, puzzles, and on clothing
- uses a range of language to talk about the properties of shapes, e.g. when using manipulative equipment names shapes, describes a cylinder or ball as "curvy/round", says, "The triangle has three points."
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Emerging

Exploring

Extending

Exploring and engaging with numeracy in personally meaningful ways — examples (continued)

The child:

- with support, explores ideas and refers to time in personally meaningful situations, e.g. accesses a visual daily timetable/schedule for cues about what to do now and what's coming next, asks, "Is it time to go home?", "Time to play?"
- with support, explores ideas about money and money exchange in play situations
- listens when others show them how a "whole" can be broken into "parts" or how "parts" can be put together to make a "whole" in personally meaningful situations, e.g. when cutting up sandwiches for lunch or working out how to do a simple puzzle

Add points relevant to your context.

The child:

- shows understanding of and uses basic terms to describe familiar spatial positions, e.g. on, under, between, around, in, out, over, through
- shows understanding of and uses basic terms to describe familiar spatial directions, e.g. forwards, backwards, sideways, up, down, across
- explores ideas and approximates using everyday language to talk about time, e.g. "Last day" (for yesterday), "Next is my turn."
- explores ideas and approximates using everyday language to talk about money and money exchange in play, e.g. uses "dollars" or "cents" to refer generally to money: says, "You have to pay."
- explores relationships between a "whole" and its "parts" in personally meaningful situations, e.g. cuts a play-dough "pizza" into parts to share with friends

Add points relevant to your context.

The child:

- explores, copies and talks about patterns in a variety of contexts, e.g. "stamp, clap, stamp, clap" (movement), "stripe, spot, stripe, spot" (painting)
- uses language associated with spatial positions and directions in everyday contexts, e.g. "The scissors are on the trolley", "Move your chair back."
- shows understanding of spatial positions and directions in a range of familiar situations, e.g. when climbing, making a treasure map, following directions
- explores ideas and uses everyday language to talk about time and sequence of familiar events, e.g. day, night, before, after, first, then, next; asks, "What's the time?" and looks at the clock
- explores ideas and uses everyday language to talk about money exchange, e.g. "That's one dollar, please", "It costs too much", "I need more coins."
- explores relationships between a "whole" and its "parts" in a range of ways, e.g. cutting an image into parts, then recreating the whole image

Add points relevant to your context.

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Subsidies available under the Queensland Kindergarten Funding Scheme

Subsidies available under the Queensland Kindergarten Funding Scheme

Services eligible for the Queensland Kindergarten Funding Scheme (QKFS) qualify for a standard subsidy. Additional subsidies may be available under this scheme, depending on your circumstances.

Your eligibility for the remote area and low socio-economic subsidies will be automatically assessed when you apply for the QKFS - no further application is necessary.

Subsidies under the QKFS Plus Kindy Support scheme are not automatically assessed.

Subsidy rates are effective from the start of semester 2, 2018 for sessional kindergarten services and the start of quarter 3, 2018 for long day care services.

Standard subsidy

Services that meet the [eligibility criteria \(https://www.business.qld.gov.au/industries/service-industries-professionals/service-industries/child-care/funding-scheme/qualifying-applying\)](https://www.business.qld.gov.au/industries/service-industries-professionals/service-industries/child-care/funding-scheme/qualifying-applying) will receive a standard subsidy for every eligible child enrolled. **Eligible children** must be at least 4 by 30 June in the year they are enrolled.

Kindergarten services will receive up to \$2,888 per eligible child per year.

Long day care services will receive up to \$1,705 per eligible child per year. (This rate is lower because families with children attending long day care services can access the Child Care Subsidy to reduce their costs.)

Remote area subsidy

This subsidy provides additional support for services in remote and very remote areas to attract and retain qualified early childhood teachers.

You can receive a loading of 50% of the standard subsidy rate per eligible child.

[View a map \(http://www.spatialonline.com.au/ARIA_2011/default.aspx\)](http://www.spatialonline.com.au/ARIA_2011/default.aspx) to see what areas are classified as 'remote' or 'very remote' by the Accessibility/Remoteness Index of Australia.

Low socio-economic subsidy

This subsidy reduces expenses for parents.

For **kindergarten services** there is a loading per eligible child of:

- 45% of the standard subsidy rate (\$1,299.60) if you operate within the bottom 20% of areas identified by the Socio-Economic Indexes for Areas (SEIFA) (<http://www.abs.gov.au/websitedbs/censushome.nsf/home/seifa?opendocument&navpos=260>) (SEIFA 1 and 2 areas)
- 30% of the standard subsidy rate (\$866.40) if you operate within the next bottom 20% of areas identified by SEIFA (SEIFA 3 and 4 areas).

For **long day care services** there is a loading per eligible child of 25% (\$416.25) of the standard subsidy rate if you operate within the bottom 20% of areas identified by SEIFA (SEIFA 1 and 2 areas).

QKFS Plus Kindy Support

All services, no matter where they are located, can claim QKFS Plus Kindy Support where a family meets certain criteria. Subsidies are provided directly to services to reduce out-of-pocket expenses for eligible families.

Subsidies up to \$3,196.00* per child per year for families attending kindergarten services or up to \$1,283.00* per child per year for families attending long day care services) are provided directly to services to reduce out-of-pocket expenses for eligible families.

Services eligible to receive Australian Government Child Care Subsidy on behalf of families should conform with the Australian Government Department of Education's guidelines for applying fee subsidies.

*adjusted to take into account each service's Low Socio-Economic subsidy entitlement.

Read more about the QKFS Plus Kindy Support Subsidy:

- QKFS Plus Kindy Support Subsidy (PDF, 456KB)
(<https://qed.qld.gov.au/earlychildhood/service/Documents/pdf/qkfs-plus-kindy-support.pdf>)
- QKFS Plus Kindy Support Subsidy (DOC, 28KB)
(<https://qed.qld.gov.au/earlychildhood/service/Documents/doc/qkfs-plus-kindy-support.doc>).

Health Care Card holders

You can claim QKFS Plus Kindy Support if a family, including a foster carer, of a kindy-aged child presents one of the following:

- a current Australian Government Health Care Card
- a Department of Veterans Affairs' Gold Card or White Card
- a current Australian Government Pension Concession Card with automatic Health Care Card entitlements
- formal communication, such as a letter, from the relevant agency stating the intent to issue a

Health Care Card.

You need to keep a copy of the card as a record.

Families who identify as being Aboriginal or Torres Strait Islander

You can also claim QKFS Plus Kindy Support if a family identifies as being Aboriginal or Torres Strait Islander, or has a child who does, and this is recorded on their enrolment form.

The enrolment form must be signed and you have to keep it as a record.

Families with multiple births

QKFS Plus Kindy Support is also available to families with multiple births of 3 or more kindy-aged children. They need to provide proof of date of birth for the children and you should keep a copy as a record.

Also consider...

- Find contact details (<https://www.qld.gov.au/families/babies/childcare/contacts/pages/childcare>) that can help you access information about child care in Queensland, including helpful websites, email addresses and hotlines.
- Learn more about approved kindergarten programs in Queensland (<https://www.business.qld.gov.au/industries/service-industries-professionals/service-industries/child-care/approved-kindy-programs>).
- Read about the legal requirements for child care providers (<https://www.business.qld.gov.au/industries/service-industries-professionals/service-industries/child-care/legal-requirements>).
- Find out more about scholarships and grants for the child care and education industry (<https://www.business.qld.gov.au/industries/service-industries-professionals/service-industries/child-care/scholarships-grants>).

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Queensland Government (<https://www.qld.gov.au/>)



PRICLASS1: Average Primary Class Sizes by Year Level, February 2008 to February 2017 (Government Schools)

Average class size	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Prep	19.3	19.2	19.2	19.2	19.4	19.4	19.4	19.5	19.5	19.5
Year 1	20.6	20.6	20.6	20.6	20.9	21.0	21.1	21	21.0	21.0
Year 2	21.0	20.9	21.0	21.0	21.1	21.4	21.6	21.5	21.3	21.5
Year 3	22.8	22.7	22.7	22.6	22.7	22.7	22.8	22.9	22.9	22.8
Year 4	23.0	22.9	22.9	22.8	22.9	23.1	22.9	23.1	23.0	23.1
Year 5	23.3	23.2	23.1	23.1	23.1	23.2	23.2	23.3	23.3	23.3
Year 6	23.4	23.2	23.2	23.1	23.2	23.3	23.2	23.4	23.3	23.4
Prep-Year 2	20.6	20.5	20.5	20.5	20.7	20.8	20.9	20.9	20.8	20.9
Years 3-6	23.4	23.3	23.2	23.2	23.2	23.3	23.4	23.5	23.4	23.4
All Primary Classes	22.2	22.1	22.0	22.0	22.1	22.2	22.2	22.3	22.3	22.3
% of all classes over 25	17.6%	16.0%	15.7%	15.5%	15.6%	16.5%	16.1%	17.2%	16.7%	16.2%

PRICLASS2: Proportion of Primary Class Sizes by Size Grouping, February 2017 (Government Schools)

Size Groupings (%)	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Primary	Prep-Year 2	Years 3-6
10 and Under	2.7	2.1	2.2	2.0	1.9	2.3	2.1	1.2	1.5	1.5
11-15	7.8	4.0	3.9	3.7	3.3	3.0	2.8	2.8	4.2	2.1
16-20	48.4	31.2	24.3	14.6	12.5	11.1	11.3	22.7	35.3	11.5
21-25	38.9	58.4	63.0	59.3	57.5	57.2	55.6	57.0	54.5	58.6
26-30	2.0	4.2	6.3	19.9	24.2	25.8	27.4	15.8	4.5	25.7
Over 30	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.4	0.1	0.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number of Classes ¹	3,111	3,754	3,542	3,394	3,398	3,310	3,098	16,299	7,869	8,768
Average Class Size ²	19.5	21.0	21.5	22.8	23.1	23.3	23.4	22.3	20.9	23.4

¹ Classes with students from more than one year level have been included in the calculations for each year level, but only once in the calculations for "All Primary" and "All Secondary" respectively. For example, a class of 25 students containing both year 3 and year 4 students has been included as a class of 25 in the calculations for both year 3 and year 4, but only once in the calculations for "All Primary".

NB: The sum of individual percentages may not add to total due to rounding of the individual numbers to one decimal place.



1. Home (<https://www.education.vic.gov.au/>)
2. For early childhood professionals (<https://www.education.vic.gov.au/childhood>)
3. Funding and grants (<https://www.education.vic.gov.au/childhood/providers/funding>)

Kindergarten Funding Rates

Kindergarten funding rates 2017 and 2018

Per Capita funding rates*	Jan - June 2017	July - Dec 2017	Jan - June 2018	July - Dec 2018
Standard per capita	\$3,390	\$3,505	\$3,505	\$3,593
Rural per capita	\$4,192	\$4,334	\$4,334	\$4,442
Independent schools Type 1	\$552	\$571	\$571	\$585
Independent schools Type 2	\$1,791	\$1,852	\$1,852	\$1,898

*Per capita funding is paid on a pro rata basis, and the table above reflects the rates per financial year

Kindergarten Fee Subsidy	Jan - Dec	Jan - Dec

	2017	2018
Kindergarten Fee Subsidy	\$1,433	\$1,477

Early Childhood Teacher Supplement	Jan – Dec 2018
Level 2	
Standard rate - Level 2.3	\$91
Standard rate - Level 2.4	\$237
Standard rate - Level 2.5	\$237
Rural rate - Level 2.3	\$113
Rural rate - Level 2.4	\$294
Rural rate - Level 2.5	\$294
Level 3	

Early Start Kindergarten	Jan - Dec 2017	Jan - Dec 2018
Early Start Kindergarten for standard service	\$4,865	\$5,012
Early Start Kindergarten for rural service	\$5,676	\$5,848
Early Start Kindergarten Extension	\$1,433	\$1,477

Ratio Supplement***	Jan - Dec 2017	Jan - Dec 2018
Standard supplement	\$447	\$460
Kindergarten Fee Subsidy supplement	\$241	\$248
Early Start Kindergarten supplement	\$688	\$708

***Ratio supplement funding commenced 1 January 2016 and is paid per child to any service eligible for standard or rural per capita funding offering sessional programs with groups of 23 or more at the required teacher child ratio of 1:11 that do not attract Commonwealth Child Care Benefits or Child Care Rebate. Long day care services and services managed by non-government schools are not eligible for the ratio supplement.

For the purpose of kindergarten funding, a group is defined as children attending a kindergarten session at the same time in a room with a qualified early childhood teacher. The number of children in each group should not exceed 33 children at anyone time. In the case of rotational programs, a number of smaller subgroups may be brought together to create a larger group as defined above.

Rural kindergarten funding 2017	
1 – 18 enrolments	\$76,734 Base funding equivalent to 18 enrolments at the rural per capita rate (\$4,263 per child for the calendar year)
19 – 45 enrolments	Each enrolment is funded at the rural per capita rate (\$4,263 per child for the calendar year)
46 or more enrolments	The rural per capita rate is paid for 45 enrolments The 46th enrolment and above are funded at the standard per capita rate (\$3,448 per child for the calendar year)

Rural kindergarten funding 2018	
1 – 18 enrolments	\$78,984 Base funding equivalent to 18 enrolments at the rural per capita rate (\$4,388 per child for the calendar year)
19 – 45 enrolments	Each enrolment is funded at the rural per capita rate (\$4,388 per child for the calendar year)

46 or more enrolments	The rural per capita rate is paid for 45 enrolments The 46th enrolment and above are funded at the standard per capita rate (\$3,549 per child for the calendar year)

Travel allowance	2017 - 2018
Standard rate	\$0.76 per km

Early Years Management	Jan – June 2017	July – Dec 2017	Jan – June 2018	July - Dec 2018
Annual grant	\$9,739	\$9,982	\$9,982	\$10,232
Start-up grant (30% of annual grant)	\$2,922	\$2,995	\$2,995	\$3,070
Transition grant (30% of annual grant)	\$2,922	\$2,995	\$2,995	\$3,070
Establishment grant (for newly established and approved Early Years Management organisations)	\$5,000	\$5,000	\$5,000	\$5,000

Kindergarten Funding Guide



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This Kindergarten Funding Guide replaces the
Kindergarten Guide 2015 and will remain current until
a future edition is published. Kindergarten service
providers will be advised if there are any changes
to the information in this Guide and any updates
will be available online at <http://www.education.vic.gov.au/childhood/providers/funding/Pages/kinderfundingcriteria.aspx>

Foreword



The Victorian government is making Victoria the Education State. This begins with giving every child a strong start in life, with evidence showing the difference early intervention can make in shaping their happiness, wellbeing and success. Participation in quality early childhood education programs that adhere to the Victorian Early Years Learning and Development Framework (VEYLDF) can significantly increase positive educational and life outcomes for children, especially those from more disadvantaged circumstances.

With this in mind, the Victorian Government is committed to ensuring all eligible children can access kindergarten programs delivered by qualified early childhood teachers and educators in the year before school, and supporting families to understand and engage in children's learning. The Department provides a range of funding with the aim of improving service delivery, identifying vulnerability and promoting participation, particularly among children that require additional support, such as children with disability and Aboriginal children.

Ensuring inclusion of vulnerable children remains a key objective of the Victorian Government. Evidence suggests that highly vulnerable children such as those in out-of-home care may be missing out on high-quality early education, despite standing to gain the most from participation. Kindergarten services provide an important role in identifying children and families that may be vulnerable and delivering services that meet their needs.

Alongside participation and inclusion, the Department is committed to the ongoing improvement of kindergarten services to maximise positive outcomes for all children. The Department assists organisations to enhance program delivery through various mechanisms, such as supporting services to comply with The National Quality Framework, provision of professional development for educators and strengthening partnerships with local government and the community.

Local government – as a key provider and major owner of kindergarten facilities – plays a central role in improving quality, provision and access at the local level. This includes leading on a range of initiatives including:

- the development of Municipal Early Years Plans (MEYPs) which provide the strategic direction for education, health and care programs
- provision of central enrolment systems to enable equitable access for eligible children within a municipality
- partnership in the Early Childhood Agreement for Children in Out-of-Home Care
- partnership in the Early Years Management platform.

The objective of this guide is to inform kindergarten service providers about the range of funding that is available, how to apply and their obligations and accountability in receiving funding. Ensuring service providers receive appropriate assistance is fundamental to improving Victoria's kindergarten service, and enhancing children's access and participation in high-quality education.

Department support for service providers

The Department is committed to ensuring service providers receive adequate support and guidance about kindergarten funding. Department regional offices are located across Victoria to provide assistance and further information, with designated staff available to:

- assist with and receive applications for funding
- process and consider funding applications for approval
- manage service agreements with service providers
- manage payment processes
- monitor compliance with funding criteria and operational requirements
- provide support and advice for service providers that may experience operational challenges.

Specialist staff are also able to assist with:

- Children's Facilities Capital Grants
- Early Years Management
- participation of Aboriginal children in kindergarten programs
- participation of children known to Child Protection and children in out-of-home care in kindergarten programs
- Early Childhood Intervention Services.

Department regional office contact details

North Eastern Victoria Region

Benalla	(03) 8392 9500
Glen Waverley	(03) 8392 9300

North Western Victoria Region

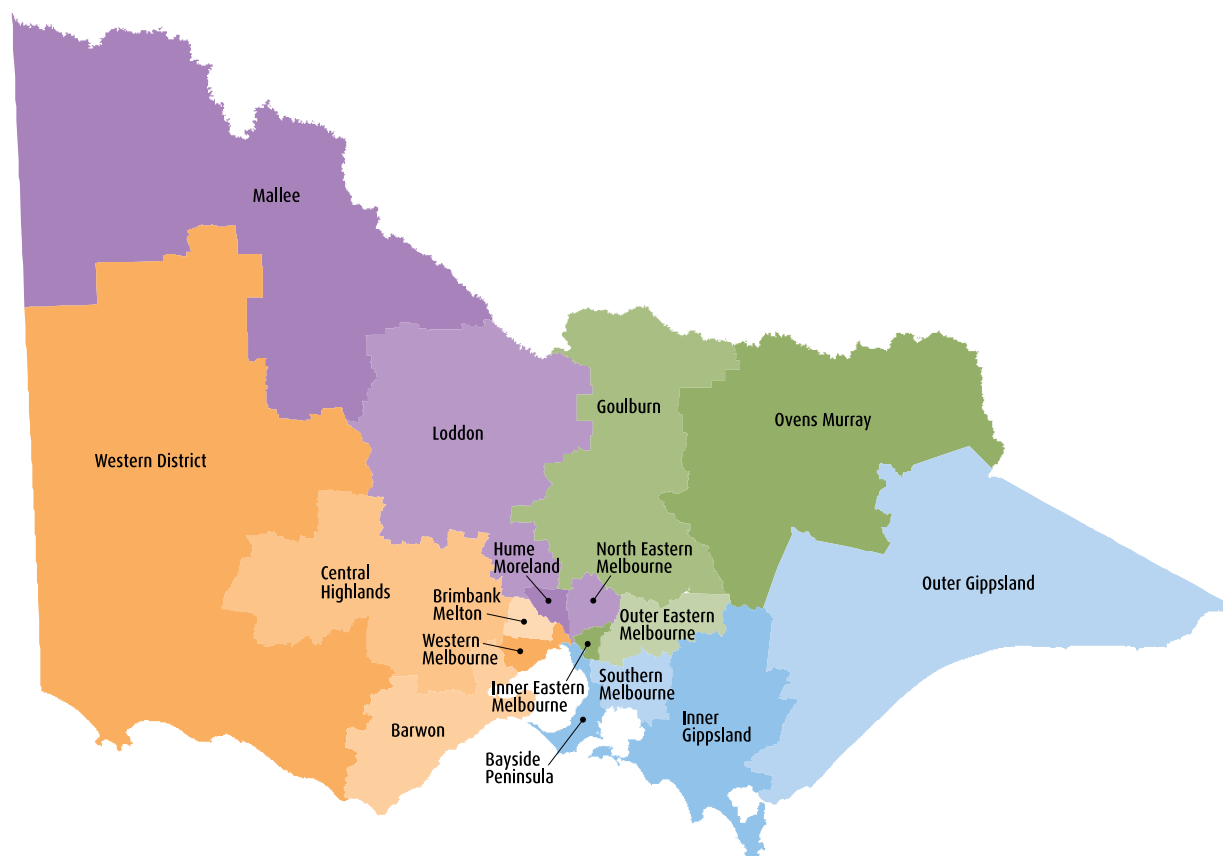
Bendigo	(03) 5440 3111
Coburg	(03) 9488 9488

South Eastern Victoria Region

Dandenong	(03) 8765 5600
Moe	(03) 5127 0400

South Western Victoria Region

Ballarat	(03) 5337 8444
Footscray	(03) 8397 0300
Geelong	(03) 5225 1000



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About this guide

The **Kindergarten Funding Guide** (the guide) is designed to assist service providers that:

- provide kindergarten programs in Victoria
- currently receive kindergarten funding from the Department of Education and Training (the Department) or wish to receive kindergarten funding in the future.

Occasionally information contained in the Kindergarten Guide may change. The most up-to-date information about kindergarten funding, eligibility and compliance can be found on the Departments website.

The guide is structured as follows:

Section 1: General eligibility requirements

Contains information about service provider eligibility and requirements.

Section 2: Available kindergarten funding

Provides an overview of funding in a **quick guide**, including eligibility for each funding type and how to apply. The quick guide will direct you to further information within the guide and relevant external sources.

Section 3: Funding eligibility and how to apply

Outlines criteria specific to each type of funding and how service providers can apply.

Section 4: Operational requirements

Includes a **quick guide** outlining the requirements service providers must comply with to receive and maintain funding, with links to further information within the guide and relevant external sources.

Section 5: Early Years Management

Contains information for service providers on Early Years Management funding, how to apply and operational requirements.

Section 6: 'How to'

Contains information on the process for becoming a funded service provider, adding and transferring services, recurrent and ceasing funding, as well as funding in exceptional circumstances.

In addition to the eligibility criteria and operational requirements for kindergarten funding, education and care services providing a funded kindergarten program must also meet the relevant regulatory requirements. This guide does not provide comprehensive information about regulatory requirements. More information about regulatory requirements can be found on the Department's website.

Terminology

In this guide, to simplify language, the following terminology is used:

- Throughout this document the term **Aboriginal** is used to refer to both Aboriginal and Torres Strait Islander people. Use of the terms Koorie, Aboriginal and Torres Strait Islander and Indigenous are retained in the names of programs and initiatives and unless noted otherwise are inclusive of all Aboriginal and Torres Strait Islander peoples
- **service provider** is an organisation that receives or is seeking to receive funding from the Department and is the approved provider of the service delivering the kindergarten program
- **funded service provider** is a service provider that has a service agreement with the Department and receives any type of kindergarten funding from the Department
- **funded kindergarten program** refers to a kindergarten program for children in the year before school for which per capita funding is received from the Department
- **Kindergarten Information Management (KIM)** refers to the online web-based system developed by the Department for service providers to apply for kindergarten funding and submit mandatory data.



1 General eligibility requirements



In order to be eligible for all types of kindergarten funding, services providers must:

- be an approved service provider (see page 7)
- comply with core requirements (see page 8)
- comply with funding requirements (from page 22).

Approved service provider

In order to receive kindergarten funding, a service provider must be one of the following:

- an approved provider operating approved education and care services – as regulated by the National Quality Framework (NQF)
- operating a service under the Children’s Services Act 1996.

Core requirements

Service providers must meet the following criteria outlined in the below table:

Requirement	For more information see:
Must have ABN.	www.business.gov.au
The kindergarten program must be located in Victoria.	
Must be compliant with all regulatory requirements.	Search regulation and quality assessment on the Departments website
Must have a business plan and budget showing ongoing financial viability.	
Must have strong links with local government including alignment with Municipal Early Years Plans and participation in central enrolment and registration processes where possible.	Make contact with a relevant local government officer: Search council details at www.mav.asn.au for a full list of council contact details
Must provide a kindergarten program that is planned and delivered by a qualified teacher (see below) and offers at least: 15 hours per week for 40 weeks of the year, or 600 hours per year.	See page 9 Provision of 15 hours See page 9 Maintaining Service Delivery Search universal access on the Department's website
Early Childhood Teachers must be registered with the Victorian Institute of Teaching (VIT). Graduate teachers must be provisionally registered with the VIT and working towards full registration. Educators working towards an approved early childhood teaching qualification or those holding a diploma level education and care qualification are not considered to be qualified early childhood teachers for the purpose of kindergarten funding.	See www.vit.vic.edu.au for further information or contact the relevant Departmental regional office for further advice on qualifications. See Exceptional Circumstances – temporarily replacing an early childhood teacher page 64
Must sign and comply with the Department's service agreement and operate in accordance with the stipulated standards and guidelines.	See Glossary page 67
Must declare to the Department any previous legal or financial misconduct.	See page 9 Declaration of financial or legal misconduct
Must deliver a program that adheres to the Victorian Early Years Learning and Development Framework as an approved learning framework in the Education and Care Services National law.	Search VEYLDF on the Department's website See EYLF on the Department's website
Must operate in accordance with Child Safe Standards.	Search child safe standards on the Department's website
Must operate a ratio of 1 educator: 11 children or less.	Search educator to child ratio on the Department's website

Provision of 15 hours

All children in the year before school must be enrolled in a 15 hour kindergarten program to be eligible for kindergarten funding. Services are required to ensure all eligible children have access to a program for a minimum of 15 hours per week (or 600 hours per year), however it is acknowledged that children have individual needs and some parents, after discussion with the early childhood teacher, may choose not to have their child attend the kindergarten program for a full 15 hours at the start of the year.

Maintaining service delivery

There may be times when it is not possible to deliver the scheduled funded kindergarten program hours in a given week due to public holidays, child-free days, unplanned teacher absences or emergency situations.

Service providers are required to:

- communicate to families at the beginning of the year about the days and times the service will operate
- identify any planned closures, including public holidays and child-free days
- provide details of any planned alternative sessions
- manage disruptions in program delivery to ensure that staff, families and children are considered
- inform the Department if a qualified replacement teacher cannot be sourced to deliver the funded program.



Where possible, service providers are encouraged to minimise the amount of disruption to normal service delivery, including:

- appointing relief staff to ensure sessions can continue
- scheduling closures so that the same group of children are not continually missing out on program hours
- offering alternative sessions throughout the year.

Where possible, service providers should avoid cancelling sessions or changing session times during the year if the closure has not been planned and communicated to families at the beginning of the year.

Declaration of financial or legal status

Organisations **must** declare if they are:

- insolvent, in administration or in liquidation
- the subject of an investigation by a State, Territory or Australian Government regulator.

The organisation or its directors or office bearers who have been directors or office bearers of another organisation, **must** declare if it or they have previously:

- been found not to meet eligibility criteria after the submission of an application for funding
- had a Victorian Government funding agreement terminated
- had Victorian Government funding and services suspended or ceased or substantially varied
- persistently breached (without remedy) funding agreements with the Victorian Government
- not repaid monies owing to the Victorian Government
- received an adverse finding by a State, Territory or Australian Government regulator.

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2 Available kindergarten funding

Kindergarten funding quick guide

The **Kindergarten funding quick guide** is intended to provide an overview of the range of funding available from the Department, and additional sources (such as Commonwealth assistance).

This guide directs service providers to further information within this document on eligibility, funding and compliance as well as identifying external resources for further information.



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Kindergarten per capita funding

Type of funding/ support	What is it?	Who is eligible?	Funding	Apply via	Further information
Standard kindergarten per capita grant	The main type of kindergarten funding offered to services providers. Funding for each eligible child who is enrolled and attending a funded kindergarten program in the year before school.	Approved service providers operating under the National Quality Framework. Funding for children who are: - at least four years old on 30 April in the year of enrolment - enrolled for at least 15 hours per week or 600 hours per year - not enrolled at a funded kindergarten program at another service.	Per capita funding is paid in advance on the first Tuesday of each month. Search <i>kindergarten funding</i> on the Departments website for current funding amounts. Grant rates vary depending on: Number of enrolments.	Where a service agreement exists: Apply online via KIM. Service providers without a service agreement: Contact the appropriate Departmental regional office to discuss eligibility and to set up a service agreement.	See further information on page 22
Rural kindergarten per capita grant	Funding for each eligible child who is enrolled and attending a funded kindergarten program in the year before school in a rural service.	Approved service providers who are: - located in rural areas as defined by the Department - not operated by a non-government school - offering the only kindergarten program in a rural town.	Per capita funding is paid in advance on the first Tuesday of the month. Search <i>kindergarten funding</i> on the Departments website for current funding amounts. From 2017, all rural services with 18 or fewer enrolments will receive a base funding amount that is equivalent to 18 enrolments at the rural per capita rate. Services with 19 or more enrolments will receive the rural per capita rate for all enrolments up to 45 children, and where applicable, the standard per capita rate for the 46th enrolment and above.	Where a service agreement exists: Apply online via KIM. Service providers without a service agreement: Contact the appropriate Departmental regional office to discuss eligibility and to set up a service agreement.	See further information on page 22
Non-government school per capita grant	Kindergarten funding for non-government schools.	Catholic or Independent schools not operated by or on behalf of the Victorian Government.	The Department provides kindergarten funding for non-government schools at two different rates. Search <i>kindergarten funding</i> on the Departments website for current funding amounts.	Where a service agreement exists: Apply online via KIM. Service providers without a service agreement: Contact the appropriate Departmental regional office to discuss eligibility and to set up a service agreement.	See further information on page 23

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Other kindergarten funding

Type of funding/ support	What is it?	Who is eligible?	Funding	Apply via	Further information
Ratio supplement funding	To support services with group sizes of 23 or more to transition to the improved ratio requirements of 1:11.	Community based service providers in receipt of Kindergarten per capita funding who operate: - seasonal group/s with 23 or more and - at the required teacher:child ratio of 1:11 Exclusions and exceptions: - Non-government schools are not eligible for this type of funding - Services operating with a regulatory staffing waiver.	A one off payment based on the number of eligible children in groups of 23 or more. Search kindergarten funding on the Departments website for current funding amounts.	Ratio supplement funding is automatically applied to eligible services following annual confirmation.	See further information on page 24
Kindergarten Fee Subsidy	To promote participation by enabling eligible children to attend a funded kindergarten program free of charge in the year before school. This is paid in addition to per capita grants.	Approved service providers in receipt of Kindergarten per capita funding. Funding is provided for each child who: - Is Aboriginal and/or Torres Strait Islander, or - holds, or has a parent/ guardian who holds a Humanitarian or refugee Visa (see page 25), or - is a multiple birth child (triplets or more), or - holds, or has a parent who holds a Commonwealth Health Care Card, Pensioner Concession Card or Veteran's Affairs Card. Exclusions and exceptions: - Not available for long day care services in receipt of Commonwealth Child Care Benefit.	Payments are included within the service provider's monthly payments as part of base funding. Service providers are paid the subsidy for the whole term in which an eligible child is enrolled regardless of whether: - enrolment commenced after the start of the term - the child becomes eligible after the start of the term - the relevant card or visa expires during the term. Search kindergarten funding on the Departments website for current funding amounts.	Via KIM. Services are required to provide updated numbers of eligible children in each year through the annual confirmation of data and adjust throughout the year where applicable.	See further information on page 25
Early Start Kindergarten grant	Targeted funding for vulnerable or Aboriginal children to attend a free kindergarten program two years before school (some long day care services may charge additional fees depending on the amount of Commonwealth funding the child attracts).	Service providers that meet the eligibility criteria for (however are not required to be in receipt of) kindergarten funding. Funding is provided for each child who is: - Identified as Aboriginal and/ or Torres Strait Islander or is known to Child Protection (see page 26) - three years old by 30 April in the year of enrolment Early Start Kindergarten grants are able to be used in combination with the Child Care Benefit to reduce costs to parents and carers.	Service providers do not need to be in receipt of kindergarten per capita grants in order to receive Early Start Kindergarten grants. However, services must register for KIM and complete the kindergarten funding application process. The grant amount per child is based on the per capita rate plus the kindergarten fee subsidy. Services offering a three year old kindergarten program of fewer than 15 hours receive funding on a pro rata basis. Early Start Kindergarten grants will be paid directly to service providers as an annual one off payment, regardless of child's enrolment or cease date.	Service providers with a service agreement should apply via KIM in consultation with, and on behalf of, the family. Service providers without a service agreement: contact the relevant Departmental regional office.	See further information on page 26
Early Start Kindergarten extension grants	Early Start Kindergarten extension grants are available to assist vulnerable and Aboriginal children who are not eligible for the Kindergarten Fee Subsidy to access a free kindergarten program in the year before school.	Service providers that meet the eligibility for Kindergarten funding (however are not required to be in receipt of it). Funding is provided for each child who meets all the criteria: - the child is at least four years old on 30 April in the year in of enrolment. - the child has previously accessed an Early Start Kindergarten grant or has participated in an Access to Early Learning program or is Aboriginal and/ or Torres Strait Islander - the child is ineligible for the Kindergarten Fee Subsidy.	Unlike other types of kindergarten funding, service providers do not need to be in receipt of kindergarten per capita grants in order to receive Early Start Kindergarten extension grants. However, services must register on KIM and complete the kindergarten funding application process.	Service providers with a service agreement should apply via KIM in consultation with, and on behalf of, the family. Service providers without a service agreement: Contact the relevant Departmental regional office.	See further information on page 28

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Type of funding/ support	What is it?	Who is eligible?	Funding	Apply via	Further information
Early childhood teacher supplement	To offset the cost of employing more experienced teachers.	<i>Approved service providers</i> in receipt of Kindergarten per capita funding, and employing a registered teacher/s deemed to be at or above Level 2.3 of the teacher career structure (see relevant employee agreement) The Early Childhood Teacher Supplement is paid for: - permanent staff members or - relief teachers engaged for periods of three months or more. Exclusions and exceptions: - Not available for services operated by non-government schools - Not available for teachers employed at the service for fewer than three months - Not available for staff covering lunch breaks or working three hours or fewer per day.	Annual payment to the service provider for each eligible teacher. Payments are made to the service provider as: - a retrospective one-off annual payment for the calendar year for teachers employed for the entire kindergarten year, or - a part-year payment where a teacher is not employed for the entire kindergarten year or when a teacher is employed part-way through the year from 2016. Once payment has been made, the supplement can't be adjusted to reflect a change in the number of children being taught or the teacher classification level. Rates are calculated on the number of children eligible for a kindergarten per capita grant being taught by the eligible teacher (number of children x appropriate annual rate at either Level 2 or Level 3 dependent on the teacher classification). Search <i>kindergarten funding</i> on the Departments website for current rates. For team teaching supplement, contact the Department.	Submitting a paper based application with certification of the teacher's classification and pay level. Applications can be submitted from the start of Term 3 to 31 December in the calendar year for which payment is sought. No payments will be made for applications submitted after 31 December. Applications received after the end of October will be paid the following year.	Contact your Departmental regional office for further information
Travel allowance	To help funded kindergarten programs in rural areas attract qualified early childhood teachers.	<i>Approved service providers</i> in receipt of per capita funding where: - The teacher delivers a funded kindergarten program at two or more services, and - one of the services which the teacher travels to or from is funded at the rural or small rural rate.	Calculated per kilometre to a maximum of 20,000 kilometres of approved travel per teacher per year. For rates per kilometre search <i>kindergarten funding</i> on the Departments website.	Online via KIM. Applications only to be made following completion of annual confirmation of kindergarten data. Multiple applications can be made for the same teacher, however the allowance is capped at 20,000 km. Teachers should make applications from a rural service if working at both a rural and non-rural service.	See further information on page 29
Parental leave allowance	Reimbursement for service providers that have paid parental leave to early childhood educators delivering a funded kindergarten program.	<i>Approved service providers</i> who have paid parental leave to early child educators. Exclusions and exceptions: Non-government schools are not eligible to receive parental leave reimbursement.	Up to 14 weeks paid maternity or adoption leave and up to one week paid partner leave. Payment is made to the employer as a retrospective one-off payment. Commonwealth Paid Parental Leave scheme is also available (contact Centrelink for information).	Online via KIM after parental leave has been taken.	See further information on page 30
Funding for second year of kindergarten	For children who have delays in key areas of development and would benefit from a second year of kindergarten, as determined by an early childhood teacher.	<i>Approved service providers</i> who are in receipt of kindergarten per capita funding. Funding is provided for each child who: - Is observed by an early childhood teacher as having delays in at least two outcome areas of learning (see the Victorian Early Years Learning and Development Framework) and - will achieve better outcomes through a second year of kindergarten than they would at school.	The kindergarten per capita rate.	Declaration of eligibility for a second year of funded kindergarten must be completed via KIM in the year prior to the second year of funded kindergarten.	See further information on page 30
Kindergarten Inclusion Support (KIS) packages	Assistance to improve access for children with a disability and high support needs and/ or complex medical needs.	Funded kindergarten services.	Can include: - specialist training and consultancy for staff - minor building modifications - additional staffing support.	Contact the relevant Departmental regional office for further information.	Search <i>kindergarten inclusion support packages</i> on the Departments website
Preschool Field Officer (PSFO) program	Assistance to support access and participation of children with additional needs.	Funded kindergarten services and services supporting children through Early Start Kindergarten grants.	Can include: - consultative support - resourcing - advice to early childhood teachers.	Contact the relevant Departmental regional office for further information.	For further information search <i>preschool field officer</i> on the Departments website or contact the relevant Departmental regional office

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Commonwealth assistance*

Type of funding/ support	What is it?	Who is eligible?	Further information
Approved Child Care Benefit (CCB)	Means-tested payment from the Commonwealth Government to help cover cost of child care in long day care services.	CCB approved child care service. Exclusions and exceptions: Approved CCB cannot be used in conjunction with Kindergarten Fee Subsidy. Services can only claim the Kindergarten Fee Subsidy if families using their service claim the lower rates of Registered CCB.	Visit the Commonwealth Human Services website for more information.
Child Care Rebate (CCR)	Commonwealth Government subsidies to cover cost of child care in long day care services.	CCB approved child care service. Exclusions and exceptions: Cannot be used in conjunction with Kindergarten Fee Subsidy.	Visit the Commonwealth Human Services website for more information.
Inclusion Support Programme – commences 1 July 2016	Commonwealth Government program to assist early childhood education and care services to include children with additional needs by providing tailored inclusion advice and support from contracted inclusion specialists, as well as funding to support more challenging inclusion barriers.	Eligible early childhood education and care services.	Visit the Commonwealth Department of Education and Training website for more information.
Inclusion Support Subsidy	Contributions towards the costs associated with including children with ongoing high support needs.	Eligible early childhood education and care services.	Visit the Commonwealth Department of Education and Training website for more information.

* The Family Assistance Legislation Amendment (Jobs for Families Child Care Package) Bill 2015 is currently before federal Parliament at the time of publication. This Bill includes a range of changes to family assistance including the introduction of a simplified means tested Child Care subsidy with a minimum level of activity required to be eligible to replace the Child Care Benefit and the Child Care Rebate from July 2017.

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3 Funding eligibility and how to apply



The Kindergarten Information Management (KIM) system

KIM is an online system for service providers to apply for kindergarten funding and submit mandatory service delivery and child enrolment data.

Information provided by service providers in KIM is submitted and recorded in accordance with the Department's Information Privacy Policy. Data should be updated immediately when service delivery or child enrolment changes occur.

- For information about accessing KIM and the process for registration, search [KIM](#) on the Department's website.

KIM is separate from:

- the Funded Agency Channel (FAC) which allows service providers to see an overview of funding, payment information and details of their service agreement with the Department
- the National Quality Agenda IT System (NQAITS) which allows approved providers under the National Quality Framework to submit applications and notifications and pay invoices to the Victorian Regulatory Authority
- the Commonwealth Government's Childcare Management System (CCMS).

How KIM data is used by the Department

Data provided by service providers is used to:

- create a baseline enrolment number and minimum per capita funding entitlement for the year (funding will not fall below this amount, regardless of enrolment adjustments)
- revise funding that was paid before the annual confirmation of data was submitted
- report state-wide participation rates to the Commonwealth
- assist with Local Government planning.



Kindergarten per capita funding

Standard kindergarten per capita grant

The kindergarten per capita grant is the main type of funding available from the Department. Service providers can apply to receive a grant for each eligible child who is enrolled and attending a funded kindergarten program in the year before school, provided that the child:

- is at least four years old on 30 April of the year in which they are enrolled to attend the funded kindergarten program (unless they have applied for early entry – refer to page 44)
- is enrolled for at least 15 hours per week or 600 hours per year
- is not enrolled at a funded kindergarten program at another service.

Children do not have to be Australian citizens in order to be eligible for the kindergarten per capita grant.

Rural Kindergarten per capita eligibility

To be eligible for rural per capita funding, service providers must meet all of the following criteria:

- the service is located in a rural area as defined by the Department
- the service offers the only kindergarten program in a rural town
- the service is not operated by a non-government school.

2017 Rural funding

To be eligible for rural per capita funding, a service provider must meet all of the per capita and rural per capita criteria. (Eligible services must provide a sessional kindergarten program to access a new base level of funding in 2017).

A new base level of funding will be introduced from 1 January 2017 for rural kindergarten services. All rural classified services with 18 or fewer enrolments will receive a minimum per capita funding amount equivalent to 18 enrolments at the rural per capita rate.

Services with 19 or more enrolments will continue to receive the rural per capita rate for all enrolments up to 45 children, and where applicable, the standard per capita rate for the 46th enrolment and above.

The new base level of funding introduces a simpler payment model by replacing the small rural per capita rate and small rural grant.

Additional subsidies and supplementary funding such as Early Childhood Teacher Supplement, Kindergarten Inclusion Support, Kindergarten Fee Subsidy and travel allowance are still available to all rural services.

Non-government school per capita grants

Catholic or Independent schools not operated by or on behalf of the Victorian Government may be eligible for non-government school per capita grants.

Two different per capita grant rates are available, based on the school's historical Index of Economic Resources rating as determined by the Australian Bureau of Statistics in the 2011 Census:

- the type one non-government school per capita grant rate is paid if the service provider is classified by the Department as a type one non-government school (previously deemed to have an Index of Economic Resources rating of 1–4)
- the type two non-government school per capita grant rate is paid if the service provider is classified by the Department as a type two non-government school (previously deemed to have an Index of Economic Resources rating of 5–12).

How to apply for per capita funding grants

Service providers are required to complete the annual confirmation of data in KIM by 30 April each year for each of its services that offer a funded kindergarten program.

Information about each child enrolled and attending the funded kindergarten program must be entered in the KIM system. This includes:

- the child's name, gender, address and date of birth (this information is presented in a de-identified format to the Department)
- the date the child commenced the funded kindergarten program
- the child's Indigenous status
- if the child is known to Child Protection
- if the child is living in out-of home care
- the child's immunisation status
- the main language spoken at home (if not English)
- whether the child is attending a second year of funded kindergarten
- whether the child has a disability or developmental delay.

Annual confirmed data can only be submitted once. Service providers must therefore:

- ensure the data is correct before submission, including finalising enrolment numbers and checking child details are correct
- verify that the child is not enrolled in a funded program at another service. Only one service can apply for funding for a child at any one time
- not include children who cease to attend the funded kindergarten program before completing the confirmed data collection. Children included in 'annual confirmation' are expected to be enrolled and intending to access at least 600 hours of kindergarten that year
- not include children when it is known a family is intending to cease a child's attendance at a kindergarten program
- record any changes to enrolments following annual confirmation of data in the KIM system, such as removing a child's details when they leave the service. Adjustments must be made in the KIM system as changes occur, by 31 October.

For further information, search Kindergarten Information Management on the Department's website.

How per capita funding is calculated

Per capita funding is calculated from the annual confirmation of data. The data creates a baseline enrolment number and minimum per capita funding entitlement for the calendar year. Kindergarten funding is paid based on the service's previous year's enrolment numbers (known as pre-confirmed enrolment numbers) until the annual confirmation of data is submitted for the service in the KIM system. The annual confirmation of data must be submitted by 30 April each year.

The funding entitlement based on the annual confirmation of data is compared to the pre-confirmed funding entitlement. There are three possible actions depending on the result:

- if the revised funding entitlement is more than the pre-confirmed funding amount, a positive adjustment occurs and the extra funding due to the service provider is incorporated into increased monthly payments for the remainder of the calendar year



- if the revised funding entitlement is less than the pre-confirmed funding amount, a negative adjustment occurs and monthly payments are reduced for the remainder of the calendar year
- if the two amounts are the same, no action is taken.

Funding will be adjusted if any amendments to enrolments are made following annual confirmation. Adjustments can move funding entitlements up or down depending on new enrolments and withdrawals after confirmation; however, funding will generally not be reduced below the minimum baseline funding set by the annual confirmed data. In cases where there are significant decreases in enrolments without reasonable explanation, the Department may reduce per capita and Kindergarten Fee Subsidy funding to the service.

Service providers can access a funding report in KIM which provides a breakdown of funding per service. The report is updated when a payment is made and can be viewed and downloaded at any time.

How funding is paid

Kindergarten per capita funding is paid in advance, in monthly payments, made on the first Tuesday of each month in accordance with the service agreement.

Where enrolments are added after the annual confirmation of data and there is an increase in the funding entitlement (above the baseline amount), the additional per capita funding is calculated from the first day of the month after a child's commencement date at the service.

Where enrolment numbers at the service fluctuate after the annual confirmation of data and the calculated total funding based on enrolments has fallen below the baseline, new enrolments will not attract additional per capita funding until the total funding based on enrolments exceeds the baseline amount.

Key timing considerations

For service providers or services that commence offering a funded kindergarten program before 30 April in the calendar year, the annual confirmation of data must be submitted by the end of April.

For service providers or services that commence offering a funded kindergarten program after 30 April in the calendar year, the annual confirmation of data should be submitted as soon as the service provider has access to the KIM system, and the number of enrolments and other service details are known.

Kindergarten funding will not be paid until the service provider submits the annual confirmation of data in the KIM system for each service offering a funded kindergarten program.

Ratio supplement funding

From 1 January 2016, Victorian kindergarten services are required to move from an educator to child ratio of 1:15 to 1:11.

Ratio supplement funding is available to community based kindergarten service providers, including Early Years Management organisations, offering sessional kindergarten programs to groups of 23 children or above. This funding is provided to contribute to the cost of employing an additional educator.

For the purpose of kindergarten funding, a group is defined as children attending a kindergarten session at the same time in a room with a qualified early childhood teacher. The number of children in each group should not exceed 33 children at any one time.

In the case of rotational programs, a number of smaller subgroups may be brought together to create a larger group as defined above.

In isolated instances where a group exceeds 33, approval must be sought from the Department by sending an email to kindergarten.funding@edumail.vic.gov.au.

How ratio supplement funding is calculated

A ratio supplement grant is paid for each child enrolled in a group of 23 children or above.



Applying for ratio supplement funding

Service providers are not required to apply for ratio supplement funding. Funding will be automatically paid to services that have groups of 23 or more children entered in the KIM system at the time of annual confirmation.

How funding is paid

Ratio supplement payments are made as a one off payment following annual confirmation.

Kindergarten Fee Subsidy

The Kindergarten Fee Subsidy enables eligible children to attend a funded kindergarten program for 15 hours free of charge. This funding is paid in addition to per capita grants to subsidise the cost of parent fees.

Service providers can apply for each child in receipt of a per capita grant in any of the following circumstances:

- the child is identified by a parent, carer or legal guardian as an Aboriginal and/or Torres Strait Islander (note: the parent, carer or legal guardian should not be asked to provide verification of this)
- the child is identified on their birth certificate as being a multiple birth child (triplets or more)
- the child individually holds, or has a parent or guardian who holds one of the following:
 - a Commonwealth Health Care Card
 - a Commonwealth Pensioner Concession Card
 - a Department of Veterans' Affairs Gold Card or White Card
 - Refugee visa (subclass 200)
 - In-country Special Humanitarian visa (subclass 201)
 - Global Special Humanitarian visa (subclass 202)
 - Temporary Humanitarian Concern visa (subclass 786)
 - Protection visa (subclass 866)
 - Emergency Rescue visa (subclass 203)
 - Woman at risk visa (subclass 204)
 - Bridging visas A-E.

Service providers should contact the appropriate Departmental regional office if a child or family has a humanitarian or refugee visa listed by the Department of Immigration and Border Protection which is not included in the above list as the child may be eligible for the Kindergarten Fee Subsidy.

Services should sight the relevant concession card, visa, travel document or letter of visa status and record the expiry date.

Delays in obtaining health care cards for children in out of home care should not provide a barrier to accessing the Kindergarten Fee Subsidy where a carer identifies that the child is in out of home care. The application should proceed with a note made in the child's enrolment records that the health care card has not yet been sighted. Information in the enrolment record should then be updated once the health care card is sighted.

In relation to the Kindergarten Fee Subsidy, service providers are required to:

- promote the Kindergarten Fee Subsidy to eligible families
- provide eligible children with access to a kindergarten program free of charge for at least 15 hours per week or 600 hours per year
- charge eligible families no more than the services average hourly rate for additional hours of service provision (that is, more than 15 hours per week)
- keep fees affordable for all families
- provide inclusive programs with equitable access that does not stigmatise any family.

Kindergarten Fee Subsidy in long day care services

A child enrolled in a long day care service is not eligible for a Kindergarten Fee Subsidy where approved Child Care Benefit (a Commonwealth Government subsidy) is applied to the fee charged for the time spent in the kindergarten program. In this case, long day care services should ensure families of children eligible for the Kindergarten Fee Subsidy are aware that they may be able to access a 15 hour kindergarten program free of charge at another service.

Service providers can apply for the Kindergarten Fee Subsidy for eligible families only if the child is enrolled in a long day care service where fees for the kindergarten program are charged separately, and where fees paid for the kindergarten program do not attract the Approved Child Care Benefit.



Alternative kindergarten services

Independent schools or those offering specialised programs such as Montessori or Steiner will receive the Kindergarten Fee Subsidy for any eligible families to reduce the fees paid. The fee subsidy must be used to directly discount the fees paid by eligible families. Families choosing to access these services pay the difference between the Kindergarten Fee Subsidy and the applicable annual service fee.

Alternative services that do not offer a 15 hour program free of charge for children eligible for the Kindergarten Fee Subsidy should ensure families understand that they may be able to access a 15 hour program free of charge at a different service.

Applying for Kindergarten Fee Subsidy

Service providers should:

1. verify eligible children through the annual confirmation of data in the KIM system
2. update children's Kindergarten Fee Subsidy status as necessary throughout the year, through to 31 October.

How the Kindergarten Fee Subsidy is calculated

Kindergarten Fee Subsidy payments are included in the service provider's monthly payments. Service providers are paid for the whole term in which an eligible child enrolls and attends, or in which an enrolled child becomes eligible or ineligible. For example, the subsidy will be paid for the whole term if:

- an eligible child enrolls after the beginning of a term
- an enrolled child becomes eligible for a Kindergarten Fee Subsidy after the beginning of a term
- the relevant card or visa expires during a term
- a child receiving KFS leaves the service throughout the term.

Any adjustments should be reflected in the fees charged for the eligible child.

Early Start Kindergarten grants

Aboriginal children and children known to Child Protection are eligible for Early Start Kindergarten grants. Funding is available to enable these children to attend kindergarten two years before school, to improve access and overcome barriers to participation.

Service providers do not need to be in receipt of kindergarten per capita grants in order to receive Early Start Kindergarten grants for eligible children. However, services must register with KIM and complete the kindergarten funding application process, and either open or revise a Service Agreement Management System (SAMS) service agreement in order to receive payment.

There are two types of Early Start Kindergarten grants:

- Aboriginal Early Start Kindergarten Grant
- Early Start Kindergarten grant for children known to Child Protection.

Aboriginal Early Start Kindergarten grant

Service providers can apply if the child is three years old by 30 April in the year in which they are enrolled to attend the funded kindergarten program, and has been identified as being Aboriginal and/or Torres Strait Islander. This may be verified from a parent or carer verbally or a written referral/verification from a professional such as a Koorie Engagement Support Officer (KESO).

Parents or guardians who identify a child as Aboriginal and/or Torres Strait Islander should not be asked to provide verification of this.

Early Start Kindergarten grant for children known to Child Protection

Service providers can apply if the child is three years old by 30 April in the year in which they are enrolled to attend the funded kindergarten program, and the child is known to Child Protection.

A child known to Child Protection means:

- a child who has a current, or a history of, involvement with Child Protection, including those in out-of-home care, or
- a child who has been referred by Child Protection, Child FIRST, Integrated Family Services or Services Connect.

A child's eligibility can be advised by:

- a parent or carer who verbally identifies their child is currently supported by Child Protection or Child FIRST services or has been supported in the past, or
- written referral/verification from a Child Protection, Child FIRST, Integrated Family Services or Services Connect professional.

For both types of Early Start Kindergarten Grants, service providers should:

- document and maintain Early Start Kindergarten eligibility in the child's enrolment records
- provide up to 15 hours in a kindergarten program free of charge
- avoid imposing financial barriers to families seeking access: providers are strongly encouraged to waive any refundable deposit or other charges required upon confirming acceptance/waiting list entry.

Applying for Early Start Kindergarten grants

Applications can be made at any time during the year, although it is encouraged that applications are submitted prior to the end of term one or as soon as they are received. Applications should be completed in consultation with, and on behalf of, the family.

How Early Start Kindergarten funding is calculated

Rates are based on the number of hours offered by a service provider as follows:

- 15 hours per week (600 hours a year) the service provider is paid the full Early Start Kindergarten rate for eligible children
- less than 15 hours per week the service provider is paid Early Start Kindergarten funding on a pro rata basis. For example, a service offering an eligible child seven hours per week in a kindergarten program will receive 7/15ths of the applicable full grant rate. If the fee normally charged exceeds the pro rata grant amount, the grant will be adjusted to be equivalent to the fee normally charged for the number of hours the child is enrolled, capped at an amount equivalent to the standard grant rate for a 15 hour program.

In instances where the number of hours a child is enrolled to attend increases, the service provider should update KIM as this may increase the funding rate paid to the service. If a child leaves the service, the service provider must remove their enrolment from KIM. Withdrawal of an ESK enrolment does not affect the amount of funding received.

How funding is paid

Early Start Kindergarten grants will be:

- paid directly to the service provider as an annual one-off payment, regardless of the child's enrolment or cease date.



Early Start Kindergarten extension grants

Early Start Kindergarten extension grants are available to assist vulnerable and Aboriginal children who are not eligible for the Kindergarten Fee Subsidy to access a free kindergarten program in the year before school.

The child must meet one of the following criteria:

- previously accessed an Early Start Kindergarten grant
- participated in an Access to Early Learning program, or
- identified as Aboriginal and/or Torres Strait Islander.

Where children have accessed Early Start Kindergarten at another service, the following people may advise of the child's eligibility:

- the child's parent/guardian or carer
- a Child Protection professional
- a Child FIRST professional
- a Koorie Engagement Support Officer
- a central enrolment officer
- Department of Education and Training staff.

Service providers are required to document the date and source of advice of eligibility in the child's enrolment records.

Service provider requirements

Service providers are encouraged to waive any payment required upon confirming acceptance/waiting list entry to minimise financial barriers to participation and must not set fees for eligible families that are higher than for other families.

With the exception of alternative kindergarten services (see below), service providers are required to:

- provide eligible families with the first 15 hours per week (or 600 hours per year) of the program free of charge when charging annual fees greater than the Early Start Kindergarten extension grant, and
- charge no more than the average hourly rate (for that service) for any additional hours provided.

Service providers offering more than 15 hours (such as integrated long day care settings) should:

- consider ways of providing the entire program to eligible children free of charge
- ensure that any fees normally charged for additional hours do not present a financial barrier to families seeking access to Early Start Kindergarten
- if charging for additional hours, inform families that they may be able to access 15 hours per week/600 hours per year for free at another service
- use the Early Start Kindergarten extension grant in combination with CCB to reduce costs to parents and carers
- explore all avenues for funding to reduce fees, including Commonwealth Special Child Care Benefit where appropriate.

Alternative kindergarten services

Independent schools or those offering specialised programs such as Montessori or Steiner will receive the Early Start Kindergarten extension grant for any eligible families to reduce the fees paid. The fee subsidy must be used to directly discount the fees paid by eligible families. Families choosing to access these services pay the difference between the annual Early Start Kindergarten extension grant and the applicable annual service fee, where the fee exceeds the extension grant rate.

Alternative services that do not offer a 15 hour program free of charge for children eligible for the Early Start Kindergarten extension grant should ensure families understand that they may be able to access a 15 hour program free of charge at a different service.

How to apply

Complete enrolment information in KIM, indicating the child's participation in Early Start Kindergarten or Access to Early Learning in the previous year, or their Aboriginal and/or Torres Strait Islander status.

Applications can be made up until 31 October. However, service providers are strongly encouraged to submit applications prior to the end of term one or as soon as they are received.

If a family informs the service provider that a child is eligible after the child has been entered on the KIM system, the service provider should update this information and adjustments will be made accordingly.



How funding is paid

Early Start Kindergarten extension grants are paid directly to service providers for each eligible child enrolled at a service, as an annual one-off payment, regardless of the child's enrolment or cease date.

This is paid in addition to the kindergarten per capita grant for eligible children.

Early childhood teacher supplement

Service providers in receipt of kindergarten per capita funding are eligible to apply for an early childhood teacher supplement if they employ a registered teacher/s in the funded kindergarten program for children in the year before school deemed to be at or above Level 2.3 of the relevant employee agreement.

Rates are based on the classified level of the teacher (either Level 2 or Level 3) and the number of children enrolled at annual confirmation.

Eligibility

The Early Childhood Teacher Supplement is paid for:

- permanent staff members, or
- relief teachers engaged for periods of three months or more.

The Early Childhood Teacher Supplement is not payable for staff covering lunch breaks or working three hours or less per day.

Service providers that apply a team teaching model are eligible if two or more teachers deliver the kindergarten program to the same group of children but at different times, or deliver the program concurrently with both teachers in the room at the same time.

Services operated by non-government schools are not eligible for the early childhood teacher supplement.

Please contact your Departmental regional office for further information.

Applying for Early childhood teacher supplement

Service providers apply by:

1. completing the annual confirmation process
2. submitting a paper based application to the Departmental regional office certifying the teacher's classification and pay level.

Applications can be submitted from the start of Term 3 to 31 December in the calendar year for which payment is sought. No payments will be made for applications submitted after 31 December.

Applications received after the end of October will be paid the following year.

How funding is paid

Payments are made to the service provider as:

- a retrospective one-off annual payment for the calendar year for teachers employed for the entire kindergarten year, or
- a part-year payment when a teacher is not employed for the entire kindergarten year or when a teacher is employed part-way through the year from 2016.

NB: Once paid, the supplement cannot be adjusted to reflect a change in the number of eligible children being taught or the classification level of the eligible teacher.

Travel allowance

Service providers may be eligible to receive a travel allowance if the teacher (including relief teachers) delivers a funded kindergarten program at two or more services, and one of the services which the teacher travels to or from is funded at the rural or small rural rate. Travel to two or more services is not required to occur on the same day.

Service providers should:

- ensure teachers make the application from the rural service if they are working at both a rural and non-rural service
- request that teachers, including relief staff, maintain a log book of travel to verify travel claims. Log books should be kept by services as documentary evidence.

Applying for travel allowance

Service providers apply by:

1. ensuring the annual confirmation process is completed
2. submitting an application using the KIM system.

The travel allowance is calculated:

- on a 'per kilometre per annum' basis (up to a maximum of 20,000 km per year) and is applicable to school terms only
- based on anticipated travel, that is, the number of kilometres from one kindergarten service (base location) to the second or third kindergarten service. If the service provider approves the teacher to travel from home to a service located in another town to deliver the funded program, and that distance is less than that from the base location, then the shortest distance applies.

How funding is paid

The travel allowance is included in the service provider's monthly payments. This should be passed on to the travelling teacher, where the teacher uses their own vehicle for travel or retained by the service provider to offset the costs of providing a vehicle for the teacher.

Parental leave allowance

Service providers that make a parental leave entitlement payment to educators employed to deliver a funded kindergarten program can apply to the Department for reimbursement of the parental leave payment. Service providers can claim reimbursement for up to 14 weeks paid maternity and adoption leave, and up to one week paid partner leave.

Services operated by non-government schools are not eligible for the parental leave allowance.

Service providers and educators are advised to examine the full provisions relating to parental leave in the relevant agreements and awards to check that educators are paid the correct amount and eligibility is verified.

In addition to parental leave provided by the Department, paid parental leave may be offered by the Commonwealth Government. Visit www.australia.gov.au for more information.

Applying for Parental leave allowance

Service providers should ensure that the period of paid parental leave has been completed, as the payment is a reimbursement of payments already made.

Service providers apply by submitting an application in KIM.

How funding is paid

The payment is made to the employer (not the educator) and is made as a retrospective one-off payment.

Second year of funded kindergarten

During the kindergarten year, the early childhood teacher and the child's parents will work together to plan for the child's transition to school. In exceptional circumstances where a child is observed to display delays in key outcome areas of learning and development, a second year of funded kindergarten may be considered when:

- the kindergarten program is deemed to be the most appropriate learning program and environment for that individual child
- the child will achieve better outcomes at kindergarten than if they go to school.

For more information on choosing the best time to start kindergarten go to:

- Communications at the beginning of the kindergarten year on page 52
- Enrolment of children outside the eligible age for kindergarten on page 43.

Eligibility is determined by the early childhood teacher. Assessment should be based on:

- ongoing observations over the time they have spent with the child
- any formal assessments undertaken, which can be supported by tools such as Early Abilities Based Learning and Education Support (search [early ABLES](#) on the Departments website)
- consultation with the child's parents.

Children in receipt of Early Childhood Intervention Services may be eligible for a second year of funded kindergarten, but this should not be assumed. A full second year assessment process must be carried out for each individual child for whom a second year is being considered. The early childhood teacher should declare the child eligible if:

- the child is observed as having delays in at least two outcome areas of learning and development detailed in the VEYLDF (search [VEYLDF](#) on the Departments website) and
- there is evidence to suggest the child will achieve better outcomes if he/she attends a second year of kindergarten to strengthen the learning and development of skills in these areas and better facilitate transition to school the following year.

Applying for second year of funded kindergarten

The early childhood teacher must complete the following templates provided by the Department (search [kindergarten funding](#) on the Departments website for forms):

1. Declaration of eligibility for a second year of funded kindergarten form (submitted on KIM in the year prior to the second year of funded kindergarten)
2. Second Year Statement as the child transitions into a second year of funded kindergarten (to be retained with the child's enrolment record).

The Declaration of eligibility advises the Department that a child is eligible for a second year of funded kindergarten and provides the child's parent with written confirmation of eligibility. It can also be used when the child is re-enrolling at a service as evidence that they are eligible for a funded kindergarten place.

A parent/carer of a child applying for a second year of funded kindergarten must also apply for an exemption from school if the child is turning six at any point during the school year. Refer to page 44 for more information.

The process for applying for a second year of funded kindergarten is provided in Figure 1.

Figure 1: High level process: applying for a second year of funded kindergarten

The Term three plan is designed to assess the child's learning and development against the five outcomes of the Victorian Early Years Learning and Development Framework and to develop goals and strategies to build the child's skills in key areas. This should help support the child's attendance at school in the following year.

The Second Year Discussion is conducted if the Term three plan goals have not been achieved. The discussion incorporates questions around the support required for the child to achieve outcomes and whether these are more likely to be achieved by attending school or a second year of kindergarten, and guides the decision-making process.

Second Year Statement provides information to facilitate the child's transition to second year kindergarten, and is equivalent to the Transition Learning and Development Statement. This is particularly important when the child is to attend a program with a different teacher.



Timelines and tasks

The following table provides an indicative timeline to guide early childhood teachers in determining if a child is eligible for a second year of funded kindergarten, and identifies the processes and documents that need to be completed.

Search [kindergarten funding](#) on the Departments website for forms referenced in this table.

Table 1: Key timelines and tasks: applying for a second year of funded kindergarten

Timeline	Task
During term one and term two	As part of the regular assessment processes, identify children with an observed delay in learning and development who may benefit from a second year of funded kindergarten, using the <i>Victorian Early Years Learning and Development Framework</i> outcomes.
End of term two	In collaboration with the child's parent, develop a <i>Term three plan for learning and development</i> which identifies strategies that focus on the developmental outcome areas where a delay has been identified and will be implemented in term three.
Towards the end of term three	Review the <i>Term three plan for learning and development</i> . Discuss the child's level of learning and development with the parent and use the <i>Second Year Discussion</i> questions to guide the conversation. Teachers and parents should carefully consider the implications of children attending prep in the year they turn seven when their grade peers may be turning five or six.
End of term three	<i>Evaluate the Term three plan</i> If the planning and discussion processes detailed above have been completed, and the parents agree that a second year of funded kindergarten will be the most appropriate environment to address the child's learning and development delay, and better outcomes will be achieved at kindergarten than if they go to school: - complete and submit a <i>Declaration of eligibility for a second year of funded kindergarten</i> using the KIM system by the last week of term three (NB – Declarations made after this date may make it difficult for re-enrolment since available places may already be allocated to new enrolments. Contact your Department office to discuss declarations after this date) - provide a copy of the <i>Declaration of eligibility for a second year of funded kindergarten</i> to parents and retain a copy on the child's enrolment record - ensure the child is re-enrolled for funded kindergarten in the following year - retain (on the child's enrolment record) the <i>Term three plan for learning and development</i>, <i>Second Year Discussion</i>, and a copy of the <i>Declaration of eligibility for a second year of funded kindergarten</i>.
Term four and beyond	Complete the Second Year Statement for children as they transition into a second year of funded kindergarten. NB – if Kindergarten Inclusion Support Package documentation has been completed and stored in the child's enrolment record, this can be referred to, to avoid duplication of work. If the parent subsequently decides to send the child to school, transfer the information from the Second Year Statement to the Transition Learning and Development Statement.

To support planning for the child and decision-making assistance, it is recommended the following professionals contribute information and advice about the child's level of learning and development where appropriate:

- Preschool Field Officer (see page 17 of the quick guide)
- Early Childhood Intervention Service Worker
- the child's Maternal and Child Health nurse (search [Maternal and Child Health](#) on the Departments website)
- family doctor or other allied health professionals
- School Principal.

For more information about transition to school, please see Appendix B.

How funding is paid

Funding is paid in advance, in monthly payments as per kindergarten per capita funding.

Long service and sick leave payments for educators employed prior to 1994

The Department holds funds accrued by educators employed in kindergartens prior to 24 January 1994.

All enquiries regarding payment to educators who were employed prior to 1994 and have become eligible for long service leave or sick leave after this time should be directed to the kindergarten payroll service contractor (page 46). Payment will be made in accordance with relevant legislation.

A service provider should only pay leave entitlements after checking that the educator is eligible for long service leave or sick leave.

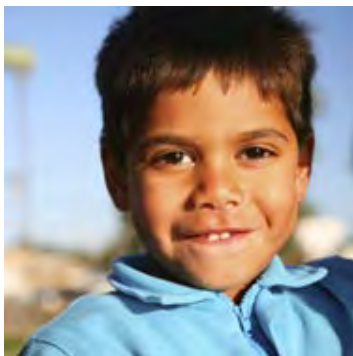
The Department will only provide payment for sick leave if the service provider has already paid the equivalent of one full year's sick leave for that educator in the current calendar year.

To make a claim for a long service leave or sick leave payment, contact the kindergarten payroll service contractor for a Kindergarten long service leave pre-1994 form or a Kindergarten sick leave pre-1994 form. Funding for the sick leave entitlement is paid directly to the service provider as a payment separate from the payment cycle.

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4 Operational requirements



Once a kindergarten funding application has been successful, the service provider must:

- continue to be an approved service provider and meet the core requirements as detailed on page 8, including meeting the relevant regulatory requirements
- continue to meet the criteria specific to the type(s) of funding which it receives, and
- meet the operational requirements (outlined in the navigation table overleaf).

In some cases service providers unable to meet operational requirements may be eligible for continued funding by applying to the Department for funding in exceptional circumstances.

Operational requirements quick guide

The **Operational requirements quick guide** is intended to provide an overview of operational requirements and direct service providers to further information within this Guide and externally.

Service providers should read these requirements in conjunction with regulatory requirements (search [regulation and quality assessment](#) on the Departments website).

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Operational criteria		Requirements	For further information
1. Managing Quality	Outlines compliance with the NQF requirements if service providers are regulated by the NQF	Service providers must: • meet the requirements of the Education and Care Services National Law Act 2010, the Education and Care Services National Regulations 2011 and the National Quality Standard (NQS). • work towards achieving an exceeding rating in all seven quality areas defined in the NQS • implement the practice principles of the VEYLDF • operate at an educator child ratio of 1:11 or less for children aged 36 months and older • services operating a bush kinder must adhere to the requirements of the National Law and National Regulations.	Consult the NQS for advice on the seven quality areas (search <i>national quality framework</i> on the Departments website)
	2. Managing enrolments	Service providers must: • have policies in place to enable participation of all enrolled children • allocate spaces using the Priority of Access criteria – or if in receipt of CCB or CCR – comply with the Commonwealth Government's policy for allocating places • have flexible processes for families and carers enrolling high priority children • have a locally agreed criteria to allocate places to non-high priority children • ensure kindergarten enrolment processes are clear and transparent • optimise available places and spaces (i.e. increase group size to full capacity, employ an additional assistant or a rotational model) • provide advice on late or early entry to kindergarten • sight an approved exemption from school form for children who turn six during the kindergarten year • include a copy of the letter from parents to the Department for early entry to school on the child's enrolment record • comply with the 'No Jab, No Play' legislation.	See page 42 See page 43 See page 43 See page 43 See page 44 See page 44 See page 44 See page 44
3. Managing the service	Outlines business practice and principles, including governance and financial operations	Service providers must: • report their financial position to the Department each year. Financial accountability/reporting (FAR) requirements are set out in the service agreement • operate in accordance with good governance principles and practice • have a comprehensive written fees policy • keep budgets (whilst there is no requirement to submit annual budgets, the Department may request to examine budget calculations) • maintain accounts relating to staff entitlements, and a separate provisions account for leave entitlements • community-based not-for-profit organisations must use the Department's contracted payroll service or certify use of an equivalent service • report alleged misappropriation of funds to Victoria Police and provide a serious incident report to the Department • ensure comparable insurance coverage for service providers not covered under the VMA Community Service Organisations Education Program (CSO) • maintain an up-to-date Emergency Management Plan (EMP) • report emergency service closures to the appropriate Departmental regional office.	For detailed information about FAR requirements, visit the Funded Agency Channel website and download the Service Agreement Information Kit for Funded Organisations Contact the Departmental regional office with any concerns about financial viability See page 45 See page 45 See page 46 See page 46 Go to www.adppayroll.com.au or email: payline_vic@au.adp.com See page 46 See page 47 See page 47 See page 47
	4. Managing teachers	Service providers must: • support teachers to practise in accordance with the Australian Professional Standards for Teachers • ensure that early childhood teachers and graduate teachers are registered with the Victorian Institute of Teaching (VIT) • ensure that provisionally registered early childhood teachers are supported by a trained VIT registered teacher-mentor to achieve Proficient Teacher level • support registered teachers to complete professional development each year to maintain their VIT registration • ensure that registered early childhood teachers and educators understand their obligations around reporting child abuse • facilitate teachers access to the early childhood teacher validation process in accordance with applicable employment agreements • notify the Departmental regional office of teacher absence in instances where another registered early childhood teacher is not available to deliver the program • notify the Departmental regional office of a change in teacher • notify the Department regional office where a teacher is not immediately replaced to discuss funding arrangements.	See page 48. Search <i>APST</i> at www.vit.vic.edu.au Visit the <i>Victorian Institute of Teaching</i> website for more information about teacher registration. Search <i>early childhood effective mentoring</i> on the Departments website Search <i>mandatory reporting</i> on the Departments website See page 49 for Early childhood teacher validation process See page 49 for teacher absence See page 50 for change in teacher See page 50. Contact Early Learning Association Australia (ELAA) by phone (03) 9489 3500 or email elaa@elaa.org.au for further advice about teacher breaks

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Operational criteria	Requirements	For further information
5. Maintaining engagement of children and families Covers strategies for improving access to kindergarten services, particularly for children who face barriers to participation	Service providers must: • create a welcoming and culturally inclusive environment • support families and children experiencing vulnerability to establish consistent attendance • improve access for children experiencing vulnerability • support children with additional needs and encourage their ongoing participation • undertake training and utilise resources for supporting children with additional needs • support the cultural inclusion and consistent attendance of Aboriginal and/or Torres Strait Islander families and children • support the cultural inclusion and consistent attendance of children from culturally and linguistically diverse backgrounds • ensure that children experiencing disability can access education on the same basis as children without disabilities.	See page 50 See page 50 See page 50 and search <i>VEYLDF</i> on the Departments website See page 51 See Appendix B for list of resources See page 51 See page 51
6. Displaying information and communicating effectively Summarises key information to be displayed at kindergarten services, and methods to communicate information effectively	Service providers must display: • the current Kindergarten Program Certificate • information promoting the Kindergarten Fee Subsidy and Early Start Kindergarten • operating times and name(s) of the qualified teachers delivering the program. Service providers must communicate to parents: • advice regarding children born between January and April about the best time to commence kindergarten • Session times, planned closures and child free days. This should be advised to families at program commencement. • that one years' Funded Kindergarten has been claimed for their child • fees • waiting lists • access and inclusion policies • availability of the Kindergarten Fee Subsidy where applicable • availability of Early Start Kindergarten where applicable • availability of Early Start Kindergarten extension grant where applicable. Service providers must ensure early childhood teachers prepare a Transition Learning and Development Statement for all children	See page 52 and search <i>choosing a kindergarten</i> on the Departments website See Appendix A – Glossary. For downloadable materials from the Department search <i>Kindergarten communications</i> on the Departments website
7. Providing reports and data Lists the required data that should be submitted to the Department	Service providers must: • provide accurate and current information in KIM • comply with reporting requirements which include: – compliance with the Information Privacy Act 2000 and the Health Records Act 2001, – provide data to the Department upon request – store data securely – request parental consent to the sharing of information • comply with data collection requirements of the service agreement: – undertake mandatory online data collection during annual confirmation – the annual August kindergarten census.	See page 53 See page 53 See page 54 See page 54

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Further information

1. Managing quality

Victorian Early Years Learning and Development Framework

Ongoing improvement to kindergarten service delivery is a Victorian Government priority. The NQF and the VEYLDF drive quality and consistency across education and care services.

Providers of funded kindergartens are required to adhere to each aspect of the NQF and the VEYLDF.

Visit www.acecqa.gov.au for information about the NQF or search VEYLDF on the Department's website.

Child safe standards

From 1 January 2016, all early childhood services are required to comply with new child safe standards designed to ensure that organisations that work with children take steps to create a culture of child safety and protect children from all forms of abuse.

To create and maintain a child safe organisation, an early childhood service must have in place:

- strategies to embed an organisational culture of child safety, including through effective leadership arrangements
- a child safe policy or statement of commitment to child safety
- a code of conduct that establishes clear expectations for appropriate behaviour with children
- screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- processes for responding to and reporting suspected child abuse
- strategies to identify and reduce or remove risks of child abuse
- strategies to promote the participation and empowerment of children.

In complying with the child safe standards, the early childhood service must include the following principles as part of each standard:

- promoting the cultural safety of Aboriginal children
- promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds
- promoting the safety of children with a disability.

For more information, search *child safe standards* on the Departments website.

2. Managing enrolments

Priority of access criteria

Service providers must notify all families of the priority of access policy that applies when they enrol their child.

In instances where more eligible children apply for a place at a kindergarten service than there are places available, services must:

- prioritise children based on the criteria listed below
- work with other local kindergarten services and the regional Department office to ensure all eligible children have access to a kindergarten place.

This criteria must be used by services providers when prioritising enrolments. Funding guidance is available from the Department's regional offices if required.

High priority children	Process that could be used to verify need(s)
Children at risk of abuse or neglect, including children in Out-of-Home Care	The child is: • attending a three year old kindergarten program through Early Start Kindergarten or Access to Early Learning, or is • referred by: – Child Protection – Child and family services (family services referral and support team, Child FIRST/integrated family services/Services Connect case worker) – Maternal and Child Health nurse, or – Out-of-Home Care provider.
Aboriginal and/ or Torres Strait Islander children	As part of the enrolment process, service providers must respectfully ask families 'is your child Aboriginal and/or Torres Strait Islander?' and record this information in KIM.
Asylum seeker and refugee children	An appropriate visa identifies the child and/or parents as a refugee or asylum seeker.
Children eligible for the Kindergarten Fee Subsidy	• A child or parent holds a Commonwealth Health Care Card, Pensioner Concession Card, Veteran's Affairs Card, or • multiple birth children (triplets, quadruplets).
Children with additional needs, defined as children who: • require additional assistance in order to fully participate in the kindergarten program • require a combination of services which are individually planned • have an identified specific disability or developmental delay	The child: • is assessed as having delays in two or more areas and is declared eligible for a second funded year of kindergarten • holds a Child Disability Health Care Card • has previously been approved for Kindergarten Inclusion Support Package, or referred by: – the National Disability Insurance Scheme – Early Childhood Intervention Service – Preschool Field Officer, or – Maternal and Child Health nurse.

Central enrolment schemes

Many councils operate a central enrolment or registration system for kindergarten services. Central enrolment schemes enable equitable access to kindergarten places for all eligible children within a municipality and support increased access to kindergarten through linkages between Maternal and Child Health services and kindergartens. Service providers are encouraged to approach their local government to discuss joining their central enrolment scheme. A list of local council contact details can be found by searching *council details* at www.mav.asn.au.

Flexible processes

Service providers should build flexibility into their enrolment processes that take into account the circumstances of families from priority groups (identified in page 42), for example exempting high priority children from registration fees. Where a service reserves places for late enrolments, the service should consider high priority children when determining how these places are filled.

Locally agreed criteria for children not identified as high priority

Service providers may apply one or more locally agreed criteria to prioritise children and determine the order in which offers are made, such as residential proximity or a demonstrable link to the service. This criteria must be documented and communicated with families and kindergarten places should be allocated in accordance with anti-discrimination and human rights laws.

Clear and transparent kindergarten enrolment processes

Services must ensure their application and enrolment policies:

- promote fair and equitable access to kindergarten programs
- adhere to the Department's priority of access requirements (as above)
- support all eligible children to access a kindergarten program including those who face barriers to participation
- do not inadvertently present barriers to participation, especially for vulnerable and disadvantaged children
- ensure early entry applicants (children younger than 4 years old on 30 April in the year they will attend kindergarten) are given equal access to enrolment.

In order to achieve these objectives, enrolment policies must:

- comply with Victorian and national legislation, including disability discrimination, anti-discrimination and human rights laws¹
- be developed on the basis of local need, determined through consultation with the local community and key stakeholders such as local government
- support children who are experiencing disadvantage
- address issues of eligibility for funded places
- outline how waiting lists will be prioritised
- be effectively communicated to families and the local community.

Early or late entry to kindergarten

Services should encourage families considering early or late entry to kindergarten to seek advice from early childhood professionals to inform their decision. This could include a prep teacher or principal at the family's school of choice, a Maternal and Child Health nurse, family doctor or speech therapist. A kindergarten educator should also meet the child in order to provide the family with a professional opinion about whether the child would benefit from late or early entry into a kindergarten program.

For children born between 1 January and 30 April, parents have a choice about whether they commence school in the year they turn five, or in the following year, and therefore whether they commence kindergarten in the year they turn four or the year they turn five.

Service providers should therefore:

- encourage families to carefully consider the best time for their child to start kindergarten, as all children learn and develop in different ways
- encourage families to consult with relevant early childhood professionals for guidance
- provide families with advice and reassurance about how the kindergarten program will support their child's learning and development
- advise families that children are expected to complete a full year of kindergarten in the year they enrol and begin attending and that funding is limited to one year for each child (unless they are eligible for an Early Start Kindergarten grant or a second year of funded kindergarten).

¹ Services may elect to seek independent legal advice if concerned about the compliance of their policies

Exemption from school

Children who turn six at any time during the kindergarten year, including children attending a second year of funded kindergarten, must be exempted from attending school. Parents should be advised to apply for an exemption before the child starts kindergarten by submitting an Exemption from school due to attendance in kindergarten program form to the appropriate Departmental regional office by 1 November in the year prior to the child turning six.

In this instance, service providers must:

- sight the approved exemption form
- note that it has been sighted on the child's enrolment record for later reporting through the annual confirmation process.

Early entry to kindergarten

Early entry to kindergarten may be appropriate for some gifted children where families are seeking an early entry to school for their child. However, it is important to note that most children who enrol early in kindergarten are not accepted for early entry into school, and the decision regarding early entry should be discussed with parents and take into account the following:

- children are not guaranteed early school entry as a result of being enrolled to attend kindergarten early
- early entry to school requires a formal cognitive assessment that can only be undertaken once the child has turned four years of age and where the cost is met by parents. A child must be assessed as exceptionally gifted (WPPSI-IV results of at least 130 FSIQ) and considered at risk of long-term educational disadvantage if they do not commence school.
- applications for early entry to school are usually not determined until Term 4 of the year prior to the requested early entry to school
- children are eligible for only one year of funded kindergarten, so careful consideration should be made as to which year families enrol their child in kindergarten.

Should parents decide to request early entry to kindergarten for their child, the following requirements must be met:

- the child must be at least 3 years and six months on or before 30 April in the year they attend the funded kindergarten program
- parents must make a written request for early entry to school to either the Regional Director of the appropriate Regional Office or directly to the principal of a non-government school dependent on whether the child is intending to attend a government or non-government school
- parents must provide the kindergarten service provider with a written response from the Department or the non-government school acknowledging the family has requested early entry to school
- the kindergarten service provider must keep a copy of the written response from the Department or non-government school with the child's kindergarten enrolment records and upload a copy on KIM.

No Jab, No Play

The 'No Jab, No Play' legislation aims to reduce the risk of vaccine-preventable diseases through increased immunisation rates in the community.

The legislation requires all children enrolling in early childhood education and care services to be up to date with their vaccinations or to meet the criteria for exemption at the point of enrolment. Services can obtain an up to date immunisation status from families up to two months prior to the first day of attendance at kindergarten in order to confirm kindergarten enrolment. The legislation does not require services to monitor or document the ongoing immunisation status of children following enrolment.

Prior to confirming enrolment, service providers must obtain evidence that the child:

- is fully vaccinated for their age (via an immunisation status certificate), or
- is immunised in accordance with a recognised catch-up schedule if the child has fallen behind with their vaccinations, or
- has a medical reason not to be vaccinated.

Service providers:

- may give eligible children experiencing vulnerability and disadvantage a 16 week grace period to produce proof of up-to-date immunisation and
- should provide information and assistance to families about the immunisation process and
- must keep immunisation documentation with the child's enrolment record in accordance with the applicable regulations.

While the legislation requires that services obtain an up-to-date immunisation status certificate prior to confirming a child's enrolment, a two month period prior to the first date of attendance has been included in order to allow time for the enrolment process to be completed before the child begins attending the service, and to provide certainty for parents and services with regard to enrolments. You may therefore find it preferable – for your administrative practices and for the convenience

of parents – to obtain and process immunisation status certificates as far in advance as possible prior to the first day of kindergarten. A toolkit to assist kindergarten service providers with their responsibilities and record management can be found by searching Immunisation enrolment toolkit on www.health.vic.gov.au. A frequently asked questions fact sheet is also available by searching no jab no play FAQ at www.health.vic.gov.au

Section 3 of the Immunisation Toolkit provides details about how to assess whether a child's immunisations are up to date. Section 7 of the Toolkit contains a key dates work form for immunisation and enrolment to assist services to assess whether a child's enrolment can be confirmed.

3. Managing the service

Good governance practices

Service providers are expected to operate in accordance with good governance principles by incorporating the following principles into their practices:

- accountability to assess whether the service is performing effectively, efficiently and ethically in the best interests of all stakeholders, and in accordance with the law, regulations, probity, accountability and openness
- leadership to develop a vision, plans, policies and strategies focused on improving outcomes and performance, and building strong and productive partnerships between all stakeholders.

National Quality Framework (NQF) approved services are also required to meet the governance standards under National Quality Standard, Quality Area 7 'Leadership and service management', specifically:

- effective leadership that promotes a positive organisational culture and builds a professional learning community
- a commitment to continuous improvement
- administrative systems that enable effective management of a quality service.

Governance of private sector organisations is also subject to corporate law requirements.

The Department funds the Early Learning Association Australia (ELAA) to assist service providers receiving kindergarten funding to operate in accordance with good governance and sound operation and management principles, with a particular focus on meeting the requirements of the NQF. The support is provided through an advisory service (telephone and email), online and face-to-face training, resource materials, and intensive support to service providers with complex management issues.

For further information visit www.elaa.org.au.

Good financial practices

Services should be able to demonstrate good financial management policies, procedures and practices. This includes policies about fees, financial delegations, fund raising, purchasing, budgeting and requirements for provisions and reserves.

Written fees policy

Service providers receiving kindergarten funding are required to have a comprehensive written fees policy.

The fees policy must provide information about:

- the total annual fee amount, including all non-refundable components (such as excursions, maintenance costs, etc.)
- payment options and procedures (for example, payment plans for low income families)
- action that will be taken if fees are not paid (refer to maintaining engagement of families and children, on page 50)
- any refundable levies (if applicable)
- plans for fundraising (if applicable)
- how parents will be notified of any fee changes throughout the year
- any deposits required to secure a place on a waiting list or to accept an offered place (note that deposits should not act as a barrier to enrolment of vulnerable children, refer to maintaining engagement of families and children, on page 50)
- how the Kindergarten Fee Subsidy and Early Start Kindergarten grants are applied and how eligible families access subsidies
- exempting children from priority groups (see page 42) from enrolment fees
- operating hours including term dates, planned closures and additional hours to account for closures.

When calculating annual fees, service providers should set an amount that balances the capacity of parents to pay, the provision of a high-quality service and the overall financial viability of the service.

Keep budgets

Annual budgets serve as an important tool for service providers to monitor their financial performance.

When budgeting, service providers should consider all anticipated expenditure and costs. The difference between income (from government funding and other sources) and anticipated expenditure (such as staffing, maintenance costs and excursions) are fundamental to determining the annual fees to be charged for each family. Refundable levies should not be factored into annual fees and should not act as a barrier to participation.

The Department funds ELAA to provide advice to kindergarten service providers on preparing budgets – see www.elaa.org.au for more information.

Maintain accounts

Service providers are required to:

- maintain detailed staff records to ascertain staff entitlements
- keep a separate provisions account for staff long service leave and sick leave entitlements
- budget for and deposit into the provisions account on an annual basis.

Payroll

The Department funds a free payroll service for the following services:

- a community-based, not-for-profit incorporated association
- a co-operative operating through a committee of management
- an Early Years Management organisation that is not a local government.

The payroll service covers early childhood staff and/or ancillary staff who work at a service or who provide administrative, management or professional support from a central office/location.

The payroll contractor provides the following support services:

- calculation and processing of staff salaries and other entitlements
- processing of taxation, superannuation and other contributions as required
- electronic lodgement of employer declaration forms
- payslips and payment summaries
- fortnightly reports of salary expenditure for management bodies
- telephone and email advisory service
- training for committees of management
- advice regarding pay and entitlements
- manages assessment of entitlements accrued by staff employed in Victorian kindergartens prior to 24 January 1994.

This payroll service is currently provided by ADP. Go to www.adppayroll.com.au for more information.

Community-based, not-for-profit organisations that do not use the Department's contracted service must certify that they use an equivalent payroll service in KIM.

Misappropriation of funds

In addition to the Department's requirements, there are statutory obligations for corporations and incorporated associations, particularly in terms of financial management and accountability. For incorporated committees of management, there are legal obligations under the Associations Incorporation Reform Act 2012.

If a service provider believes funds have been misappropriated, it has a duty to act on this suspicion by:

- notifying the Department
- organising an audit of relevant financial records relieving the person suspected of the misappropriation of any financial responsibilities until resolution
- reporting to Victoria Police for investigation.



Community Service Organisation Education Program insurance

Community Service Organisation (CSO) Education Program insurance may be available to community service organisations that receive direct funding from the Department.

The CSO is managed by the Victorian Managed Insurance Authority (VMIA) and provides insurance coverage for:

- public and products liability
- professional indemnity
- directors' and officers' liability
- entity fidelity
- volunteers' personal accident (injury).

Insured service providers may also be covered for other community service activities provided by the service provider, such as kindergarten or activity groups for three-year-old children or occasional care.

In relation to kindergarten services that are part of an Early Years Management organisation:

- Parent advisory committees that are part of a funded Early Years Management organisation are eligible for CSO Education Program insurance where they are incorporated entities in their own right and support the operation of kindergarten. In these cases, the incorporated parent advisory committee will receive insurance documentation from the VMIA in their name.
- Where a parent advisory committee is not incorporated, they are insured and noted under the Early Years Management organisations CSO Education Program insurance policy.

The following service providers are not covered by the CSO Education Program and are required to make their own insurance arrangements:

- schools
- local government authorities
- church organisations
- tertiary education institutions
- private for-profit organisations
- hospitals
- organisations with head offices in a state other than Victoria
- unfunded organisations that may share premises with funded service providers.

However, in cases where funding is transacted through a service agreement with a local government authority, church organisation or tertiary education institution and the funded kindergarten program is delivered by an incorporated association, the incorporated association is covered by the CSO Education Program.

Search *CSO Education Program* at www.vmia.vic.gov.au for more information.

Community based organisations delivering a funded kindergarten program on a school site should contact their Departmental regional office for further information if required.

Emergency management

All services are required to:

- have an emergency management plan in place
- develop plans in consultation with the appropriate Departmental regional office, local community and emergency services, and other relevant stakeholders
- regularly review plans and update them to reflect the local needs of the community.

Services listed on the Department's Bushfire At-Risk Register must submit an emergency management plan to their Departmental regional office annually (search *bushfires and grassfires* on the Department's website).

Service closure in response to an emergency

In the event of an emergency, it may be necessary for a service to close for safety purposes. In this event, the service provider must report to the appropriate Departmental regional office:

- how many children have been affected
- how long the service may be closed
- any damage that has been sustained
- when the service resumes after closure.

The service provider should have a closure policy which should be clearly communicated to parents at the beginning of the kindergarten year. The closure policy should contain:

- identification of risks that might lead to closure, including local environment risks e.g. floods, bushfires or heatwaves
- the regulatory obligations of the service provider
- a communication plan and strategies for disseminating information about closure due to imminent risk.

Mandatory closure

Some kindergarten services have been identified as being at high fire risk and must close on days declared a Code Red Fire Danger Rating Day. Services have been advised of their inclusion on the Bushfire At-Risk Register.

Service providers in receipt of funding will experience no financial disadvantage regarding kindergarten funding for mandatory closures. Where services sustain repeated closures, they should contact the appropriate Departmental regional office to discuss their individual financial circumstances and any related viability issues.

Voluntary closures

It is recommended that service providers develop policies about voluntary closures.

The voluntary closure policy should be based on local research and discussion with the appropriate Departmental regional office (and council where the service is operated from a council owned building), and include the following points:

- criteria for voluntary closure – what the local triggers are and how the decision will be made
- impact of closure on the capacity to deliver the required hours of service (for example, make-up days)
- financial implications (fees, funding and Child Care Benefit).

Generally such closures will not impact on kindergarten funding from the Department.

Services approved for Commonwealth Child Care Benefit funding may contact the Commonwealth Government to enquire about emergency Child Care Benefit.

4. Managing teachers

Early childhood teacher professional standards

Australian Professional Standards for Teachers (APST) apply to early childhood teachers. All service providers in receipt of kindergarten funding are required to incorporate the use of the APST into the teacher's performance and development process (search *standards* at www.vit.vic.edu.au).

The Early Childhood Australia Code of Ethics should also guide teachers practice.

Professional development

The Department provides a range of support for the Victorian early childhood workforce including:

- free mentor training for experienced early childhood teachers to become mentors with the skills and knowledge to support new beginning early childhood teachers
- free online eLearning module *Protecting Children – Mandatory Reporting and other Obligations for the Early Childhood Sector*
- free online Autism Spectrum Disorder Learning Modules that supports early childhood professionals to develop a greater understanding of young children on the autism spectrum in their setting and to plan inclusive programs that support their learning and development
- free online professional learning in the use of Early ABLES, an online assessment for learning tool to help educators create and provide a more tailored learning experience for children aged two to five years with disabilities or developmental delay
- scholarship fund for early childhood staff to upgrade early childhood qualifications
- scholarship fund supporting Aboriginal people to undertake an early childhood qualification
- an incentive fund to assist service providers to attract and retain qualified early childhood teachers in hard-to-staff positions.

More information about these initiatives to support the workforce can be found on the Department's website.

The following organisations also offer opportunities to build the capacity of early childhood professionals to provide quality educational experiences, including:

- Gowrie Victoria offer training, resources and advice, with information available at: www.gowrievictoria.org.au
- Bastow Institute offer courses designed to build capacity of leaders in early childhood settings, with information available at: www.bastow.vic.edu.au.

Early childhood teacher validation process

The salary structure and salary progression requirements for early childhood teachers are specified in the Victorian early childhood education enterprise agreements. This includes a process, where applicable, for salary progression involving an independent assessment to 'validate' or endorse reclassification to a higher salary level.

All service providers in receipt of kindergarten funding are required to provide teachers with access to the early childhood teacher validation process.

The Vocational Education and Training assessment service (VETASSESS) manage and administer the service, and is available free of charge to early childhood teachers delivering a funded kindergarten program. VETASSESS employs validators to independently assess applications for reclassification.

For further information about the validation process for early childhood teachers refer to the relevant Victorian enterprise agreement or go to www.vetassess.com.au.

Teacher absence

Emergency or relief teachers

At certain times, service providers may find it necessary to employ an emergency or relief teacher to deliver the kindergarten program (for example, when the teacher is ill).

If, on a program delivery day, the service provider is unable to find an early childhood teacher or a primary teacher to relieve on that day, it must:

- notify the local Departmental regional office as to whether it has cancelled the session or engaged a diploma qualified educator to take the session
- if a diploma qualified educator is engaged, post a sign to indicate that a teacher will not be running the session and it will not operate as a kindergarten program for that day
- consider any relevant regulatory requirements, particularly when primary teachers are engaged, and should contact the Department's Quality and Assessment Regulation Division to ensure continued compliance with the National Law and National Regulations.

Replacing an early childhood teacher on leave

If an early childhood teacher is absent from the service because of short-term illness or leave (for a period of up to, but not exceeding, 12 weeks), the service provider can continue to receive kindergarten funding if the teacher is replaced by:

- a primary teacher, or
- an educator who holds an early childhood diploma and has completed 50 per cent of studies towards a qualification included on the ACECQA list of approved early childhood qualifications.

In these instances, the service must notify the regional Department office immediately to inform them of the arrangements. Additionally, service providers should contact the Department's Quality and Assessment Regulation Division to ensure continued compliance with the National Law and National Regulations.

For absence exceeding 12 weeks the teacher must be replaced by another qualified early childhood teacher, unless exceptional circumstances apply.



Change of teacher

Temporarily replacing an early childhood teacher who has left a service

Service providers wishing to replace an early childhood teacher who has left the service with an educator who is not a registered early childhood teacher may not be eligible to receive kindergarten funding. The appropriate Departmental regional office should be contacted before proceeding with employment.

Notifying the Department of a change in teacher

When there is a change in the early childhood teacher delivering the funded kindergarten program, the service provider must:

- confirm that the new teacher is VIT registered
- remove the previous teacher from the KIM system and add the new teacher's details
- for teacher absences other than emergency, the service provider must also submit updated teacher details using the KIM system.

Funding arrangements

If a qualified teacher permanently leaves a service and is not immediately replaced, service providers may be able to receive continued funding where:

- the service provider is actively working to recruit a new qualified early childhood teacher, and
- the kindergarten program will be planned and delivered by:
 - a primary teacher, or
 - an educator with an early childhood diploma who is actively working towards an early childhood teaching qualification on the list published by ACECQA and has completed at least 50 per cent of their studies towards the qualification.

Service providers must:

- contact the appropriate Departmental regional office as soon as possible to seek approval for continued funding
- remain compliant with regulatory requirements during the time the kindergarten program is not being delivered by a qualified early childhood. Where a service is unable to remain compliant they should contact the Department's Quality and Assessment Regulation Division.

5. Maintaining engagement of children and families

Create a welcoming and culturally inclusive environment

In accordance with the [Victorian Early Years Learning and Development Framework](#), service providers should create a welcoming and culturally inclusive environment, and ensure that:

- the service is a welcoming and culturally safe environment for families approaching for the first time
- families are encouraged to participate in and contribute to children's learning and development experiences
- interests, abilities and culture of every child and their family are understood, valued and respected.

Maintaining access for all children

- A funded kindergarten service should not temporarily or permanently exclude a child because of challenging behaviour. If such a situation does arise, services should always seek support from the Department for managing the situation.

Support families and children experiencing vulnerability to establish consistent attendance

Service providers should work to:

- ensure engagement with families, particularly on their first visit
- ensure educators are equipped to deliver a program that is inclusive of the individual abilities of all children
- ensure every child experiences success in their learning and development.

Improve access for children experiencing vulnerability

Service providers may find it challenging to engage families experiencing vulnerability. Australian research confirms that the families most in need are those least likely to access programs, with the very factors that make them vulnerable often acting as barriers to their seeking and obtaining help and support.

The Centre for Community Child Health Policy Brief 'Engaging Marginalised and Vulnerable Families' provides the following advice for services engaging with vulnerable families:

"The way in which services engage and work with families is critical: professionals need to respond to family priorities, build on family strengths, and establish partnerships that involve shared decision making, thereby giving families greater control over their lives."

Every service needs to build its capacity to reach and engage vulnerable families as it is highly unlikely a service will have no vulnerable children and parents among its potential clients. This includes helping staff to build their capacity to engage families as well as minimising the practical or structural barriers to parents that prevent them from easily accessing services.”²

Service providers should support teachers to make use of training opportunities and available resources to increase their understanding of the needs of vulnerable children.

Support for children with additional needs

Service providers should be aware of the Early Childhood Agreement for Children in Out-of-Home Care; a partnership between the Department of Health and Human Services, the Department of Education and Training, the Municipal Association of Victoria and the Early Learning Association Australia.

The Agreement includes a role for a local government contact to assist case workers to find suitable early childhood education and care services in the LGA. Secure information sharing to locate children can be provided to the local government contact on a case by case basis.

Service providers need to adhere to the Agreement and in particular:

- set out clear roles and responsibilities in relation to children in out-of-home care that may be attending their service
- adopt flexible approaches to enable engagement
- work collaboratively with carers and other services to support children’s ongoing participation
- outline a process for implementation of the Agreement and for monitoring outcomes.

Support for Aboriginal children

It is a priority of the Victorian Government to improve outcomes for Aboriginal people, and a priority of the Department to increase Aboriginal inclusion and participation in kindergarten programs. The Department provides Early Start Kindergarten funding and the Kindergarten Fee Subsidy to directly support Aboriginal children to access and participate in a kindergarten program (see funding quick guide page 15).

Further resources to support engagement include:

- **Koorie Engagement Support Officers (KESOs)** KESOs seek to increase the participation and inclusion of Aboriginal children in kindergarten programs. Services providers can contact KESOs through the Department’s regional offices for advice on how to include Aboriginal and/or Torres Strait culture in the learning experience. KESOs can also provide information and support to the families of Aboriginal children, communities, kindergarten staff and management.
- **Koorie Preschool Assistants (KPSAs)** KPSAs are employed by community-based organisations, with funding provided by the Department. KPSAs work with service providers that deliver kindergarten programs to provide support, increase participation of Aboriginal children, encourage involvement of Aboriginal families and communities, and promote the delivery of culturally inclusive programs.
- **Commonwealth Support for Aboriginal children** The Commonwealth Government introduced the Indigenous Advancement Strategy in June 2014, replacing a number of Commonwealth funded Indigenous programs. Through this new strategy, early childhood services and schools are able to apply for grants that support the outcomes of the strategy through a competitive open grant process.

Support for children from a culturally and linguistically diverse background

FKA Children’s Services

The Department funds FKA Children’s Services to provide:

- advice and information on improving access to kindergarten programs for children from culturally and linguistically diverse backgrounds and children with a disability
- casual bilingual workers to assist with the participation of children from culturally and linguistically diverse backgrounds in kindergarten programs
- training on inclusive practice for early childhood staff working with children from culturally and linguistically diverse backgrounds in kindergarten programs
- language assessments for children from culturally and linguistically diverse backgrounds attending kindergarten programs
- access to resource sheets.

Visit www.fka.com.au for more information about their services.

² Centre for Community Child Health, 2010, Policy Brief No 18 2010: Engaging Marginalised and Vulnerable Families, page 4.

Victorian Interpreting and Translating service (VITS)

The Department funds VITS to provide interpreter services. This is particularly valuable when discussing an individual child's learning and development progress with parents and to support the transition to school process.

VITS provides two types of language services:

- telephone interpreting
- on-site interpreting, both spoken and in sign languages.

Visit the VITS website to book an interpreter, or phone (03) 9281 1955 to access telephone interpreting services to talk about kindergarten programs and a child's progress in a variety of languages.

VITS is not funded to provide translation of documents.

6. Displaying information and communicating effectively

Offer pre-kindergarten advice

Service providers should provide families with information to help them determine the best time for their child to start kindergarten, including:

- every child's eligibility to receive one year of kindergarten before commencing school (unless they are eligible for an Early Start Kindergarten grant or for a second year of funded kindergarten)
- the choice that parents with children born between January and April have regarding whether their child attends kindergarten the year they turn 4 or 5 years of age (see page 43)
- information about the resources and professional advice available to assist families with decision making including early childhood and prep teachers, school principals and maternal and child health nurses.

Communication with families

At the beginning of the kindergarten year, service providers must provide all families with each of the following when a child enrolls and attends a funded kindergarten program:

- written confirmation that they are receiving a funded kindergarten program
- a fees policy, with an explanation of what it means and what families are required to pay (see fees policy page 45)
- a list of the days and times the service will operate, including planned closures for activities such as staff development and training
- long day care services providing an integrated kindergarten program must provide families with details of out of pocket expenses relating to the non-funded part of the program they are accessing
- information about additional support available to enhance the learning and development needs of all children including fee subsidies and grants
- information about why personal information is collected from families and how it is stored (for more information see page 53)
- information about the service's emergency management plan (see page 47)
- information about how families can be involved and contribute to the kindergarten program
- encourage parents to begin the process of enrolling in school in a timely manner (primary schools may begin accepting enrolments as early as May of the year before a child is due to start school).

For information relating the school enrolments, transition support and information sharing, please see Appendix B.

Transition Learning and Development Statements

A **Transition Learning and Development Statement** (Transition Statement) is required for every child transitioning into school in the following year. The Transition Statement is a tool for families and educators to share information about a child's learning and development. It is designed to assist schools, particularly Prep teachers, to:

- build relationships with the child and family
- identify the child's capabilities and interests
- understand how the child can best be supported as they transition into school
- plan for individual children's learning responding to their strengths, abilities and interests.

In fourth term, service providers must provide each family with a completed Transition Statement for their child (with the early childhood educator section completed). With parental permission, the service should then pass the statement on to the nominated school and if appropriate the Out of School Hours Program.

Service providers are required to report on the completion of Transition Statements from the previous year through the annual kindergarten data collection.



The Department provides resources and guidance to assist service providers to meet this requirement, including the Transition: A Positive Start to School Resource Kit, and information about starting school for families of future prep children. Search [Transition Learning and Development Statement](#) on the Department's website.

7. Providing reports and data

Accurate and current information

The Department uses data entered into KIM to determine eligibility for funding, calculate funding entitlements, provide data to State and Commonwealth governments and for planning purposes. Service providers are accountable for the information they provide and must ensure data entered on KIM is current and accurate. Service providers are required to provide the following information:

- early childhood teachers – professional development hours, contact hours and number of children taught must be updated each year and qualifications updated when required
- other educators – professional development hours must be updated each year and qualifications updated when required
- program details – hours and/or groups
- details of the children enrolled in the funded kindergarten program in the year prior to school including eligibility for Kindergarten Fee Subsidy, Early Start Kindergarten or a second year of funded kindergarten
- other information as requested by the Department.

Once teachers, other educators and program details have been entered in KIM, they will remain in KIM each year until they are removed.

For training and support on KIM see Appendix B.

Comply with reporting requirements

Service providers must:

1. Comply with the Information Privacy Act 2000 and the Health Records Act 2001, and be guided by the *Department's Information Privacy Policy*.

When requesting personal information, providers should:

- collect only the information that is needed for the specified purpose
- ensure the person knows why the information is being collected and how it will be used
- use and disclose information only for the purpose for which it is collected, unless otherwise required by law
- store information securely, protecting it from unauthorised access
- retain information for the required period
- provide the person with access to their own information and the right to seek its correction.

2. Provide data to the Department

Data should be provided about the funded kindergarten program during the annual confirmation of kindergarten data and the August kindergarten census data collections. Additional child level data may be requested regarding Early Start Kindergarten enrolments at certain periods during the year.



3. Update kindergarten program data in the KIM system

Update KIM when there has been a change at a service that may affect funding, including:

- change in teacher delivering the program or
- change in the teacher’s qualification
- change in enrolment numbers
- change in numbers of children eligible for subsidies
- change in the program hours.

4. Store data securely

Children’s enrolment records, including second year documentation and Transition, Learning and Development statements, should be stored in a secure location that is not accessible to individuals other than authorised staff of the service provider and the Department. The child’s parents and representatives of the Department are entitled to access this information at any time, upon request.

5. Request and document parental consent to the sharing of information between teachers and other professionals working with their children

Services must be sensitive regarding the collection and sharing of information from families so that privacy concerns do not act as a barrier to their participation in a kindergarten program.

Comply with service agreement on data collection

Service providers are required to:

- undertake two mandatory online data collections each year (see below) within the required timeframes. Funding may be withheld or ceased if information is not submitted.
- contact the Departmental regional office prior to the closing date if difficulties are encountered when submitting data
- ensure up-to-date information is provided on KIM that may affect funding entitlements or eligibility.

Annual confirmation data collection

By 30 April each year service providers must complete the annual confirmation process using KIM, and submit:

- ‘child level’ data relating to children enrolled in a kindergarten program in the year before school
- data concerning the service provider, service and teachers
- the number of 3 year old children enrolled and the hours per week the 3 year old program is available (if the service offers a 3 year old program or a combined 3 and 4 year old program delivered by a qualified early childhood teacher)
- the number of Transition Statements completed and forwarded to schools for children enrolled in the previous year
- where payment of the Kindergarten Fee Subsidy resulted in a surplus greater than \$5,000, how surplus funds were spent
- total number of staff with early childhood teaching qualifications and their qualification level
- other information as requested by the Department.

Required information for annual confirmation

Service providers are required to collect information from parents at the time of enrolment, which should be kept with the child's enrolment record and used when completing the annual confirmation data collection process.

Service providers are required to:

- record the accurate name, address and date of birth of each child. This must be verified through viewing satisfactory evidence of the child's identity through the Child Care Management System or provided by the child's family during enrolment. This can include:
 - birth certificate
 - passport
 - travel document for non-Australian born children.
- enrol the child using the name stated on the identification document. This should not be changed without the consent of both parents or by direction of a court order.
- record information about the child, including whether the child:
 - is living at home with parents and family or is living in Out-of-Home care (foster care, permanent care or kinship care)
 - has been identified by a parent, guardian or carer as Australian Aboriginal and/or Torres Strait Islander
 - the child's immunisation status
 - has a diagnosed disability or developmental delay
 - is receiving a second year of funded kindergarten
 - is eligible to receive the Kindergarten Fee Subsidy or Early Start Kindergarten, (include date and source of advice of eligibility)
 - received an Early Start Kindergarten grant or participated in an Access to Early Learning program in the year prior and is eligible for the Early Start Kindergarten extension grant
 - applied for, or is going to be, early or late entry to school.
- For children eligible for the Early Start Kindergarten grant, service providers should further provide information about:
 - if the child is known to Child Protection or Child FIRST
 - if the child's parents have given permission to share information from and with Maternal and Child Health Service
 - if the child is living at home with parents and family or is living in out-of-home care (foster care, permanent care or kinship care)
 - the child's immunisation status.
- record information about the teacher who will plan and deliver the program, including:
 - the teacher's name, gender and date of birth
 - the teacher's VIT number
 - the teacher's qualification details including the university, course and year awarded (a copy of the qualifications and if applicable, a letter of equivalency must also be provided)
 - the teacher's hours of employment and the number of children taught by the teacher in the funded kindergarten program
 - the award or industrial agreement under which the teacher is employed and the level at which they are classified and paid
 - the total number of hours of professional development that were undertaken by the teacher in the previous year.

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Bundle J - 1485

5 Early Years Management (formerly Kindergarten Cluster Management)



Early Years Management organisations (formerly Kindergarten Cluster Managers) are the funded and approved provider of all services in their organisation. The **Early Years Management policy framework** and **Early Years Management kindergarten guidelines** are available on the Departments website.

Early Years Management:

- provides kindergarten staff with professional employment arrangements, including professional development and networking opportunities
- increases the sustainability and coordination of early years services, particularly in regional and rural areas
- facilitates the provision of targeted support to vulnerable children and families to improve access and participation in kindergarten programs.

Joining an Early Years Management organisation

Committees of management of services interested in joining an Early Years Management organisation should contact the appropriate Departmental regional office to find out about local Early Years Management organisations operating in their area.

Operational requirements

Service providers in receipt of Early Years Management funding will be monitored using the Early Years Management outcomes and performance framework. Monitoring and review will take place on a quarterly basis in conjunction with the Department regional office.

Search [Early Years Management kindergarten guidelines](#) on the Departments website.



Funding for Early Years Management

Early Years Management funding is prioritised for community-based, parent run services to improve their sustainability and the quality of service provision. Early Years Management funding is additional to the per capita grants that service providers receive for each eligible child attending funded kindergarten programs at their services.

Funding is subject to the Early Years Management organisation meeting operational requirements, including the requirement to work towards the Early Years Management outcomes and performance framework, with actions agreed quarterly with the appropriate Departmental regional office.

Grant type	Purpose	Funding
Annual Early Years Management grant	For each kindergarten location managed by an Early Years Management organisation that offers a funded kindergarten program, for the management and coordination of the service.	Annual payment subject to price indexation. When a service provider is approved as an Early Years Management organisation, Early Years Management grant payments are made for each approved location that the organisation has added as part of base funding, paid on a monthly basis in accordance with the service agreement. Search kindergarten funding on the Departments website for current funding amount.
Establishment grant	For newly established and approved Early Years Management organisations to support the establishment of strong internal governance practices.	Paid as one-off lump sum payment on commencement of funding. Search kindergarten funding on the Departments website for current funding amount.
Start-up grant	For any new kindergarten location added to an Early Years Management organisation, to assist service providers with the cost of integrating the new service into the Early Years Management organisation.	Paid as one-off lump sum payment on commencement of funding. Search kindergarten funding on the Departments website for current funding amount.
Transition grant	In some cases, complex issues related to financial and industrial matters are not clearly understood or declared at the time of a service transferring to an Early Years Management organisation. This grant is available to support the considerable effort and cost for an Early Years Management organisation to resolve these issues.	One-off payment. Early Years Management organisations may apply for the grant up to six months after the service has been approved to transition into their organisation. Early Years Management organisations should contact the appropriate Departmental regional office to discuss eligibility and to obtain a copy of the <i>Application for a transition grant to support the transfer of a service with complex issues into an Early Years Management arrangement</i>. Processing applications for the transition grant can take 4–6 weeks. Search kindergarten funding on the Departments website for current funding amount.

Adding an existing kindergarten service to an Early Years Management organisation

An Early Years Management organisation can apply to the Department to take on additional eligible kindergarten services at any time. Eligible services must meet the following criteria:

Criteria for adding a service to an approved Early Years Management organisation

- The service is a community-based service.
- The Early Years Management organisation has discussed becoming the approved provider for the service:
 - with the appropriate Departmental regional office, and
 - with the local government, particularly where the service operates from a council-owned building.
- The Early Years Management organisation already operates services within the local government area (LGA), or
- The Early Years Management organisation has discussed and has approval from the local council of their intention to operate services within the LGA and how they can be included in the local Municipal Early Years Plan.

Adding a new service

If an Early Years Management organisation wishes to add a new service, the Early Years Management organisation should contact the appropriate Departmental regional office to discuss their intention to add a service.

If the Departmental regional office is supportive of the application and the Early Years Management organisation wishes to receive the Early Years Management annual grant for the service, the Early Years Management organisation must add the new service in KIM. Processing applications to add a service can take 4-6 weeks.

Visit the Department's website or the KIM home page to download KIM quick reference guide: *How to apply for cluster management funding (for an approved Kindergarten Cluster Manager)*.

See the [Early Years Management kindergarten operational guidelines](#) for further information.

Application for service approval is a regulatory requirement that must be carried out separately from applying for kindergarten funding and applying for Early Years Management funding.

Kindergarten funding and Early Years Management funding will not be granted until service approval has been confirmed by the Victorian Regulatory Authority.

How funding works

Funding is backdated to the first day of the month after a complete application (that is an application containing all information required to enable a funding decision) is received, or at the Department's discretion. Applications received from October onwards will only be funded from the start of the next calendar year.

Payments generally commence the month after funding is approved. In the case of a transfer that has been carried out within the required timelines, the transferring Early Years Management organisation will receive pro rata, Early Years Management grant payments calculated up to the date on which it no longer operated the service.

Funding will be processed in line with the monthly payment cycle to the Early Years Management organisation and the service agreement will be updated with details of the additional service.

Inactive services in Early Years Management

If a service ceases to offer a funded kindergarten program, the Early Years Management organisation should contact the appropriate Departmental regional office prior to formally requesting cessation of funding using the KIM system. Early notification is important to avoid overpayments that may need to be recouped. Early Years Management organisations must also notify the local council, particularly if the service is operated from a council-owned facility.

In the event of cessation of funding, the Kindergarten Program Certificate should be returned to the appropriate Departmental regional office. The organisation may continue to receive Early Years Management payments for that location, following negotiation and approval of arrangements with the appropriate Departmental regional office. Early Years Management funding may continue provided:

- the Early Years Management organisation continues to be the approved provider of the service
- continued funding is in the best interest of the local community
- There is a business plan available that outlines the approach to supporting the service to become operational in the next year. Grants may be withdrawn if the service does not recommence within one year.

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Bundle J - 1491

6 How to...



How to become a funded service provider

A high level summary of how to become a funded service provider is set out in Figure 2.

Service providers that have never received kindergarten funding from the Department, or those that have received kindergarten funding in the past but are not currently in receipt of kindergarten funding should contact:

- the appropriate Departmental regional office to discuss their intention to apply for funding
- the relevant local council(s) to discuss their service(s) in the context of the Municipal Early Years Plan and local demand for kindergarten.

Once the service provider has contacted the Departmental regional office and the local council and has been advised to proceed, the service provider must complete an expression of interest for kindergarten funding and submit it to the regional office.

Expressions of interest should be submitted by 30 September to receive pro rata funding for the current year.

After the expression of interest has been endorsed by the Departmental regional office, service providers are required to enter into a service agreement with the Department and register to access the Department's online KIM system (see below). Funding will only commence after the service provider has added its service(s) in KIM and completed the annual confirmation data collection.

Service providers wishing to become an Early Years Management organisation see page 57.

Figure 2: High level process for becoming a funded service provider



How to apply for funding for a service

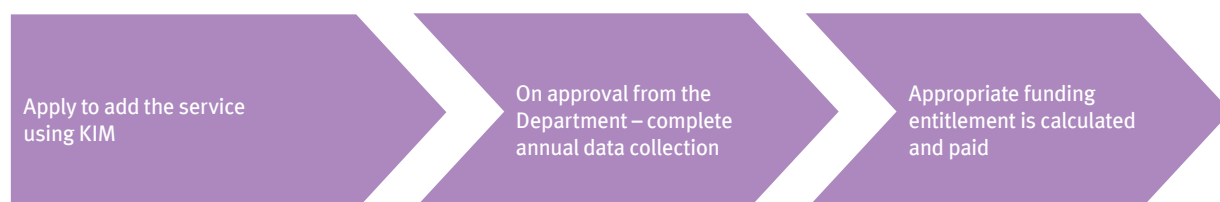
To make an application, service providers must satisfy the eligibility criteria outlined in Section 2 and must have:

- a service agreement in place with the Department and
- access to the KIM system.

How to add a service for funding

Providers with service agreements in place who do not currently operate a funded kindergarten program, or wish to apply for funding for a new service, must apply to add the service on the KIM system. This is summarised in Figure 3.

Figure 3: How to add a service for funding



New funding is backdated to the first day of the month after a completed application (that is an application containing all information required to enable a funding decision) is received, or at the Department's discretion.

- Payments generally commence the month after funding is approved
- Applications for funding for new services must be received prior to 30 October each year; after this time service providers must wait until 1 January to add the service in KIM and will only be funded from the start of the following calendar year.

Kindergarten funding will not be paid until service approval has been confirmed by the Victorian Regulatory Authority and the service has completed the annual confirmation data collection in KIM.

Service providers wishing to add a service offering a funded kindergarten program that is currently being operated by another service provider should refer to *How to transfer funding for a service* below.

Figure 4: Transferring funding



How to transfer funding for a service

Transfer of funding can only occur between existing service providers who currently receive kindergarten funding from the Department.

When a service that is currently offering a funded kindergarten program is being transferred from one service provider to another, both service providers must:

- contact the appropriate Departmental regional office at least two months in advance of the transfer
- obtain advice on how to carry out the transfer of funding without interruption.

This process must occur before the Notification of transfer of service approval is submitted to the Regulatory Authority.

In addition, where the service is operating from a council-owned building the service must contact the council to discuss any lease/licencing agreements in place or any other agreement that may be affected e.g. maintenance contracts.

Service providers should be aware that transfer of service approval is a regulatory requirement that must be carried out separately from applying to transfer kindergarten funding. Funding will not be transferred until the transfer of service approval has been approved by the Victorian Regulatory Authority.

In accordance with the Education and Care Services National Law Act 2010, the transferring service provider and the receiving service provider must jointly notify the Victorian Regulatory Authority of the transfer at least 42 days before the transfer is intended to take effect. In order to transfer funding, the transferring service provider and receiving service providers are both required to provide information about the transfer using KIM.

Prior to entering the transfer information in KIM, the transferring service provider must first ensure that they have completed the annual confirmation data collection for the service.

Services are advised to complete the transfer application process in November.

The transferring service provider must also notify families that details of the children attending the service will be transferred to the receiving service provider.

The transferring and receiving service providers are responsible for informing the Department and local council of the agreed transfer date. The transfer date is the agreed date that the transferring service provider stops operating the service and the receiving service provider begins operating the service. Note that this date must not be prior to the regulatory authority's approved transfer of service approval date.

The funding transfer application will only be approved by the Department after the transfer of service approval has been approved by the Victorian Regulatory Authority.

The date from which funding will be transferred to the receiving service provider (funding transfer date) is on the first of the month after the agreed transfer date that has been communicated to the Department. It is an expectation that in the normal transfer of business operations, the transferring service provider remits any funding received after the agreed transfer date to the receiving service provider.

In transferring a business, services must comply with all relevant Victorian and Australian legislation.

How recurrent funding is calculated

New services will be funded once the annual confirmation of kindergarten data is completed in KIM. Information about the qualified early childhood teacher(s) and other educators delivering the funded kindergarten program, the kindergarten program and children enrolled in the funded kindergarten program in the year before school must be submitted in KIM to determine the service's funding amount for the year.

For existing funded services, kindergarten per capita grants, the Kindergarten Fee Subsidy and Early Years Management annual grants are rolled-over on an annual basis subject to the service provider and service continuing to meet the funding eligibility requirements. This allows the service provider to continue to receive funding from January the following year.

The rolled-over funding is based on the service's enrolment numbers in the KIM system at the end of the previous calendar year. From the end January (start of term 1) to 30 April, service providers can enter in KIM the details of the children who are enrolled and attending the funded kindergarten program and update information about the qualified early childhood teacher(s) and other educators delivering the program and the program details. When all of the required information is entered in KIM, the service provider must complete the annual confirmation process by 30 April to recalculate and set the service's funding amount for the new year.

How to cease funding for a kindergarten program

When a service can no longer offer a kindergarten program (if, for example, a suitably qualified teacher cannot be engaged to deliver the kindergarten program or the service is no longer financially viable), the service provider should contact the appropriate Departmental regional office prior to formally requesting cessation of funding using the KIM system. Early notification is important to avoid overpayments that may need to be recouped. Where the service operates from a council-owned building, council must also be advised of intention to cease the service.

In the event of cessation of funding, the Kindergarten Program Certificate should be returned to the appropriate Departmental regional office.



How to apply for funding in exceptional circumstances

In circumstances where it is not possible to fully comply with the funding guidelines, a request may be made to the appropriate Departmental regional office for funding to be continued throughout a period of non-compliance until the service provider returns to compliance. This provision is not available to service providers applying for kindergarten funding for the first time or for service providers already in receipt of funding who are adding a new service.

In exceptional circumstances, service providers may apply to:

- have a person who is not a VIT registered early childhood teacher deliver a funded kindergarten program
- operate a program in a service which has been rated against the National Quality Standard as ‘Significant Improvement Required’
- receive Early Start Kindergarten funding where the program is delivered by an educator who has a primary teaching qualification or who is an early childhood diploma qualified educator enrolled and actively working towards an approved EC teaching qualification and has completed at least 50 per cent of studies.

Services regulated under the National Quality Framework are required to meet the National Regulations and should check with the Victorian Regulatory Authority (the Department’s Quality and Assessment Regulation Division) if a waiver is required. Funding in exceptional circumstances will not be authorised until any applicable waivers have been approved.

Contact your regional office to discuss funding in exceptional circumstances.

How to seek an exemption to operate a kindergarten program with an early childhood teacher who is not VIT registered

Some services currently employ teachers to deliver a funded kindergarten program that are not able to register as an early childhood teacher with VIT. These teachers include:

- teachers who completed their early childhood qualification a number of years ago and their qualification is no longer recognised as a teaching qualification under the current Regulations
- qualified primary school teachers who are in the process of undertaking further study to gain an early childhood teaching qualification.

In circumstances where the teacher employed to deliver the funded kindergarten program is unable to register as an early childhood teacher with VIT, the service must contact the relevant regional Department office to discuss funding in exceptional circumstances and complete the *Application for temporary approval to work in place of an early childhood teacher*. The *Application for temporary approval* includes the submission of a national criminal history check and may require a fee for processing.

How to seek approval for an educator other than an early childhood teacher to plan and deliver a funded kindergarten program

In exceptional circumstances, the Department has provisions for service providers to apply for an *Exemption from funding requirements for services* for up to 12 months where a registered early childhood teacher will not be delivering the funded kindergarten program. Services that intend to employ or engage a teacher who is not a registered early childhood teacher must contact their regional office to seek approval to receive kindergarten funding, noting there may be two approval processes involved:

1. Exemption from the funding requirements for services
2. Temporary approval for a person to work in place of an early childhood teacher.

Exemption from funding requirements for early childhood services

The Department may grant a funding exemption for up to 12 months where the service is required to employ or engage a registered early to deliver the funded kindergarten program and either

- the service either holds a waiver or children’s services exemption from a requirement to have a qualified early childhood teacher or
- the Department is satisfied the early childhood service has made reasonable attempts to employ or engage a registered early childhood teacher, but has been unable to do so.

In order to be considered for continued funding if a registered early childhood teacher cannot be recruited, the service provider must provide evidence of extensive and genuine endeavours to employ a registered early childhood teacher:

- local and state-wide advertisements via print or electronic media
- contact with employment service providers
- contact with locally employed early childhood teachers
- contact with tertiary institutions
- exploration of alternatives such as job sharing, requesting staff to work additional hours, reorganising hours of operation

- investigation into workforce initiatives that support the recruitment of early childhood teaching staff, and submission of an application if eligible.

Visit the Department's website for more information about employment incentives for early childhood teachers.

Temporary approval to be employed or engaged in place of a registered early childhood teacher

There are some limited exceptions to the requirement for registration:

A. You are not required to be registered if you are currently actively working towards an approved early childhood teaching qualification and have provided the early childhood service with documentary evidence that you either

- have completed a least 50 per cent of the approved early childhood teaching qualification, or
- hold an approved diploma level education and care qualification.

If you fall within this exemption, you do not need to apply for a temporary approval.

B. If you:

- Do not have an approved early childhood teaching qualification and are not a person taken under the Regulations to hold an approved early childhood teaching qualification, and
- propose to work for an early childhood services that has been granted an exemption from the kindergarten funding requirements.

You are required to apply for 'temporary approval' to work at a specified 'exempted service' in place of an early childhood teacher.

The application for temporary approval includes the submission of a national criminal history check and may require a fee for processing.

A temporary approval will be granted for up to 12 months only. However, there are some circumstances where temporary approvals may be granted in subsequent years to ensure a kindergarten program remains available to the community (e.g. small rural kindergartens that have great difficulty attracting and retaining teachers and have tried unsuccessfully to recruit a qualified Early Childhood Teacher).

Situation	Contact regional office to	Submit a Temporary approval to work in place of an early childhood teacher form	Comments
Temporary appointment of a primary teacher or Diploma qualified educator to replace an early childhood teacher who is absent from the service because of a short-term illness or leave (for a period up to, but not exceeding 12 weeks).	Inform the Department of the Interim/temporary arrangements for up to 12 weeks.	Not required	An exemption from funding is not required.
A Recruitment or engagement for more than 12 weeks of a primary teacher who is not a VIT registered early childhood teacher and who is: • not actively working towards an Early Childhood Teaching qualification • working toward an Early Childhood Teaching qualification, but less than 50% completed • working toward an Early Childhood Teaching qualification, but more than 50% completed • studying for an early childhood Diploma.	Apply for an <i>Exemption from the funding requirements</i> for services. Seek advice from the Victorian Regulatory Authority to determine if a waiver is also required to meet the National Law requirements for an Early Childhood Teacher.	Yes	Exemptions and approvals will be granted for up to 12 months only. Approval will only be given to work to work in place of an early childhood teacher in a service that has been granted an exemption from the requirement to have a registered early childhood teacher.
Recruitment or engagement of a Diploma qualified educator who does not hold a teaching qualification.	Apply for an Exemption from the funding requirements for services.	Not required	The educator must be enrolled and actively working towards an approved EC teaching qualification, have completed at least 50 per cent of their studies and ideally be appointed in a team teaching arrangement with an early childhood teacher. Exemptions and approvals will be granted for up to 12 months only.

How to operate a program in a service which has been rated against the National Quality Standard as 'Significant Improvement Required'

The risk of services closing due to poor quality ratings will impact on the availability of kindergarten places for children. For this reason, provision has been made for continued funding for service providers operating funded kindergarten programs in services that have been assessed by the Victorian Regulatory Authority against the National Quality Standard and have received a rating of 'Significant Improvement Required' in any quality area.

In cases where a service is temporarily unable to meet minimum standards, the service provider may apply for continued funding for a period to give them the opportunity to develop a Quality Improvement Plan and seek reassessment of the service's quality rating.



Bundle J - 1499

Appendix A: Glossary

Terms commonly used throughout these guidelines are listed alphabetically and described in the table below.

Term	Definition
Aboriginal and/or Torres Strait Islander	A person of Aboriginal or Torres Strait Islander descent, who identifies as being of Aboriginal or Torres Strait Islander origin and who is accepted as such by the community with which the person associates.
ACECQA	The Australian Children's Education and Care Quality Authority (ACECQA) is responsible for overseeing the implementation of the <i>National Quality Framework</i> .
Annual confirmation data collection	The process by which the Department collects information from service providers about services they operate. This information is used to determine the service provider's funding entitlement and assists in government planning for kindergarten programs.
Approved education and care service	An education and care service operated by an approved provider, for which a service approval exists (refer to Education and Care Service below).
Certified payroll service	A payroll service that provides services to the service provider equivalent to those provided by the contractor ADP, which is funded by the Department to provide kindergarten payroll service to community-based not-for-profit service providers.
Child Care Benefit (approved)	Child Care Benefit (CCB) is a means-tested payment from the Commonwealth Government that helps families with the cost of child care. CCB is granted to families who are eligible, meet the income test, and use CCB approved child care. CCB approved child care services can receive CCB from the Government on the family's behalf, which is passed on to the families in lower out-of-pocket child care fees.
Child FIRST	Child and family services information, referral and support teams (Child FIRST).
Child Protection	The Victorian Child Protection Service (Child Protection) is part of the Victorian Department of Health and Human Services and provides child-centered, family-focused services to protect children and young people from significant harm resulting from abuse or neglect within the family and aims to ensure that children and young people receive services to deal with the impact of abuse and neglect on their wellbeing and development.
Community-based organisation	An organisation that is a 'not-for-profit' organisation. Also known as a community service organisation (CSO).
Data collection	See Annual confirmation data collection.
Department of Education and Training	The Victorian Department of Education and Training is referred to throughout the <i>Kindergarten Guide</i> as the Department.
Early childhood teacher	A registered teacher at or above Level 2.2 of the teacher career structure.
Early Start Kindergarten extension grant	The Early Start Kindergarten extension grant, enables a child to attend a funded kindergarten program free of charge or at minimal cost in the year before school if the child is Aboriginal and/or Torres Strait Islander or has previously accessed an Early Start Kindergarten grant or participated in the Access to Early Learning program in the year two years before school.
Early Start Kindergarten grants	The Early Start Kindergarten grant and Aboriginal Early Start Kindergarten grant enable an eligible child to access a kindergarten program in the year two years before school.
Early Years Learning Framework	An approved learning framework to guide educator practice for education and care services working with children from birth to five, declared in the Education and Care Services National law. The outcomes are identical to the <i>Victorian Early Years Learning and Development Framework</i> .
Early Years Management	Early Years Management (formerly Kindergarten Cluster Management) brings together a group of community-based kindergarten services under the management of a single service provider. It is a key strategy to building a stronger, responsive universal kindergarten system.
Education and Care Service	Family day care, long day care, outside school hours care services and preschools (kindergarten services) that must operate in accordance with the National Quality Framework are referred to as education and care services.
Eligible child	A child that meets the eligibility criteria for kindergarten funding as outlined in this guide.
Eligible service provider	A service provider that meets all relevant criteria to receive kindergarten funding as outlined in this guide.
Employment agreement	Employment agreements outline the terms and conditions of employment for employees. Employment agreements reflect the Enterprise Agreement applying to employees, or in the absence of an Enterprise Agreement, the relevant Award.

Term	Definition
For-profit organisation	An organisation defined as 'for-profit' in the Australasian Council of Auditors General Advisory Committee's Guidance paper on determining whether a government entity is not-for-profit or for-profit (April 2005).
Funded Agency Channel	A web-based application that provides easy access to government and organisation information, communication tools and business processes. Through the Funded Agency Channel, service providers can access their service agreement and payment details, standards and guidelines, and link to government and sector resources. Access the Funded Agency Channel at: www.dhs.vic.gov.au/funded-agency-channel
Funded kindergarten program	An early childhood educational program delivered by a qualified early childhood teacher to children in the year before school, for which funding is received from the Department. In Victoria, a funded kindergarten program complies with all the applicable requirements set out in this guide and provides a program in accordance with the <i>Victorian Early Years Learning and Development Framework</i> . Funded kindergarten programs may operate in a variety of settings, including long day care centres, standalone services, schools, or community centres, and may be operated by a variety of service providers, including community organisations, local councils, schools, not-for-profit organisations or private operators.
Funded place	A place in a kindergarten program for which a per capita grant is received. The number of funded places may be based on pre-confirmed enrolment numbers or the confirmed number of children enrolled and attending.
Funding cycle	Kindergarten funding is paid in two funding cycles. The first cycle covers the period July to December and the second, January to June.
Inclusion	Involves taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstances and geographic location).
Indigenous	This term refers to both Aboriginal and/or Torres Strait Islander peoples.
Integrated long day care program	For the purposes of kindergarten funding, an integrated long day care program is a funded kindergarten program provided as part of a long day care program.
KIM	The Kindergarten Information Management system (KIM), an online web-based system developed by the Department for funding applications, data collection, and reporting. Access KIM at: https://kim.eduweb.vic.gov.au
Kindergarten	In Victoria, kindergarten is an early childhood educational program delivered by a qualified early childhood teacher to children in the year before school. The term preschool is used nationally to refer to this program.
Kindergarten for three-year-old children	Programs provided by education and care services for three-year-old children. Ideally these programs are delivered by an early childhood teacher.
Kindergarten payroll service	A payroll service funded by the Department provided by ADP Australia/New Zealand for community-based not-for-profit service providers receiving kindergarten funding.
Kindergarten Program Certificates	Kindergarten Program Certificates are issued by the Department to service providers receiving kindergarten per capita funding. These are issued at the start of each year or after a new service agreement has been signed.
Long day care service	A centre-based early childhood education and care service providing all day or part-time education and care programs for children. Private operators, local councils, community organisations, employers or not-for-profit organisations provide these services.
National Law and National Regulations	The legislative framework, which is a component of the <i>National Quality Framework</i> , consisting of: - the <i>Education and Care Services National Law Act 2010</i> (the National Law) and - the <i>Education and Care Services National Regulations 2011</i> (the National Regulations).
National Quality Framework	The <i>National Quality Framework for Early Childhood Education and Care</i> (the <i>National Quality Framework</i>) applies to most preschools (kindergartens), long day care, family day care and outside school hours care services, and aims to raise quality and drive continuous improvement and consistency in education and care services, with a focus on outcomes for children.
Non-government school	A Catholic or Independent school that is not conducted by or on behalf of the Victorian Government.
Other educator	A staff member who assists the qualified early childhood teacher in the delivery of a funded kindergarten program.
Out of home care	The placement of children away from their parents, due to concern that they are at risk of significant harm. The purpose of out of home care is to provide children who are unable to live at home due to significant risk of harm, with a home placement, which ensures their safety and healthy development and achieves stability. Placements can include foster care, permanent care or kinship care.
Parent	Throughout the <i>Kindergarten Guide</i> the term parent is used to represent parents, guardians and/or primary carers.

Term	Definition
Parental leave reimbursement	Service providers that pay parental leave entitlements to early childhood teachers and assistants in a funded kindergarten program are eligible to apply for up to 14 weeks' reimbursement.
Preschool	An early childhood educational program delivered by a qualified early childhood teacher to children in the year before school. In Victoria, preschool is referred to as kindergarten.
Pro rata funding	Funding provided to service providers calculated for the period of time that the child has been enrolled in and attending the funded kindergarten program.
Regional offices	The Department's offices located across the state which manage service agreements with service providers that provide a funded kindergarten program.
Second year funding	Per capita funding provided for children who meet the eligibility criteria for a second year of funded kindergarten.
Service	The approved education and care service (location) from which a kindergarten program is delivered.
Service agreement	An agreement setting out the terms and conditions of funding from the Department of Education and Training to the service provider. It outlines the requirements of services to be delivered and the associated funding that will be paid to a service provider to deliver the services. Schedule 3 of the service agreement includes a service plan outlining the specific services to be provided by the service provider, corresponding funding, performance measures and targets, service standards and guidelines and data collection requirements.
Service provider	A legal entity or organisation that has entered, or is seeking to enter into a service agreement with the Department, receives the kindergarten funding, and has responsibility for the management of funds and delivery of kindergarten programs. A service provider may be responsible for the provision of kindergarten programs in a number of services. In this guide the approved provider of an education and care service from which a kindergarten program is offered is also referred to as a service provider.
Small rural grants initiative	Service providers receiving per capita funding at the small rural rate receive an annual grant of up to \$20,000 to support access to affordable kindergarten programs in small rural communities.
Transition Learning and Development Statement	A document, allowing families and educators to share information about a child's learning and development, which funded kindergarten programs are required to prepare for every enrolled child transitioning into school the following year.
Validation process for early childhood teachers	A process managed and administered by Vocational Education and Training Assessment Services (VETASSESS), by which teachers can progress from one level to another in accordance with applicable employment agreements.
Victorian Children's Service	The following services are referred to as Victorian Children's Services: • all limited hours and short term licensed services • a small number of other services that currently hold a standard licence including budget-based services not funded for Child Care Benefit • occasional care services • early childhood intervention services • mobile services and • a small number of school holiday care programs that continue to operate under the Victorian: – <i>Children's Services Act 1996</i> – <i>Children's Services Regulations 2009</i>
Victorian Early Years Learning and Development Framework	An approved framework that guides practice for all professionals working in Victoria with children from birth to eight and their families, declared in the Education and Care Services National Law.
Victorian Institute of Teaching	The Victorian Institute of Teaching (VIT) is an independent statutory authority for the teaching profession, whose primary function is to regulate members of the teaching profession. It is a legal requirement for all teachers to be registered with the VIT in order to be employed in an early childhood service. Teacher registration and registration renewal are granted where a person is appropriately qualified and is fit to teach in early childhood services.
Vulnerable children	Children and young people are vulnerable if the capacity of parents and family to effectively care, protect and provide for their long term development and wellbeing is limited. ³ Some factors which may contribute to a child being vulnerable include: living in a family with a low income, or one which is experiencing problems with housing, domestic violence, substance abuse, or mental health; having a culturally and linguistically diverse background; having a young or sole parent, or a parent with a disability.

³ Victorian Government, *Victoria's Vulnerable Children – Our Shared Responsibility Strategy 2013-2022*, May 2013, page 4.

Appendix B: Training and resources for service providers

	Available training/ guidance	Accessible at
Supporting children with additional needs	- Australian Childhood Foundation Offers training on trauma, child abuse and family violence. - Department of Health and Human Services Provides resources on child development and trauma resources. - Commission for Children and Young People Has developed Calmer Classrooms: A guide to working with traumatised children – to assist teachers in understanding the needs of children affected by trauma.	www.childhood.org.au www.dhs.vic.gov.au/for-service-providers/children,-youth-and-families/child-protection/specialist-practice-resources-for-child-protection-workers/child-development-and-trauma-specialist-practice-resource www.dhs.vic.gov.au/for-service-providers/children,-youth-and-families/child-protection/specialist-practice-resources-for-child-protection-workers/child-development-and-trauma-specialist-practice-resource
Inclusive practices	The Department of Education and Training has produced a factsheet on inclusive practice in the kindergarten service provision and Kindergarten Inclusion Support program. Produced a <i>Kindergarten Inclusion Tip Sheets</i> to assist parents and teachers to plan a positive kindergarten experience for all children. The tip sheets have been developed by parents for parents, and kindergarten staff may also find them useful. Offers training and information about incorporating inclusive practice as part of everyday operations in its early childhood professional development module “Diversity and Inclusive Practices – Meeting the diverse needs of all children”. FKA Children’s Services: - advice and information on improving access to kindergarten programs for children from culturally and linguistically diverse backgrounds and children with a disability - casual bilingual workers to assist with the participation of children from culturally and linguistically diverse backgrounds in kindergarten programs - training on inclusive practice for early childhood staff working with children from culturally and linguistically diverse backgrounds in kindergarten programs - language assessments for children from culturally and linguistically diverse backgrounds attending kindergarten programs - access to resource sheets. Victorian Curriculum and Assessment Authority (VCAA) <i>Learning English as an Additional Language in the Early Years (birth to six years)</i> Resource Booklet. Provides comprehensive information to support early childhood professional in the context of implementing the <i>Victorian Early Years Learning and Development Framework</i>. Further consult the website for new resources, of how children and families with English as an Additional Language (EAL), can be supported to make a successful transition to school.	www.education.vic.gov.au/childhood/parents/needs/pages/kinderinclusion.aspx www.acd.org.au www.rch.org.au/ccch www.fka.com.au www.vcaa.vic.edu.au/Pages/resources/eyeal/welcome.aspx

	Available training/ guidance	Accessible at
Transition to school	For information on the school enrolments process	www.education.vic.gov.au/school/parents/primary/Pages/enrol.aspx
	For information on transition to school	www.education.vic.gov.au/earlylearning/transitionschool/default.htm
	For children with a disability and ongoing high support needs	www.education.vic.gov.au/childhood/parents/needs/Pages/transitionkinderschool.aspx
	For resources to assist in completing Transition Statements	www.education.vic.gov.au/earlylearning/transitionschool/default.htm
	For information regarding networking and reciprocal visiting	www.education.vic.gov.au/childhood/professionals/learning/Pages/transtoschoolreciprocalvisits.aspx
	Downloads available from the Department:	
	• Transition: A Positive Start to School Resource Kit • Strength-based approach: A guide to writing Transition Learning and Development Statements • Sharing our Journey the transition from kindergarten to school	www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/learning/trkall.pdf www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/learning/strengthbasedapproach.pdf www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/healthwellbeing/sharingourjourneyprotocol.pdf
KIM Training	Quick Reference Guides, video tutorials and Frequently Asked Questions	www.education.vic.gov.au/childhood/providers/funding/Pages/kinderim.aspx
	Introduction to KIM training course Instructor-led training for new KIM users and those who have a role in the administrative and reporting requirements for services.	www.kindergarten.vic.gov.au
KIM Technical help	For technical help with KIM	Email: help.helpdesk@edumail.vic.gov.au
Data privacy and handling	For information regarding Parent or Guardian Consent to share information	www.eduweb.vic.gov.au/edulibrary/public/earlychildhood/childrensservices/parentguardianshareinformation.pdf
Kindergarten IT Program	The Department funds the State Library of Victoria to provide information technology (IT) support to funded kindergarten programs. The State Library provides the following range of supports to eligible service providers: • internet connectivity • six email addresses per kindergarten • kindergarten.vic.gov.au domain name renewal and hosting • help desk support for general computer and software enquiries • repair of computer hardware where that hardware was provided by the Department through the Kindergarten IT roll-out (where warranty will apply) • free community web hosting • free IT training including face-to-face KIM system training. Should there be a change in the provider of this service, service providers will be advised of the change and provided with new contact information.	For further information about support offered and how to join the program www.kindergarten.vic.gov.au
Victorian Early Years Learning and Development Framework (VEYLDF)	Further information, resources and professional learning on the VEYLDF	www.education.vic.gov.au/childhood/providers/edcare/Pages/veyldf.aspx
Committee of Management	ELAA provides a free comprehensive introduction to the roles and responsibilities of committees of management.	www.elaa.org.au

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Class sizes in NSW government primary schools, 2017

Centre for Education Statistics and Evaluation

Research indicates teaching quality is the most important factor in determining student achievement rather than class composition and numbers. This bulletin summaries the class size audit results conducted for primary level classes in all infants, primary and central/community schools. Class size data is used for state wide monitoring of primary class sizes, especially Kindergarten to Year 2.

2017 average class size

In 2017, the average Kindergarten to Year 6 class size has remained steady at 24.1 students. This is the third consecutive year that the average class size has continued unchanged, and has only changed by 0.1 since 2011. The average Kindergarten to Year 2 class size has also stayed the same as in 2016 at 21.0 students, and has remained relatively unchanged since 2007.

There are 19,781 primary classes in NSW government schools in 2017, up by 398 classes since 2016. This increase was needed to accommodate rising student enrolments.

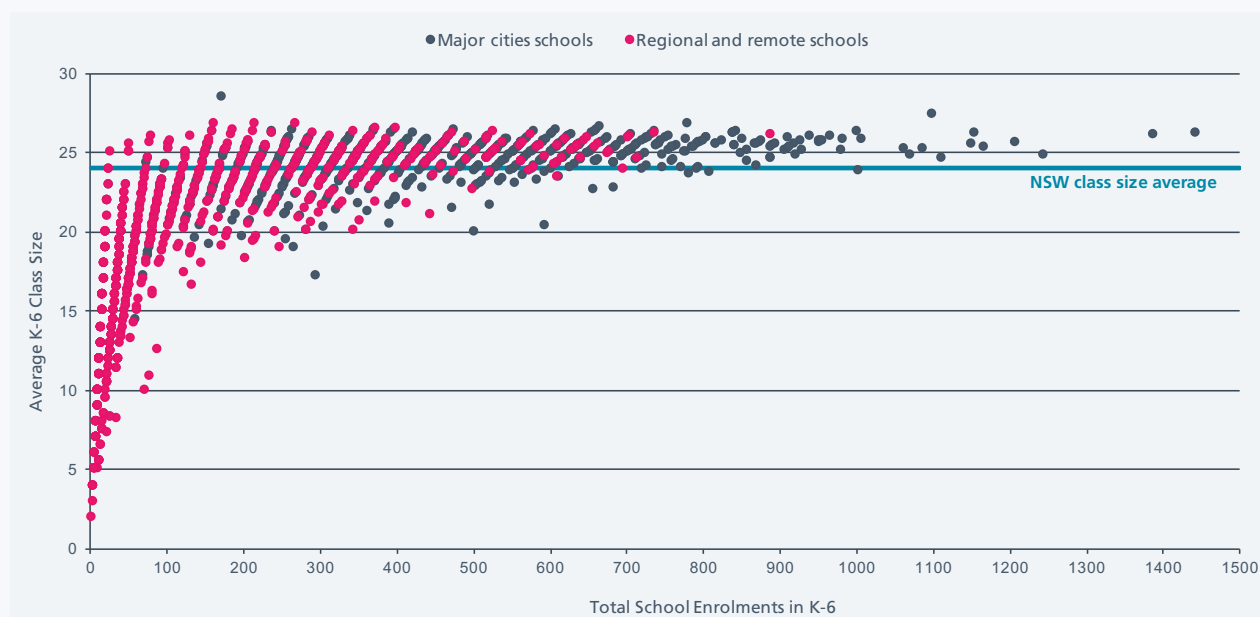
Average class size by school location

Figure 1 graphs the average Kindergarten to Year 6 class size of each school in major cities and regional and remote NSW by their total primary enrolments. Major cities schools are shown as grey dots, while regional and remote schools are red. It shows that schools with small average class sizes are located mostly in regional and remote areas, which also have low school enrolments.

As schools get larger there is less variation in average class size, particularly at schools in major cities. For example, the average class size for schools with around 200 students ranges from 18 to 26, while schools with around 800 students have an average class size between 23 and 26.

Figure 1

Average class size by remoteness and school enrolments, 2017: NSW government schools



Note:

- Total school enrolments represent the total number of K-6 students for each school as reported in the class size audit.
- Major Cities and Regional and Remote classifications are based on the Australian Statistical Geography Standard (ASGS).

Average class size since 1997

Table 1 and Figure 2 show the average class size in NSW government schools in the past two decades.

Table 1

Average class size by scholastic year, 1997, 2003 to 2017: NSW government schools

Year	K	1	2	3	4	5	6	K-2	K-6
1997	24.1	25.5	26.2	26.6	26.8	26.8	26.8	25.3	26.9
2003	22.9	24.5	25.3	26.2	26.5	26.7	26.7	24.2	26.3
2004	22.1	24.6	25.4	26.4	26.6	26.8	26.8	24.1	26.2
2005	19.7	23.6	25.1	26.1	26.4	26.6	26.7	22.7	25.3
2006	19.3	21.3	24.1	25.9	26.4	26.6	26.6	21.5	24.6
2007	19.2	21.1	22.6	25.7	26.2	26.5	26.5	21.0	24.3
2008	19.2	21.2	22.5	25.7	26.1	26.5	26.5	21.0	24.2
2009	19.3	21.3	22.6	25.8	26.2	26.5	26.5	21.0	24.3
2010	19.2	21.2	22.7	25.6	26.2	26.4	26.4	21.0	24.2
2011	19.2	21.2	22.6	25.7	26.1	26.4	26.3	21.0	24.0
2012	19.3	21.2	22.7	25.5	25.9	26.2	26.2	21.0	24.0
2013	19.4	21.3	22.7	25.6	25.9	26.3	26.1	21.1	24.0
2014	19.3	21.4	22.7	25.6	25.9	26.2	26.2	21.1	24.0
2015	19.2	21.3	22.7	25.9	26.2	26.5	26.4	21.1	24.1
2016	19.1	21.3	22.6	25.9	26.2	26.3	26.3	21.0	24.1
2017	19.1	21.3	22.5	25.7	26.1	26.4	26.4	21.0	24.1

Note: The average class size for each scholastic year is calculated from the regular and composite classes that contain a student from that scholastic year.

The average class size for Kindergarten to Year 6 decreased by 2.8 from 26.9 in 1997 to 24.1 students in 2017, with Kindergarten, Year 1 and Year 2 experiencing the largest reductions.

Kindergarten average class size decreased by 5.0 from 24.1 in 1997 to 19.1 in 2017.

Year 1 average class size decreased by 4.2 from 25.5 in 1997 to 21.3 in 2017.

Year 2 average class size decreased by 3.7 from 26.2 in 1997 to 22.5 in 2017.

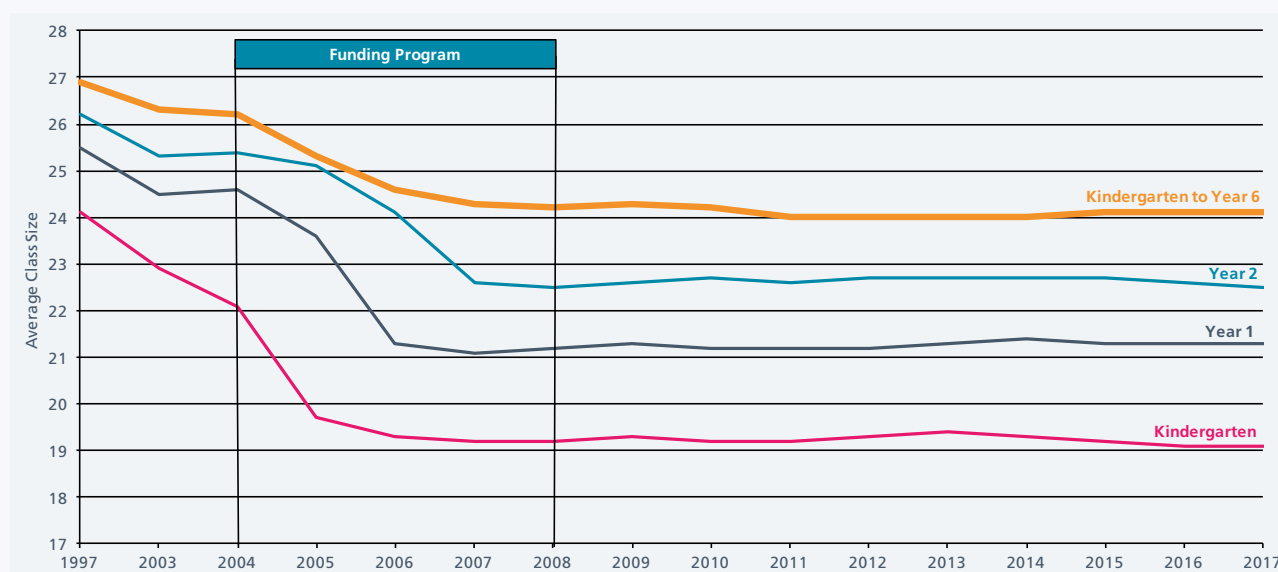
A large reduction in average class sizes occurred during the Class Size Reduction Program which ran from 2004 to 2008. As the

chart shows, Kindergarten class sizes reduced in 2005, then class sizes progressively reduced as these students moved through primary school. During the period of the reduction program the average Kindergarten to Year 6 class size reduced by two students. Since the program ended nine years ago, the average class size for Kindergarten to Year 6 has stayed relatively constant at around 24.1. This has been achieved even though primary enrolments have increased considerably since 2009.

Since 2006 the state-wide average class sizes for Kindergarten to Year 2 have remained below the planned average of 20 for Kindergarten students, 22 for Year 1 students and 24 for Year 2 students.

Figure 2

Average class size, 1997, 2003 to 2017: NSW government schools



Note: The average class size for each scholastic year is calculated from the regular and composite classes that contain a student from that scholastic year.

Figure 3 shows that Kindergarten enrolments increased by 7,949 students or 12.6 per cent from 63,138 students in 2010 to 71,087 students in 2017.

Year 1 enrolments increased by 8,550 students or 13.9 per cent from 61,594 students in 2010 to 70,144 students in 2017.

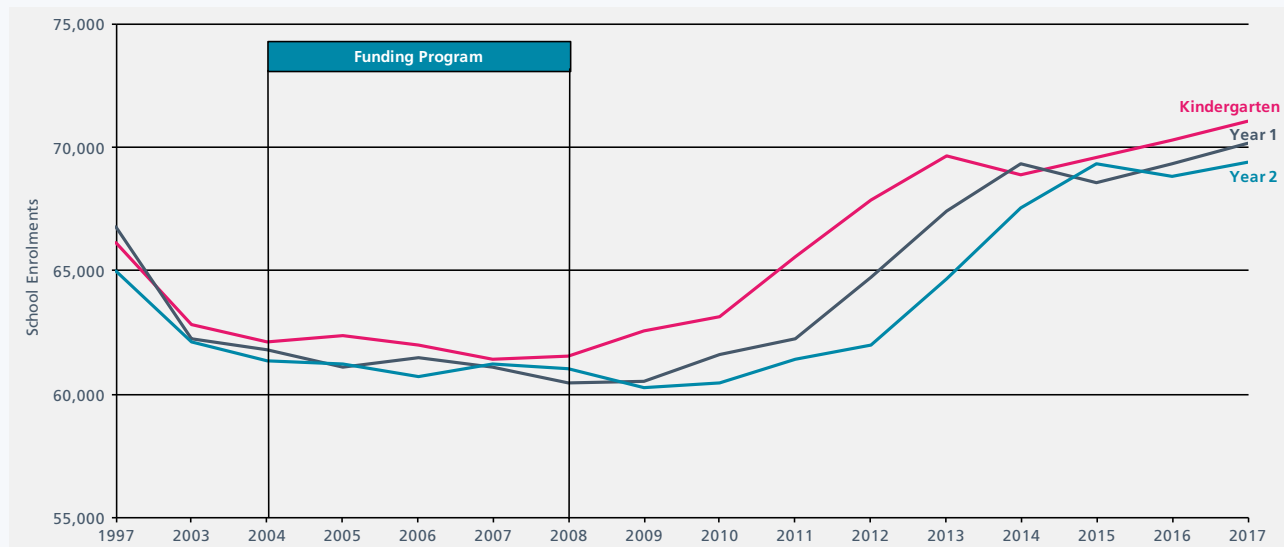
Year 2 enrolments increased by 8,948 students or 14.8 per cent from 60,456 students in 2010 to 69,404 students in 2017.

The number of classes with Kindergarten to Year 2 students has also continued to increase, by 1,247 classes since 2010 to 12,529 classes in 2017.

For Kindergarten to Year 6, student enrolments grew by 12.6 per cent between 2010 and 2017. The number of classes with Kindergarten to Year 6 students has increased by 13.5 per cent from 17,574 in 2010 to 19,781 in 2017.

Figure 3

Primary student enrolments, 1997, 2003 to 2017: NSW government schools



Source: National Schools Statistics Collection, conducted annually on the first Friday of August.

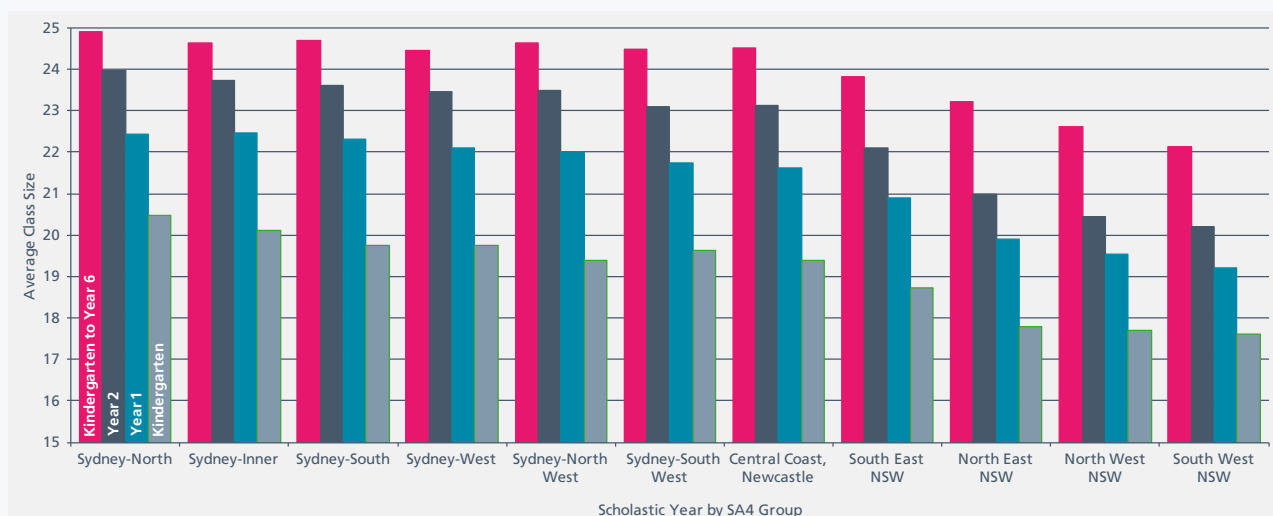
Average class size by ABS Statistical Area Level 4 group

Figure 4 shows average class size by scholastic year and ABS ASGS Statistical Area Level 4 (SA4) group. Map 1 shows the proportion of Kindergarten to Year 6 student enrolments in

NSW government schools and the proportion of those schools in NSW by SA4 group. The number of NSW government primary students per square kilometre in each SA4 group is also shown.

Figure 4

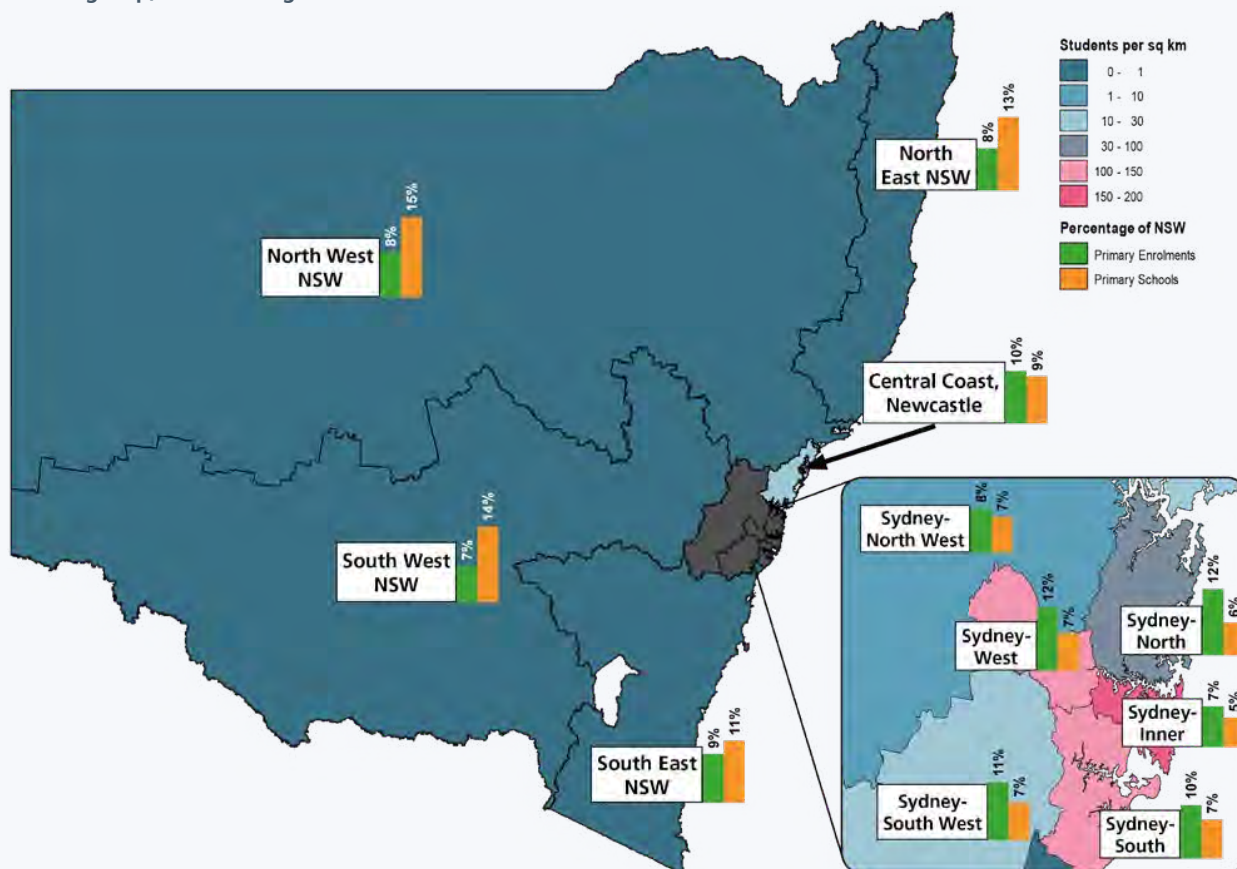
Average class size by ABS Statistical Area Level 4 group and scholastic year, 2017: NSW government schools



Note: The average class size for each scholastic year is calculated from the regular and composite classes that contain a student from that scholastic year.

Map 1

Proportion of primary student enrolments and schools with primary enrolments by ABS Statistical Area Level 4 group, 2017: NSW government schools



Source: National Schools Statistics Collection, conducted annually on the first Friday of August.

Figure 4 indicates that average class sizes in Sydney areas are generally higher than outside Sydney. As the shading in Map 1 shows, the number of students per square kilometre is higher in Sydney than in areas outside Sydney. However, in spite of having around 60 per cent of all primary student enrolments (286,934 students), Sydney areas only have 39 per cent of all schools (642 schools). This indicates the average school size is higher in areas of higher population density, which may in turn affect the average class size.

Across all scholastic year groupings, South West NSW has the lowest average class sizes (17.6 students for Kindergarten, 19.2 for Year 1, 20.2 for Year 2 and 22.1 for Kindergarten to Year 6). This area has the least primary

student enrolments (32,219 enrolments comprising 6.6 per cent of total NSW), but the second highest number of schools with primary students (229 schools or 13.7 per cent).

Sydney-North, on the other hand, has the highest average class sizes for Kindergarten (20.5), Year 2 (24.0) and Kindergarten to Year 6 (24.9). Sydney-North has 99 NSW government schools enrolling over 57,000 primary students. It has the second lowest number of schools (5.9 per cent), but the most primary student enrolments (11.8 per cent) in NSW.

Distribution of Kindergarten to Year 2 class size by ABS Statistical Area Level 4 group

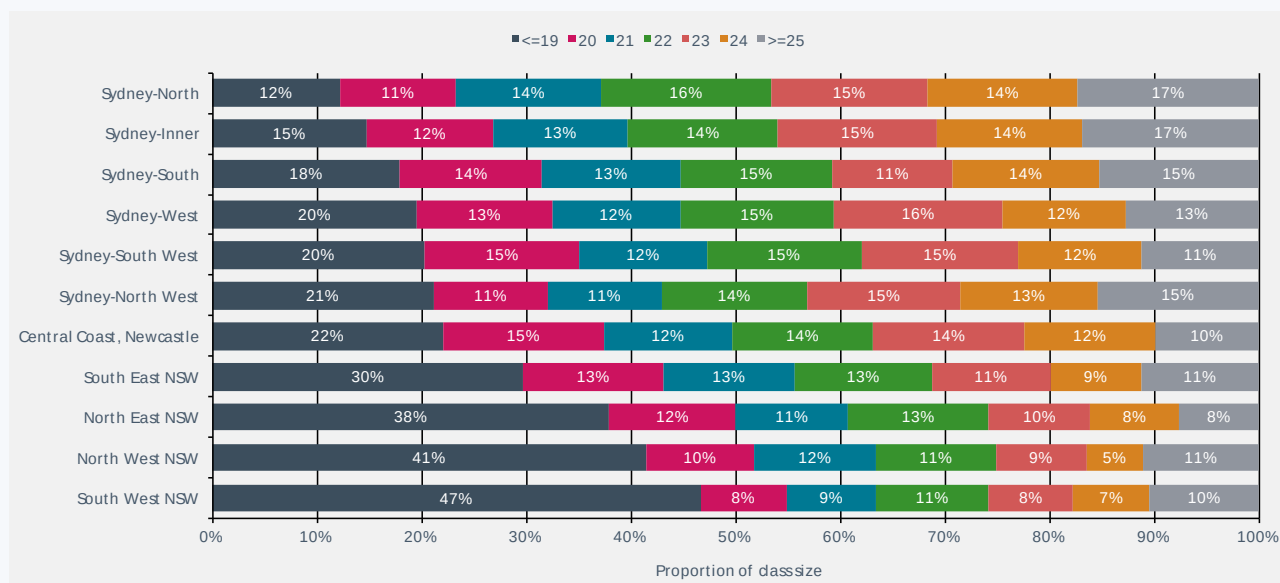
Figure 5 shows the proportion of Kindergarten to Year 2 class sizes in each ABS SA4 group. Areas outside Sydney which are less populated have a higher proportion of small classes of 19 or fewer students.

In South West NSW, almost half of Kindergarten to Year 2 classes have fewer than 20 students. North East NSW and North West NSW have around 40 per cent of classes in this size band.

By contrast in Sydney areas, class sizes are more evenly distributed. Sydney-North and Sydney-Inner have the highest proportion of Kindergarten to Year 2 classes with 25 or more students at 17 per cent of classes, and also the lowest proportion of classes with 19 or fewer students (12 per cent and 15 per cent respectively).

Figure 5

Distribution of Kindergarten to Year 2 classes by class size and ABS Statistical Area Level 4 group, 2017: NSW government schools



Distribution of Kindergarten to Year 2 enrolments by class size and remoteness

While the average class size is a useful measure, it is also helpful to consider the distribution of student enrolments by class sizes as averages can mask the extent of differences at a more granular level.

Figures 6 shows the distribution of Kindergarten, Year 1 and Year 2 students by class size for major cities and regional and remote schools.

Figure 6 shows that in major cities, over 26 per cent of Kindergarten students are in classes with 20 students. A further 38 per cent of students are in classes with either 19 or 21 students, leaving around 36 per cent of Kindergarten students in classes with fewer than 19 or more than 21 students.

This distribution differs noticeably between major cities and regional and remote schools. While major cities schools have most of their Kindergarten to Year 2 students enrolled in classes

with class sizes around the state's planned average, regional and remote schools have a lower proportion of students enrolled in classes with class sizes around the average. The distribution of students in regional and remote schools is negatively skewed, meaning that there are more students in classes below the state-wide planned average than above. This distribution pattern is partly due to schools in regional and remote areas having smaller school size than schools in major cities.

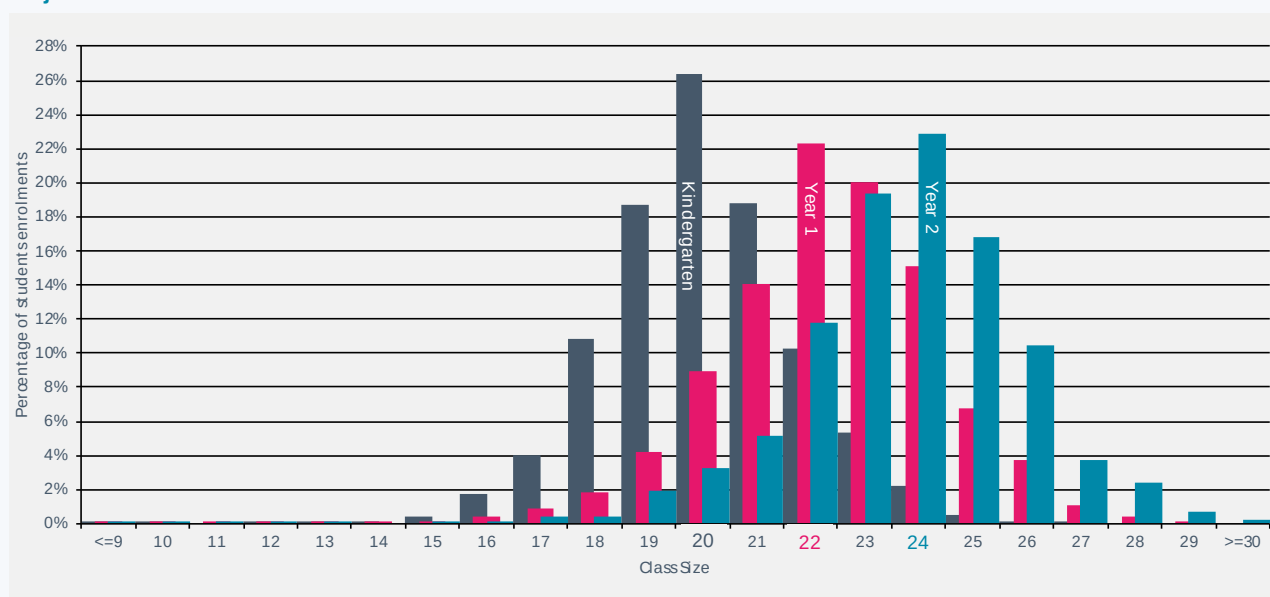
For instance, in schools located in major cities, 64 per cent of Kindergarten students are in classes which have 19, 20 and 21 students. This is compared to only 44 per cent of Kindergarten students in regional and remote schools.

In regional and remote areas, 41 per cent of Kindergarten students are taught in classes which have 18 or fewer students, which is two students per class below the statewide planned average.

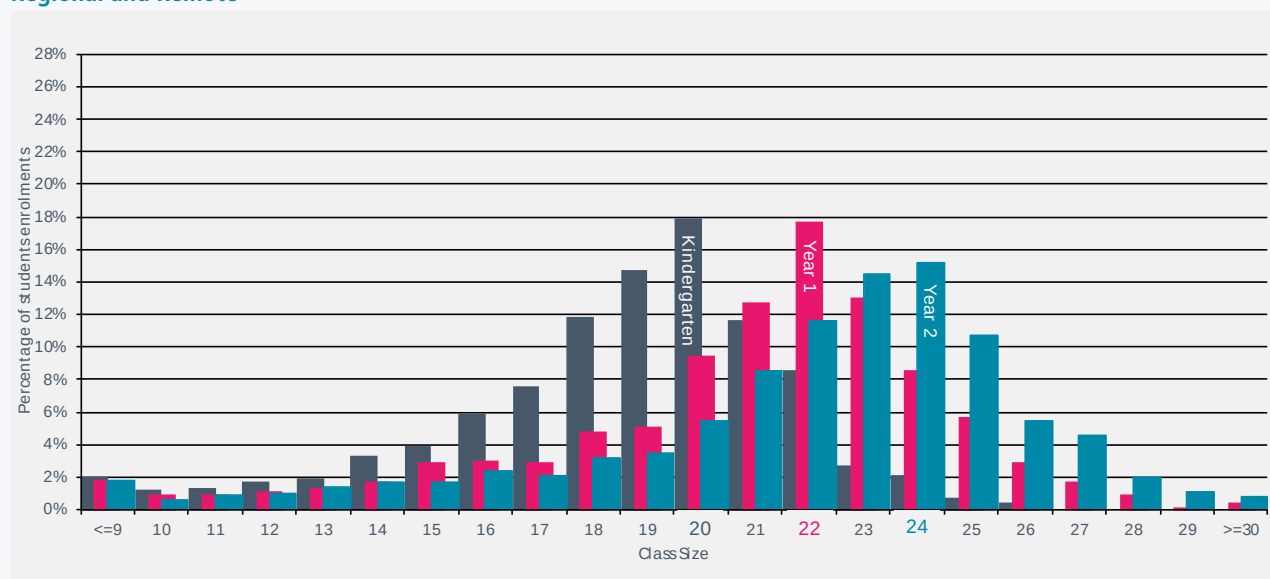
Figure 6

Distribution of enrolments by class size for Kindergarten, Year 1 and Year 2, 2017: NSW government schools

Major Cities



Regional and Remote



20 - Kindergarten statewide planned average
 22 - Year 1 statewide planned average
 24 - Year 2 statewide planned average

Note: The average class size for each scholastic year is calculated from the regular and composite classes that contain a student from that scholastic year.

Average class size by school size

Table 2 shows average class sizes for each scholastic year and the Kindergarten to year 6 average by school size. Average class sizes decline steadily from the largest schools with more than 700 enrolments to schools with 160 to 300 enrolments.

Schools with more than 700 enrolments have a total Kindergarten to Year 6 average class size of 25.4 students compared with 23.6 for schools with 160 to 300 enrolments.

Schools with fewer than 160 enrolments have much smaller average class sizes. The total Kindergarten to Year 6 average class

size for schools with 26 to 159 enrolments is 20.2 and schools with fewer than 26 enrolments have 11.4 students per class on average.

Considering each scholastic year separately, the averages across most school sizes are within the statewide planned averages (20, 22 and 24 for Kindergarten, Year 1 and Year 2 respectively and 30 for Year 3 to Year 6). Kindergarten and Year 1 are the only scholastic years which have class size above the state's planned average in any size grouping, up to 0.5 in schools with more than 700 students and 0.1 higher on average in schools with 301 to 700 students.

Table 2

Average class size by school size (primary enrolments), 2017: NSW government schools

School Size	Scholastic Year							Number of Schools	Total Enrolments	Number of Classes	Average Class Size
	K	1	2	3	4	5	6				
All schools	19.1	21.3	22.5	25.7	26.1	26.4	26.4	1,666	476,455	19,781	24.1
> 700 students	20.3	22.5	24.0	28.1	28.5	28.6	28.8	120	100,821	3,976	25.4
451 to 700 students	19.9	22.1	23.5	27.6	27.9	28.1	28.2	269	149,655	6,021	24.9
301 to 450 students	19.6	22.1	23.5	26.8	27.3	27.4	27.5	308	111,217	4,566	24.4
160 to 300 students	19.1	21.8	23.0	25.8	26.3	26.5	26.6	343	78,487	3,322	23.6
26 to 159 students	16.9	18.3	19.5	21.0	21.8	22.5	22.0	440	33,578	1,660	20.2
< 26 students	12.6	12.2	12.2	12.6	12.6	12.6	12.7	186	2,697	236	11.4

Note:

- School size is based on the number of primary enrolments rather than 'classification' as in previous publications. School classification is no longer applicable.
- The average class size for each scholastic year is calculated from the regular and composite classes that contain a student from that scholastic year.

Average class size by Family Occupation and Education Index band

Table 3 shows the average class sizes for each Family Occupation and Education Index (FOEI) band. FOEI is a school level index of educational disadvantage related to socio-economic background. It is the basis of the equity loading for socio-economic background in the Department's Resource Allocation Model (RAM). For this table, the average of each school's 2016 and 2017 FOEI is used to determine its FOEI band.

Schools in FOEI band of 150 or more have the highest level of educational disadvantage and the smallest average class sizes. These schools have a Kindergarten to Year 6 average class size of 21.6 students, compared with 23.6 for schools with FOEI band of

110 to 150. Schools with FOEI less than 50 have the lowest level of educational disadvantage and the largest average class of 24.9. These schools also have the largest average class sizes for each scholastic year size.

Anecdotal evidence indicates that some disadvantaged schools use RAM equity funding to employ additional classroom teachers. This reduces the average class size, which may partly explain the lower average class sizes at schools with higher FOEI bands or higher level of educational disadvantage.

Table 3

Average class size by the average of 2016 and 2017 Family Occupation and Education Index band: NSW government schools

FOEI band	Scholastic Year							Number of Schools	Total Enrolments	Number of Classes	Average Class Size
	K	1	2	3	4	5	6				
Less than 50	20.1	22.4	23.9	27.4	28.0	27.9	28.0	323	153,277	6,138	24.9
50 to 90	19.3	21.7	23.0	26.5	26.9	27.3	27.3	333	100,491	4,099	24.4
90 to 110	18.8	21.1	22.4	25.9	26.2	26.5	26.6	280	68,885	2,858	24.1
110 to 150	18.8	20.7	21.9	24.8	25.3	25.9	25.8	513	119,139	5,055	23.6
150 or more	17.2	18.7	19.6	21.5	22.0	22.2	22.2	217	34,663	1,631	21.6
All schools	19.1	21.3	22.5	25.7	26.1	26.4	26.4	1,666	476,455	19,781	24.1

Note: The average class size for each scholastic year is calculated from the regular and composite classes that contain a student from that scholastic year.

Multi-age or composite classes since 2007

Multi-age or composite classes are made up of students drawn from different scholastic years. Research has found that multi-age classes may provide social and emotional benefits to students, even though class structure does not determine educational advantage or disadvantage.

Multi-age or composite classes may be established because of the uneven pattern of enrolment in the school, the small size of the school or where it is considered that mixing students of different ages and scholastic years is academically and socially advantageous. These classes are often designed to match the organisation of the syllabus, which is based on 'stages' running over two years.

Figure 7 shows the proportion of composite classes with Kindergarten to Year 6 enrolments out of the total primary class count in NSW government schools from 2007 to 2017. Figure 7 also presents the proportion of Kindergarten to Year 6 students enrolled in composite classes out of the total primary enrolments in NSW government schools, and the number of enrolments.

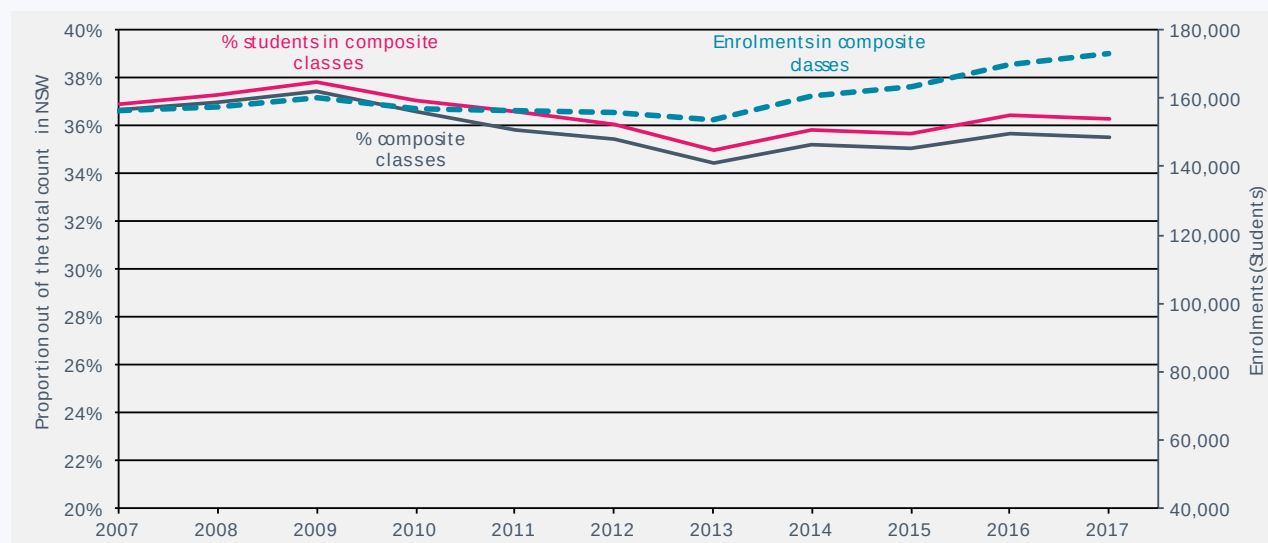
In the last decade, both the proportion of composite classes and students have varied within a relatively small range of 2.9 percentage points. The largest proportion of composite student enrolments in NSW government schools occurred in 2009 when 159,922 students (37.4 per cent) were taught in 6,521 composite classes (37.9 per cent). 2013 saw the lowest proportion of composite student enrolments when 153,836 students (35.0 per cent) were taught in 6,310 composite classes (34.5 per cent).

Compared with 2007, the proportion of students in composite classes has fallen by 0.6 percentage points to 36.3 per cent in 2017. This fall occurred even though the number of students enrolled in composite classes has increased by 10.6 per cent from 156,343 students in 2007 to 172,937 students in 2017.

Similarly, the proportion of composite classes has fallen by 1.1 percentage points from 36.6 in 2007 to 35.5 per cent in 2017. This fall has also occurred despite the number of composite classes increasing by 9.8 per cent from 6,401 classes in 2007 to 7,031 classes in 2017.

Figure 7

Composite primary classes and enrolments, 2007-2017: NSW government schools



Multi-age or composite classes by school size

Table 4 shows the number of Kindergarten to Year 6 students enrolled in composite classes in NSW government schools and the number of composite classes, by school size. Table 4 and Figure 8 also show the proportion of these composite classes and students out of the total count in NSW government schools.

Nearly all classes in schools with fewer than 26 students are composite classes. The proportion of composite classes decreases sharply as the school size increases. In schools with more than 300 students, less than half of classes are composite, and less than half of students are in composite classes. In very large schools with more than 700 students, only around 11 per cent of classes are composite. In total, 36.3 per cent of Kindergarten to Year 6 students in NSW government schools are taught in composite classes.

Table 4

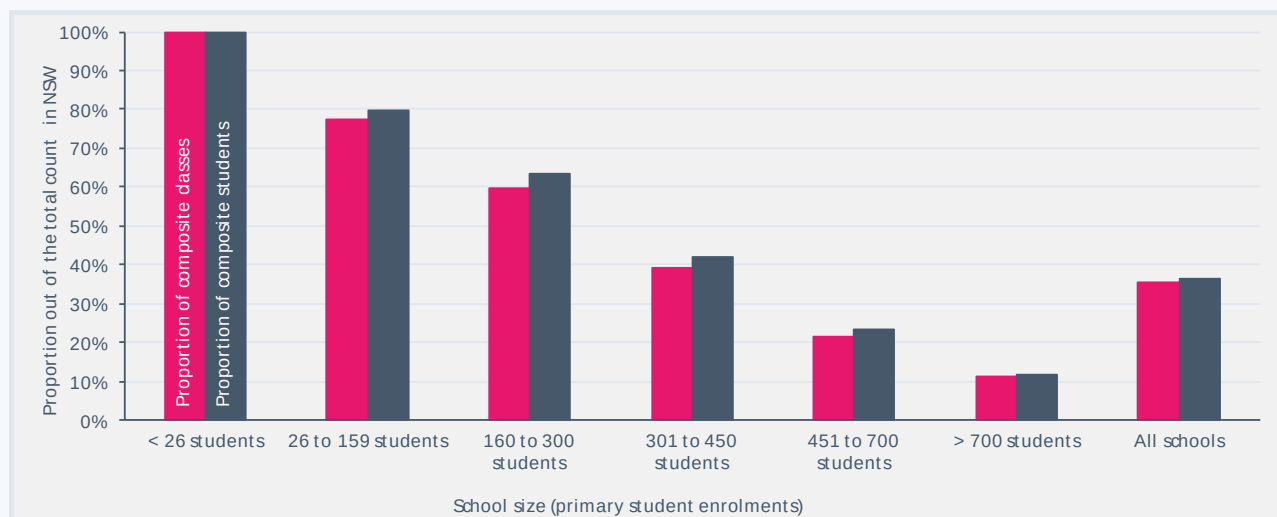
Composite primary classes and enrolments by school size, 2017: NSW government schools

School Size	Number of composite classes	Proportion of composite classes	Number of students in composite classes	Proportion of students in composite classes
< 26 students	235	99.6%	2,690	99.7%
26 to 159 students	1,287	77.5%	26,718	79.6%
160 to 300 students	1,986	59.8%	49,785	63.4%
301 to 450 students	1,785	39.1%	46,910	42.2%
451 to 700 students	1,296	21.5%	34,831	23.3%
> 700 students	442	11.1%	12,003	11.9%
All schools	7,031	35.5%	172,937	36.3%

Note: School size is based on the number of primary enrolments rather than 'classification' as in previous publications. School classification is no longer applicable.

Figure 8

Proportion of composite primary classes and enrolments by school size, 2017: NSW government schools



Note: School size is based on the number of primary enrolments rather than 'classification' as in previous publications. School classification is no longer applicable.

Notes:

The audit of class sizes in NSW government schools with primary enrolments is undertaken in March each year. The audit does not include schools for specific purposes, distance education centres or intensive English centres.

The number of classes, average class sizes and enrolment numbers exclude support classes in primary and central schools.

Enrolments reported in Figures 1, 6, 8 and 9, and Tables 2, 3 and 4 are from the class size audit. They may differ from enrolment figures collected in August each year for the National School Statistics Collection (NSSC) and published by the Australian Bureau of Statistics in Schools Australia. Enrolments reported in Figure 3 and Map 1 on this bulletin are from the NSSC.

The average class size for all primary classes is obtained by dividing the total number of students in each grade by the total number of classes.

The average class size for each scholastic year is calculated from regular and multi-age classes that contain a student from that scholastic year.

The Department of Education uses a formula to determine the number of teachers at each school. This is based on enrolments in each scholastic year.

Schools may have additional teachers through the Resource Allocation Model (RAM) equity funding.

Each school determines the class structure which best suits the students enrolled. This may include multi-age classes or classes larger than the statewide planned average class size if the principal determines this is in students' best interests. Further information on the list of multi-age or composite classes in each NSW government school with primary enrolments can be found at www.cese.nsw.gov.au.

The Family Occupation and Education Index (FOEI) is constructed from parental education and occupation information collected from student enrolment forms and recorded in the Enrolment Registration Number system. FOEI uses a statistical regression model to produce a weighted combination of school-level parental education and occupation variables based on the extent to which each variable uniquely predicts average school performance. Further information on the methodology used to construct FOEI can be found in relevant publications released at www.cese.nsw.gov.au.

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Average Class Size

Centre for Education Statistics and Evaluation

The Class Size

Reduction Program has significantly reduced average class sizes for Kindergarten to Year 2.

- In 2016, Kindergarten classes have a state-wide average of 19.1 students. This is an average reduction of 5.0 students since 1997 and 3.0 students in the twelve years since the staged implementation of the Class Size Reduction Program commenced in 2004.
- The average class size, Kindergarten to Year 6, was at 24.1 students in 2016. This was 2.8 students less than in 1997 and 2.1 students in the twelve years since the Class Size Reduction Program commenced.
- In 2016, schools with fewer than 26 students have a state-wide average class size of 12.9 students. This is just over half the state-wide average of 24.1 students in Kindergarten to Year 6 classes.
- Class sizes for Years K to 6 fell slightly or remained stable in 2016, though the average remained the same as 2015 at 24.1.
- The state-wide average class size for Kindergarten students is 19.9 or less, for schools with up to 700 enrolments.

Average class sizes by year: NSW government schools (1997-2016)

Year	K	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	K-6
1997	24.1	25.5	26.2	26.6	26.8	26.8	26.9	26.9
2004	22.1	24.6	25.4	26.4	26.6	26.8	26.8	26.2
2005	19.7	23.6	25.1	26.1	26.4	26.6	26.7	25.3
2006	19.3	21.3	24.1	25.9	26.4	26.6	26.6	24.6
2007	19.2	21.1	22.6	25.7	26.2	26.5	26.5	24.3
2008	19.2	21.2	22.5	25.7	26.1	26.5	26.5	24.2
2009	19.3	21.3	22.6	25.8	26.2	26.5	26.5	24.3
2010	19.2	21.2	22.7	25.6	26.2	26.4	26.4	24.2
2011	19.2	21.2	22.6	25.7	26.1	26.4	26.3	24.0
2012	19.3	21.2	22.7	25.5	25.9	26.2	26.2	24.0
2013	19.4	21.3	22.7	25.6	25.9	26.3	26.1	24.0
2014	19.3	21.4	22.7	25.6	25.9	26.2	26.2	24.0
2015	19.2	21.3	22.7	25.9	26.2	26.5	26.4	24.1
2016	19.1	21.3	22.6	25.9	26.2	26.3	26.3	24.1

Average class sizes by school size (primary enrolments), 2016

Year	K	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	K-6
> 700 students	20.5	22.6	24.3	28.4	28.3	28.2	28.5	25.4
451 to 700 students	19.9	22.2	23.6	27.8	28.2	28.3	28.1	24.9
301 to 450 students	19.4	22.2	23.5	27.1	27.4	27.4	27.5	24.4
160 to 300 students	19.1	21.7	22.9	25.8	26.2	26.4	26.6	23.5
26 to 159 students	16.7	18	19.1	20.7	21.4	21.7	21.3	20.0
< 26 students	13.6	13.4	13.3	13.8	13.8	13.7	13.9	12.9
Central/Community Schools	16.4	18.6	20.5	21.5	22.0	22.2	22.3	20.8

Source: DoE, Centre for Education Statistics and Evaluation. Class size audits conducted in 1997 and 2004 to 2016.

- Class size audits were not conducted in 1998, 1999, 2000 and 2001. Data for 2002 and 2003 are available on request.
- Students attending schools for specific purposes (SSPs), students in support classes in regular schools and distance education students are excluded from average class size calculations.
- The average class size for each year level is calculated from regular and multi-age classes that contain a student from that year level. This can result in a lower K-6 average class size than any individual year level.



Operating an early childhood education service

(<https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service>)

Start Strong

The NSW Government is committed to ensuring that all children in New South Wales can participate in 600 hours of quality preschool education in the year before school, no matter where they live or what their circumstances are.

Value of Start Strong

600 hours of quality early childhood education

Research shows that children who participate in a quality early childhood education program for at least 600 hours in the year before school are more likely to arrive at school equipped with the social, cognitive and emotional skills they need to engage in learning.

The benefits endure well beyond primary school. Higher levels of educational attainment, economic participation and family well being have all been linked to moderate levels of participation in early childhood education.

Making early childhood education more affordable

To ensure that affordability is not a barrier for families with young children, in 2016 the NSW Government allocated an initial \$115 million in funding for Start Strong.

In the 2017-18 NSW budget, the investment in Start Strong was extended through to 2021, with an additional \$217 million committed over four years to strengthen the State's ability to ensure universal access to an early childhood education program for 600 hours in the year before school.

This funding adds to the \$150 million that was already allocated under the previous Preschool Funding Model, and is designed to significantly reduce preschool fees, making 600 hours of early childhood education more affordable for all families.

Fee reductions

Preschool providers are required to pass on 75% of the additional funding to families through fee reductions.

Parents and carers (<https://education.nsw.gov.au/early-childhood-education/information-for-parents-and-carers>) should check with their preschool provider regarding their child's fees as each preschool sets its own fee levels.

A new funding model

Beginning on 1 January 2017, funding under Start Strong for preschools is based on 600 hour enrolments.

Funding for enrolments of less than 600 hours is capped at 50% of the increased base funding rates, with pro-rata funding decreases depending on hours enrolled.

Start Strong for preschools

Changes for preschools

Services are required to pass through at least 75% of the increased government funding to families through lower fees.

Most preschool providers only need to make minor adjustments to their service provision in order to be able to take full advantage of the funding model.

Equity children

Base rate funding for Aboriginal children and children from disadvantaged backgrounds increased in 2017 to \$6,600 per child per annum at community preschools, which is the full cost of service delivery.

The NSW Government's initial \$115 million funding for Start Strong also included \$30 million targeted to Aboriginal children and children from disadvantaged backgrounds at long day care centres, supporting parental choice and reducing fees for families who need it most.

Preschool Operating Hours

Operating Hours are determined by the hours each day which meet the following criteria:

- Service meets all of its obligations under the National Law and Regulations including compliance with staff child ratios for total enrolled preschool children during the operating hours.
- Service fee covers the total hours children are eligible to attend.
- All children enrolled in the service on that day are able to attend for the full duration of the operating hours.

Clarification of Terminology

Operating hours of services are not to be confused with the following terms:

- Opening hours: staff may be employed outside operating hours for set up, pack up, training or staff meetings but children are not present. These hours should not be included as part of preschool operating hours.
- Session hours or program hours: may include limited hours where a specific program is delivered during the day. This may be part of the preschool operating hours.
- Before and after care hours: may include additional hours outside operating hours. This should not be included as part of preschool operating hours as additional fees are usually charged.

Funding calculator

A **[Start Strong funding calculator \(XLSX 1184.01KB\)](https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/grants-and-funded-programs/start-strong/StartingStrongFundingCalculator.xlsx)** (<https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/grants-and-funded-programs/start-strong/StartingStrongFundingCalculator.xlsx>) for community preschools is available to assist in planning. The calculator provides a guide to how a service's Start Strong funding is calculated.

The funding calculator runs in Microsoft Excel 2010 and later. Users with earlier versions of Microsoft Excel may need to **[download the Microsoft Office Compatibility Pack](http://www.microsoft.com/en-au/download/details.aspx?id=3)** (<http://www.microsoft.com/en-au/download/details.aspx?id=3>) to avoid compatibility issues.

Please note: the calculations provided in this tool are indicative. If your service receives funding from a parent service provider, the actual amount you receive may

vary according to the policy of your organisation.

Start Strong for Long Day Care

Under the Start Strong Long Day Care (LDC) program, long day care services have received additional funding to support children aged four to five from low-income or Aboriginal families.

The funding is being rolled out in the 2017/2018 year to help increase access to early childhood education in the year before entering school.

Eligibility

Long day care services that are listed on the Australian Government's Child Care Management System (CCMS) and regulated under the National Quality Framework are eligible to receive Start Strong LDC funding.

If long day care services are receiving funding under the NSW State Government Early Childhood Education Long Day Care Grants Program, they are not eligible for Start Strong LDC funding.

To be considered eligible under the Start Strong LDC program, the Approved Provider's service must:

- Have service approval to operate as a centre based service under the *Education and Care Services National Law Act 2010* and have checked the long day care Nature of Care field under Service Details on the National Quality Agenda IT System (NQAITS)
- Deliver an early childhood education program to children four and five years old, in their year before school, for 600 hours, that is:
 - Taught by teachers holding an approved early childhood teaching qualification
 - Using the Early Years Learning Framework
- Be operating and reporting through CCMS between August 2017 and May 2018; and
- Complete the preschool indicator of the CCMS between August 2017 and May 2018 for the ABS 'National Early Childhood Education and Care Collection'. Long day care services are required to report against preschool programs. The 'preschool indicator' of the CCMS applies to long day care services.

Calculating funding

Funding is calculated based on the NSW enrolment data from the representative week 31 July 2017 to 6 August 2017.

To be considered eligible under Start Strong LDC, children must be:

- Listed on CCMS
- At least four years old on, or before, 30 June 2018
- Attending an early childhood education program
- Not yet in compulsory schooling.

Funding for additional equity enrolments will be calculated based on the increase in enrolment numbers, by comparing the August 2017 collection period to the May 2018 collection period. The August 2017 enrolment data cannot be changed in CCMS.

Payments are made to Approved Providers according to the enrolment table below:

	Equity enrolments* for 4 and 5 year olds (amount per child)	Non-Equity enrolments for 4 and 5 year olds (amount per child)
Children enrolled for 600 hours or more	\$675	\$450
Children enrolled for less than 600 hours	\$450	\$300
Top-up amount paid for each additional child enrolled for 600 hours or more at May 2018, when compared to August 2017 data	\$850	N/A

* Under Start Strong, children will be classified as equity enrolments if they are

from a low income or Aboriginal family. Low income status is determined by the SEIFA band of the Service.

Details of funding will be communicated to the Approved Provider. The entire amount for the Approved Provider will be paid as one upfront payment, even if there are multiple services.

Payments

Initial payments will be made by 30 June 2018 and payments for each additional equity enrolment will be made in October 2018.

The Approved Provider must spend the funds allocated to each service to:

- purchase resources
- develop an early childhood education program based on the Early Years Learning Framework, or
- develop staff, including upgrading qualifications from a diploma to a four year degree.

The full quantum of funding should be expended for those purposes, and should primarily aim to benefit children in the year before school. Please note that late payments will not be made after December 2018.

The funds need to be expended during the 2018/19 financial year.

Transferring service approval

Approved Providers are required to notify the regulatory authority that an approved service is being transferred to another approved provider.

If an Approved Provider transfers a service after receiving funding under this program, the Approved Provider must provide any unspent funds in relation to that service to the new Approved Provider.

To ensure funding is paid correctly, Approved Providers may also notify the Department of Education of transferring service approval via email at ecec.funding@det.nsw.edu.au (mailto:ecec.funding@det.nsw.edu.au) including:

- Service approval number
- Date of intended transfer
- Name and provider approval number of transferring and receiving Approved Providers

- Contact number of transferring and receiving Approved Providers
- Email address of transferring and receiving Approved Providers

Communications

Department of Education may publicise and report on any funds awarded to the Approved Provider.

The Approved Provider is encouraged to publicly acknowledge this funding received through the National Partnership for Universal Access to Early Childhood Education which is a joint initiative of the NSW Government and the Commonwealth Government. Such acknowledgement may be by way of (for example) an announcement in a regular newsletter or an annual report.

How to receive funding

All eligible Approved Providers will receive communication from the department. The Approved Provider needs to:

1. Ensure the service information in CCMS is correct.
 2. Nominate a person in authority at the Approved Provider's service who will be the SP-Admin Account holder in ECCMS. The SP-Admin Account holder is the only person who can accept the Terms and Conditions to generate payments. Only one person per provider can be nominated as SP-Admin.
 3. The nominated person needs to obtain an AUSkey from the Australian Taxation Office to enable access to the funding agreement in ECCMS (the Early Childhood Contract Management System).
 4. Email the AUSkey details to the department at ecec.funding@det.nsw.edu.au (<mailto:ecec.funding@det.nsw.edu.au>), so that the ECCMS account can be created. The ABN for the AUSkey must be identical to the ABN that will be linked to the service account in ECCMS to allow you to log in. The department will email the Approved Provider once the ECCMS account is set up.
 5. Please ensure that your ECCMS SP-Admin account holder can log into ECCMS successfully.
- Access the ECCMS page on the **department's website** (<https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/grants-and-funded-programs/early-childhood-contract-management-system>)
 - Select the link "Click here to Login to ECCMS"

- Select the user name in the list, enter the password (which has been issued by the Australian Business Register during the AUSkey application process), and then click 'Continue'.
1. The SP-Admin account holder must review and/or update details in ECCMS:
 - the Main Service Provider page - ensure that service details and contacts are up to date on the Main Details tab, Contacts and Address tabs
 - Each Funding Specification page – ensure that details and contacts are up to date on the Main, Contacts and Address tabs
 2. Accept the Terms and Conditions in ECCMS. The Approved Provider will not be paid unless the Terms and Conditions are accepted in ECCMS.

More information about AUSKEY

More information on getting an AUSkey is available on the ATO website:

<https://www.ato.gov.au/Business/Business-Portal/Getting-started/Getting-an-AUSkey/> (<https://www.ato.gov.au/Business/Business-Portal/Getting-started/Getting-an-AUSkey/>)

All AUSkey enquiries need to be directed to the Australian Business Register (ABR): <https://abr.gov.au/AUSkey/> (<https://abr.gov.au/AUSkey/>)

You can also check for solutions at the online AUSkey Help and Support page: <https://abr.gov.au/AUSkey/Help-and-support/> (<https://abr.gov.au/AUSkey/Help-and-support/>) or contact AUSkey by phone on 1300 AUSKEY (1300 287 539).

More information about ccms

CCMS helpdesk telephone: 1300 667 276

CCMS helpdesk email: CCMSHelpdesk@education.gov.au
(<mailto:CCMSHelpdesk@education.gov.au>)

More information about start strong long day care funding

Early Childhood Education Directorate

Information and Enquiries: 1300 755 426

Email: ecec.funding@det.nsw.edu.au (<mailto:ecec.funding@det.nsw.edu.au>)

Information and resources

Early Childhood Education

Information and Enquiries

1300 755 426

ecec.funding@det.nsw.edu.au (<mailto:ecec.funding@det.nsw.edu.au>)

Resources

- **Start Strong funding details for community preschools (PDF 107.56KB)**
(https://education.nsw.gov.au/media/ecec/pdf-documents/start-strong/25082_Start-Strong-factsheet-1_v2.pdf)
- **Start Strong and PFM comparison table for community preschools (PDF 117.85KB)** (https://education.nsw.gov.au/media/ecec/pdf-documents/start-strong/25082_Start-Strong-factsheet-2_v2.pdf)
- **Start Strong program guidelines for community preschools**
(<https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/grants-and-funded-programs/start-strong/start-strong-guidelines>)

A package of business supports is also being developed to help services make the transition and is being delivered by peak organisations **Community Early Learning Australia** (<https://www.cela.org.au>) and **Community Connections Solutions Australia** (<http://ccsa.org.au/>).

Last updated: 19 June 2018

This information is current as at 12/07/2018 05:32pm, AEST. For the most up-to-date information, go to <https://education.nsw.gov.au/early-childhood-education/operating-an-early-childhood-education-service/grants-and-funded-programs/start-strong>.

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SAMPLE INTEGRATED TEACHING AND LEARNING OUTLINE

KINDERGARTEN CURRICULUM GUIDELINES

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

Teaching Support Materials

This five week sample planning outline is based on 15 hours per fortnight of teaching and learning.

The sample Kindergarten Teaching and Learning Outline exemplifies the dynamic elements of a teaching and learning program. It is essential, therefore, to ensure that teachers, when developing a program for their children, should consider:

- the range of learning experiences through which children can apply the knowledge, skills and concepts from the Kindergarten Curriculum Guidelines
- the selection of resources to support teaching and learning experiences
- consider prior knowledge
- gaining feedback from children about their learning
- documenting the learning journey
- sharing this with families
- <http://k10outline.scsa.wa.edu.au/home/p-10-curriculum/kindergarten-curriculum-guidelines/the-kindergarten-curriculum-guidelines>

An inquiry question to investigate a 'big idea' allows children and educators to pursue knowledge and increase understanding across the learning and development areas. It will arise from the children's experiences, interests, needs and context. The inquiry question will be engaging and worth spending some time investigating. The big idea will allow children to transfer concepts and develop a deeper understanding in a range of perspectives with the educator not only leading learning but researching alongside the children. When determining the question, it is important to identify and reflect on:

- long and short term goals for the children's learning (from the Kindergarten Curriculum Guidelines)
- aspects of the curriculum which can be included in this inquiry
- opportunities for formative and summative assessments which can be gathered to determine the learning has occurred
- links between the goals and play opportunities, learning experiences and constant positives
- the inclusion of the children's interests and voices
- opportunities to scaffold or extend learning
- how to document and share the learning
- when the inquiry requires re-phrasing, a new direction or has reached a satisfactory conclusion.

The EYLF defines curriculum as 'all interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development' (Commonwealth of Australia, 2009, p.45).

National Quality Standard (NQS), particularly Quality Area 1 – Educational Program and Practice and Quality Area 5 – Relationships with Children, must be reflected in the planning. <http://www.acecqa.gov.au/national-quality-framework/the-national-quality-standard>

<http://k10outline.scsa.wa.edu.au/home/resources/ways-of-teaching-videos>

When assessing, acknowledge individual needs by selecting the appropriate strategy (e.g. observation, anecdotal notes, learning stories, video interviews ...) to reflect, interpret and inform future planning.

Kindergarten Curriculum Guidelines – Sample Planning Outline

Learning and Development Area – Identity

Children:

- **feel safe, secure, accepted and supported** - *build a sense of belonging*
- **act with increasing autonomy, interdependence, resilience and sense of agency** - *show resilience, make choices and decisions (by themselves and with others), manage routines, organise self and belongings*
- **build knowledgeable and confident self-identities** - *show confidence in own learning and capabilities*

Inquiry Question: How do I know if something is big?

Formative and Summative assessment opportunities:

Does the child understand how to make comparisons in size? Can the child measure objects? Does the child demonstrate knowledge about size?

May be evident when children ...	Intentional teaching opportunities	Learning opportunities (individual, small or whole group, indoor/outdoor environments)
• describe the places they live in and belong to (self, family, kindergarten community ...) and can recognise their place within these various social structures • join in group activities (singing and dancing) to be a positive part of a bigger group • have a sense of belonging to their own family, the Kindergarten group, the school or their local community	• <i>Brainstorm</i> with the children to explore ideas of what it means to be big. Facilitate and record discussions, using an instructional strategy such as a mind map, KWL ... • Utilise daily opportunities for children to solve problems in relation to size e.g. too many children in a construction area, not enough space on the mat ... • <i>Investigate</i> and <i>explore</i> the size of families – how many people in your family? Teach children how to collect data, tally and model graphing.	• <i>Draw</i> pictures to express their ideas and decide how they want to progress with the inquiry question. • <i>Recognise</i> when there are problems relating to size and work together with other children to solve them. • <i>Compare</i> the size of families, discuss the similarities and differences.
• have a sense of being a 'big kid' by: ▪ persevering with tasks when faced with challenges ▪ demonstrating an increasing capacity for self-regulation (managing their own emotions) ▪ organising and looking after their own belongings (responsibility)	• <i>Create</i> routines that allow children the opportunity to be independent ('Big Kid'). • <i>Plan</i> open-ended tasks and provocations which will develop new skills and extend capabilities. • <i>Teach</i> children organisational skills.	• Children <i>negotiate</i> and <i>organise</i> how to share the roles to carry rugs and food outside for a shared picnic morning tea and work out how many sit in each group. • <i>Introduce</i> new painting technique such as using watercolours or new obstacle course equipment. • <i>Discuss</i> how to care for individual belongings and work as a team.

• show confidence in achievements • participate in dramatic play, role play and learning experiences that explore aspects of being 'big'	• <i>Teach</i> direct and indirect measurement through dramatic play opportunities. Discuss items required for measuring growth.	
	• <i>Investigate</i> growth of children over time and discuss developmental changes such as teeth, hair, abilities, talking, fine motor skills, toileting ...	• <i>Explore</i> anticipated growth such as losing teeth, riding a two-wheel bike, playing a sport. Create an artwork that highlights Kindy achievements.
	• <i>Measure</i> each child's height with tape or on a chart to create opportunity for comparative observations.	• <i>Use and practise</i> comparative language, such as bigger than, taller than, same as ...

Kindergarten Curriculum Guidelines – Sample Planning Outline

Learning and Development Area – Connecting and Contributing

Children:

- **work with others to develop skills for communication and inquiry about themselves and their world** - *develop skills for working with others and develop inquiry and communication skills*
- **explore diversity and respond with respect** - *explore the diversity of culture, heritage, background and tradition*
- **show respect for the environment** - *explore natural and constructed environments, investigate the interactions between the environment and its people*

Inquiry Question: How do I know if something is big?

Formative and Summative assessment opportunities: *Does the child communicate his or her ideas independently and appropriately?*

May be evident when children ...	Intentional teaching opportunities	Learning opportunities
• share observations with others as they explore their immediate world using their five senses • use the simple language of measurement to sort, order, describe and compare the observations made when exploring	• Intentionally teach the concept of 'big' through language and record observations informally and formally using the Six Thinking Hats strategy. • <i>Introduce</i> resources and lead discussion around super-sized and mini materials. • <i>Create</i> indoor and outdoor play spaces to provide provocations such as a vet with animals of various sizes or a sandpit construction site.	• Children <i>ask</i> their own questions and explore the inquiry question in the context of their interests. • What if ...? 'What if this doll was as big as a giraffe?' 'What if a stegosaurus was the size of a dog?' • We need a few people to help carry this big plank', 'What size bandage will we need to wrap the elephant's leg?', 'Shh, what was that? It was a very small noise' ... • Co-constructed language posters with children • <i>Create</i> drawings of family members. • Use the images as models or inspiration for construction projects. • <i>Use</i> full-body photographs of children, cut out and laminated as play props. • <i>Collect</i> rainwater in a variety of containers, measure and <i>record</i> shadow sizes and <i>compare</i> lengths across the day, blow up balloons, conduct experiments mixing vinegar and bicarbonate.
• name who is in their family and recognise not all family structures are the same	• <i>Explore</i> words in languages that are significant to your children and families for 'big', 'bigger', 'small' and relate to family structures and play. • <i>Provide</i> images of architecture (houses and larger buildings) from around the world to display in the construction area. • <i>Use</i> puppets of the children as play props or indirect measures to explore comparative sizes.	
• name simple natural and built elements in their environment	• <i>Plan</i> outdoor science experiences to explore and reinforce the concept of big.	

• observe and describe changes in sunlight, temperature, clouds and rain • contribute their ideas in discussion about experiences in the natural and constructed environment	• Use gardening experiences as a context for observing and discussing size and <i>discuss</i> ideas, such as how the size of a plant affects its watering needs. <i>Provide</i> resources to support observation and measurement.	• Grow vegetables such as carrots or potatoes and use them to <i>investigate</i> measurement. • Grow a variety of other plants with a range of sizes in leaves, flowers and seeds to <i>investigate</i>.
	• <i>Explore</i> the interdependence of large and small aspects of nature (e.g. small insects living on large tuart trees).	• Choose a tree or large plant in the environment and <i>investigate</i> creatures living on it (use magnifying glasses and so on and books for <i>research</i>).

Kindergarten Curriculum Guidelines – Sample Planning Outline

Learning and Development Area – Wellbeing

Children:

- become strong in their social and emotional wellbeing - *interact positively to form relationships and friendships*
- take responsibility for their own health and physical wellbeing - *build knowledge, skills and positive attitudes to physical movement*

Inquiry Question: How do I know if something is big?

Formative and Summative assessment opportunities: Does the child participate with others and in planned experiences with a positive attitude?

May be evident when children ...	Intentional teaching opportunities	Learning opportunities
• describe their contributions to shared projects and experiences	• <i>Plan</i> musical experiences which <i>explore</i> sound with voice and instruments.	• Sing as a choir and play as a band to <i>explore</i> small and large sounds. Grow the sound!
	• <i>Design</i> a shared art project (e.g. mural) in which all the children contribute one part to make a whole.	• Use their interests to identify the topic for a project (e.g. gardening project, construction or a favourite story).
	• <i>Explore</i> incidental opportunities throughout the day for discussions with individuals and small groups.	• <i>Discuss</i> whether it is a little or big issue/fear and guide the children in gaining perspective. Is it a big issue which affects the whole class?
• use small muscles to use implements such as pencils, scissors and paintbrushes with some control and coordination • demonstrate positive attitudes to physical movement and exercise • combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity, including dance, creative movement and drama	• <i>Provide</i> opportunities to practise fine (or small) muscle control. • <i>Teach</i> children how to match the type of game or movement activity (purpose) with the size of the boundary. • <i>Explore</i> size in music and movement sessions and the concepts of getting bigger and smaller.	• <i>Decide</i> on the purpose and needs of the game and <i>create</i> the area with cones, ropes or natural borders, such as pathways. • <i>Practise</i> “big” kicks, jumps or throws as part of developing healthy lifestyles. • Find a ‘big’ space for movements, such as making your body small like a chicken or worm and large like a hippo or giraffe.

Kindergarten Curriculum Guidelines – Sample Planning Outline

Learning and Development Area – Learning and Thinking

Children:

- **develop positive dispositions for learning** - *build enthusiasm, confidence, cooperation, commitment, persistence and develop curiosity, resourcefulness and reflexivity*
- **engage in creative and inventive ways for thinking and doing** - *use imagination and innovation and represent ideas, feelings and experiences in creative ways*
- **engage in and extend numeracy in personally meaningful ways** - *develop knowledge of number and algebra, measurement and geometry and statistics and probability*

Inquiry Question: *How do I know if something is big?*

Formative and Summative assessment opportunities: *Does the child show curiosity and demonstrate resourcefulness and perseverance in problem solving?*

May be evident when children ...	Intentional teaching opportunities	Learning opportunities
• express curiosity and wonder about events, experiences and interest in their environments • follow and extend their own interests with enthusiasm, energy and concentration • explore the properties of familiar objects • actively engage in learning experiences, conversations and play experiences • ask questions about people, events, objects and the environment	• Create a Discovery/Explorers' Centre that children can take items to for <i>investigation</i> and <i>pose questions</i> for children to think about. • <i>Investigate</i> measurement in a fruit and vegetable shop, using weighing scales and digital scales. • <i>Engage</i> children in observing changes in size through cooking Gingerbread People. Use language to extend thinking: 'how can I make sure both legs are the same size?' or 'will the head be larger than the body?' • <i>Explore</i> provocations in art.	• <i>Investigate</i> seeds, leaves, fibres, bark, grass, fabric ... using magnifying glasses, microscopes, digital microscopes. Provide books and technology to further the investigation. • <i>Play</i> with and measure real and play food and develop language such as heavier than/lighter than, grams, kilograms ... • Use a ball of dough to make their own person. <i>Observe</i> how the person changes after the cooking process. • <i>Explore</i> the effects of brushes of different widths and how paper size affects the drawing/painting. Make 3D playdough shapes bigger/smaller, longer than ... • <i>Explore</i> a variety of dress-up clothes and props.
• explore and experiment with form, shape, colour, line, texture, contrast, pattern in art works • explore ideas and theories, using imagination and dramatic play • engage in dramatic, fantasy and role play	• <i>Introduce</i> oversized clothes and props to the role play/dress up area and provide provocations related to stories such as Jack and the Beanstalk or The Smartest Giant in Town. • Choose a theme with the children for a small world play environment and create together (e.g. dinosaurs, insects, small village).	• <i>Pretend</i> to be giants whilst engaging in the small world.

- partition small numbers - subitise small quantities of objects or standard patterns on a die - compare collections of objects and describe whether there is more, less, the same or not the same - use the appropriate language of measurement to describe, compare and order: length, size, mass, height - sort, classify and match objects according to attributes e.g. size	<i>Play</i> games with dice and loose parts to <i>explore</i> collections, including partitioning and subitising. <i>Explore</i> measurement concepts, using large quantities of materials such as water, rice, sand or wheat. <i>Investigate</i> the concept using a light table and resources to explore numbers and explore collections in play situations (e.g. my four potatoes are heavier than your five carrots ...).	
	<i>Play</i> board games.	<i>Play</i> with materials to explore the concept of 'big'.
	<i>Play</i> with materials and create collections.	

Kindergarten Curriculum Guidelines – Sample Planning Outline

Learning and Development Area – Communicating

Children:

- **interact verbally and non-verbally with others for a range of purposes** - develop phonological awareness skills and convey and construct messages for a range of purposes in a variety of contexts
- **engage in and extend literacy practices in personally meaningful ways** - develop understanding of purpose and meanings of a range of texts
- **express ideas and make meaning using a range of media** - view and create with media and investigate the properties of a range of media

Inquiry Question: How do I know if something is big?

Formative and Summative assessment opportunities: Does the child understand the comparative nature of size? Ask the child, 'how do you know if something is big'?

May be evident when children ...	Intentional teaching opportunities	Learning opportunities
• know that spoken and written language can be broken into smaller parts • hear and clap syllables in simple words • verbalise ideas and simple concepts and ask questions to clarify concepts	• Develop phonological awareness through aural and visual games. Discuss who has the most/least letters/syllables in their name. • Use a mystery bag as a stimulus to play syllable-clapping games. Use picture cards or objects of short words (cat, mouse, dog) and long words (hippopotamus, transportation, tyrannosaurus). • Plan an environmental print treasure hunt around the class, looking for long words, and around the school, looking for physically large words.	• Play games with names to segment (aural) • Cut and glue names together (visual). Which name has the most letters? • Free play with the Mystery bag contents. • Sort into hoops or a Venn diagram (discuss where to put the words which are neither long nor short).
• Make connections between their own experiences and ideas in text	• Use literature related to your children's interests and investigations to explore connections.	• Read books such as: <i>Titch was Little</i>, Pat Hutchins <i>A Fish out of Water</i>, Helen Palmer Geisel <i>My Daddy is a Giant</i>, Carl Norac <i>The Slightly Annoying Elephant</i>, David Walliams <i>A Fisherman's Tale</i>, Keith Faulkner.
	• Create your own stories in small groups or as a class which demonstrate comparative size concepts.	• Create a story with a beginning, middle and end that demonstrates size.
	• Create stories with individual children (record or scribe ideas) about the text.	• Create illustrations to match their text.

- view and listen to simple printed, visual and multimedia texts and music - express ideas and feelings and make meaning, using creative arts such as painting and music - experiment with elements of texture, colour, shape, space, and form in two or three dimensions	Discover new vocabulary by discussing images of a range of objects. Use the five Ws - Who, What, When, Where, Why.	
	Use music (e.g. Vivaldi's <i>Four Seasons</i>) as a stimulus for <i>creative exploration</i> with finger painting.	Start with a small blob and spread the paint in time with the music to make a larger painting.
	<i>Brainstorm</i> synonyms for 'big' as children participate in the creative arts. <i>Record</i> the words on a 'word wall'. Encourage experimentation to discover new effects of materials.	- Explore pictures, which can be used to discuss size – whales, insects, mountains, cars ... - Explore size through working with paints, clay, drawing ... http://www.facebook.com/video/video.php?v=205697492835749 Creating with Clay and Natural Materials

How do I know if something is big? (Play Opportunity Web – POW)

	Identity	Connecting & contributing	Wellbeing	Learning & Thinking	Communicating
Spatial	Explore the physical environment. Create artworks of future 'bigger you'.	Blow up balloons. Create a volcano. Blow paint on paper.	Design a shared montage of individual drawings to create a whole-class picture.	Your kitchen rules! Cook gingerbread men. Give children a ball of dough to make the person. Discuss body parts (head is too small for your body).	
	Provide physical challenges. Changes in self over time		Active play and gross-motor activities that promote healthy living (big muscles) Explore animal sizes and shapes with your body.	Role-play a theatre environment in which children can explore different sized dress-ups and costumes.	
Bodily Kinaesthetic					
Musical	Songs about me and growing bigger		Play instruments and explore the sounds.	Source musical/action rhymes to dramatise (e.g. as thin as a pin).	
Linguistic	Explore orally the concept of 'big'. Develop comparative language.	Develop the learning through everyday experiences. Build metalanguage. Explore the concept of big in other languages.		Develop comparative language throughout learning centres, such as construction, playdough, collage.	Play aural segmenting games with children's names. Who has the most/least syllables? Mystery bag game with pictures or objects of long and short words, and sort according to length
Logical Mathematical	Tally and graph the data collected on families. Dice games Dramatic play to explore measurement Measure and compare height.	Use real-life images to inspire constructions, using a range of materials. Bring a range of vegetables/fruit to compare their length and weight. Use balance scales.	Planning boundaries with children in relation to the activity (e.g. marbles v running)	Create the 'Veggie Shack' shop to weigh vegetables, using digital and balance scales. Explore collections (my four potatoes are heavier than your five carrots).	Provide loose parts for children to explore numbers.
Interpersonal	Working together in a space – awareness of group sizes Create routines (shared fruit). Children work as part of a team for class organisation.	Develop and observe the growth of a variety of sizes of plants, in a range of different ways (e.g. pots, beds, buckets, boots, teacup ...).		Light table – individual exploration (include materials and numbers) Free play exploring water, rice, wheat, sand, using various containers	Create your own narrative, which demonstrates comparative size concepts. (possible assessment activity)

How do I know if something is big? (Play Opportunity Web – POW)

	Identity	Connecting & contributing	Wellbeing	Learning & Thinking
Intrapersonal	Develop a sense of independence from being a 'big kid'. Provide personal spaces for organisation and regulation.	Develop the concept of 'big' through the children's individual interests. Use full-body photographs with construction.	Recognising the scale of an issue, fear or injury to build resilience	Small-world play Use a large tray to create a small-world environment in which the children are the giants.
Naturalistic		Create outdoor dramatic play spaces that connect the children to community (e.g. garden centre, vet ...). Rain play – collect rainwater in a variety of different size containers. Explore shadows over time. Explore living creatures in the environment.		Create a discovery/explorer area. Include microscopes, magnifying glasses, paper to record findings and writing implements. Children select items to bring for investigation. Use digital microscopes to explore magnification of items.
				Provide children with own name to cut into letters and glue back to make a whole name. Who has the most/least letters?
				Create transient art outdoors, using a range of sizes in nature (leaves, sticks, stone, sand).

Downloaded from <https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/kindergarten-curriculum-guidelines> on 02/07/2018 check website for latest version.

You are here > [K-10 Outline](#) > [Teaching](#) > [Kindergarten Curriculum Guidelines](#)

Kindergarten Curriculum Guidelines

The Purpose of the Kindergarten Curriculum Guidelines

The School Curriculum and Standards Authority is responsible for curriculum, policy advice and guidelines for all Western Australian schools from Kindergarten to Year 12. The *Kindergarten Curriculum Guidelines* reinforce the themes of the Authority's Kindergarten and Pre-primary Statement for Western Australia and the Guiding Principles for Western Australian schools outlined in the *Western Australian Curriculum and Assessment Outline*.



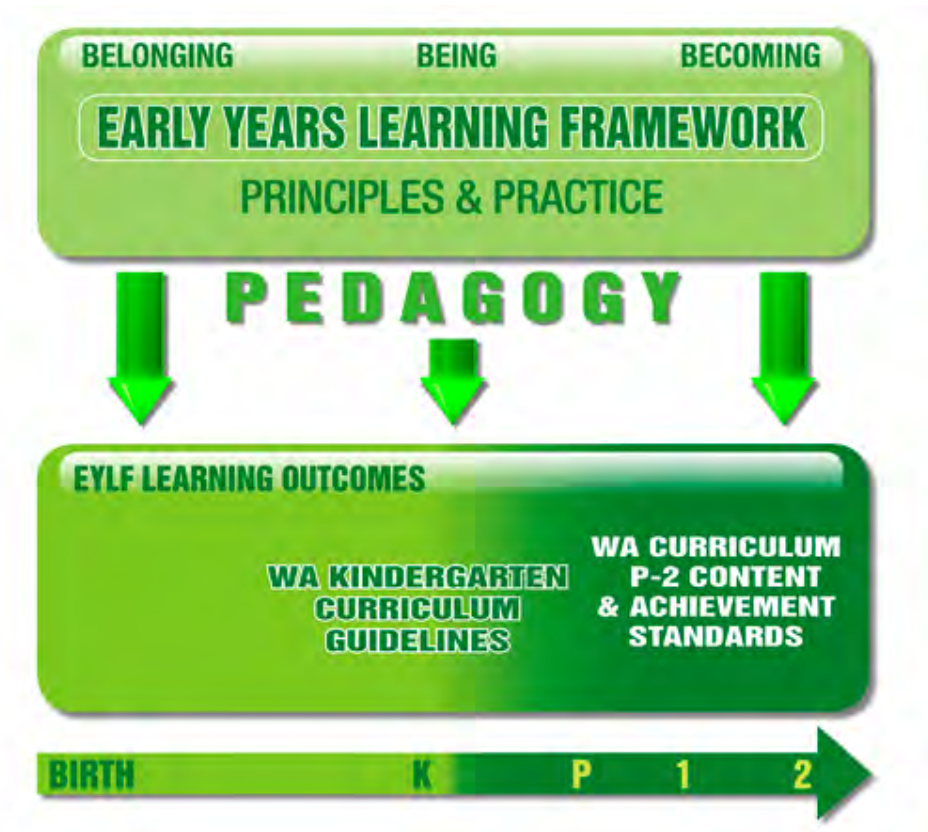
The purpose of these *Guidelines* is to facilitate the optimal learning and development of Kindergarten children in Western Australia. The *Kindergarten Curriculum Guidelines* draw on the *Early Years Learning Framework* (EYLF, Commonwealth of Australia, 2009) to focus on the Kindergarten year in Western Australia.

The *Kindergarten Curriculum Guidelines* guide educators to develop kindergarten curriculum for Western Australian children. The guidelines draw from the key ideas and related content from the EYLF to construct curriculum to ensure that all children in Kindergarten experience quality teaching and learning.

Kindergarten children are connected to family, community, culture and place. Their learning takes place through these relationships. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

Figure 1: EYLF, Kindergarten Curriculum Guidelines and the Western Australian curriculum

The following figure illustrates how the EYLF establishes the foundations for effective learning from birth through to age five and beyond.





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THE PURPOSE OF THE KINDERGARTEN CURRICULUM GUIDELINES

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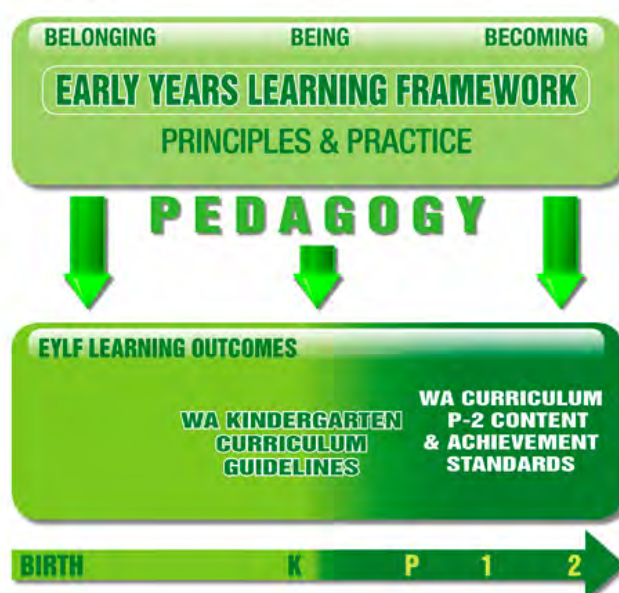
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THE KINDERGARTEN CURRICULUM GUIDELINES

Early childhood educators take into consideration contextual factors when designing and implementing quality curriculum for the Kindergarten year. The size and diversity of Western Australia means that educators tailor programs to meet the diverse needs of children and families with whom they work.

The EYLF defines curriculum as ‘all interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development’ (Commonwealth of Australia, 2009, p. 45).

Early childhood educators strive to provide relevant learning opportunities for children that take into account diverse family, cultural, linguistic, school and community influences. They know that children draw on a wide range of knowledge, experiences, interests, and skills that impact on the way they learn. Educators also may work within a school where school policies, priorities and interagency collaboration can influence decisions they make.

Early childhood educators are mindful that all curriculum decisions affect each child in some way. The *Guidelines* recommend the use of the following curriculum decision-making processes (adapted from Queensland Studies Authority, 2010):

- **Plan and organise** for learning and teaching - daily, short and long term plans. Educators strive to provide relevant learning opportunities that take into account the experiences, interests and capabilities of individuals and groups of children.
- **Enact, interact and respond** thoughtfully using a number of strategies to engage children in learning experiences. Educators provide feedback to strengthen learning.
- **Monitor, assess and document** children’s learning and participation in a variety of ways in diverse contexts over time.
- **Analyse and evaluate** to inform ongoing planning and share information with parents and colleagues.
- **Reflect** on learning and practice to further professional growth. Interact with colleagues and identify areas for further professional learning that will improve curriculum processes and practices.

When educators make curriculum decisions they need to consider the following components:

Differentiation and inclusion

Differentiated curriculum ensures curriculum is based on sound knowledge of each individual child, and that experiences and interactions are engaging, relevant and respectful of each child’s background, current interests and abilities. When working with children with additional needs, educators target capabilities and work closely with families and support personnel to differentiate learning opportunities that foster equity and fairness for all children and their families.





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Early learning environments

Educators plan and establish positive, vibrant and challenging intellectual, social and emotional and physical environments that promote a sense of wonder, curiosity and imagination and support risk-taking within a safe and inclusive context. The environment supports multi-modal learning with concrete materials. The temporal environment has a sense of predictability and allows for flexibility to cater for children's different learning requirements.



Relationships and partnerships

Relationships are key to all educational endeavours. Partnerships involve children, families, communities, educators and other professionals working collaboratively to provide optimal learning opportunities for active engagement and participation. Educators purposefully engage partners in children's learning, by providing a variety of opportunities for others to contribute to children's learning.

Balanced content

The quality of interactions, and the thoughtful implementation of balanced content in experiences, assists children in attaining knowledge, skills, attitudes and dispositions that are a base for future learning. Children's knowledge is constructed by the integration of concepts that are obtained from a variety of related and repeated experiences. Skills are developed and refined through frequent opportunities to use them in different contexts. Attitudes and dispositions are developed through thoughtful and responsive curriculum where children are encouraged to discuss ideas and reflect on experiences and situations.

Contexts and strategies for learning

Educators plan a variety of contexts, strategies and multi-modal experiences to engage children and to foster their participation and learning. These include, but are not limited to, play, small group and some whole group interactions, intentional teaching, inquiry, real life experiences, transitions and routines. As play is a primary medium for children's learning, educators plan how they will structure, use and support play experiences. Educators use transitions and routines as learning opportunities and to support children's increasing independence.

Child participation

An effective early childhood curriculum supports active participation of children, and views children as decision-makers who promote their sense of agency. Experiences are presented in ways that children can make choices and use different processes to complete where more than one solution is possible. The environment is constructed to encourage and allow children to be as independent as possible.

Extension, engagement and enjoyment in learning

Early childhood educators maximise children's learning by making knowledgeable decisions about teaching and learning in five learning and development areas related to the outcomes identified in the EYLF. While children's interests are a focus of curriculum planning, it is the role of the educator to expand these interests with rich ideas and new opportunities. Actively engaging learners, arousing their curiosity and responding to capabilities will make children more likely to be motivated, curious and feel supported in the learning process. Educators are active participants



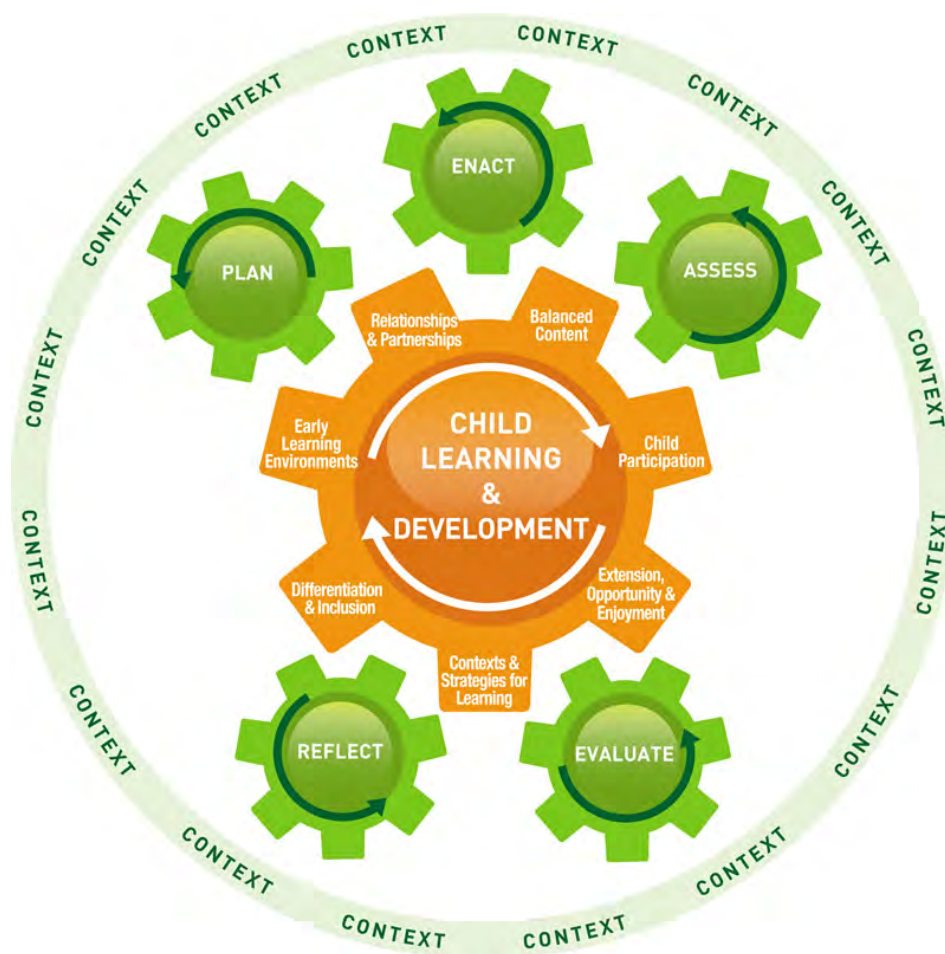
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in children's learning and play, and encourage children to explore, support shared sustained thinking and assist children to achieve outcomes. The curriculum extends children's knowledge, understanding and enjoyment.

Figure 2: Curriculum decisions and components

The following figure illustrates how dynamic, responsive and educational Kindergarten programs are developed when educators focus on each component when making curriculum decisions.





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EARLY YEARS LEARNING FRAMEWORK

The EYLF (Commonwealth of Australia, 2009) is the first national framework for early childhood educators. It has been developed to extend and enrich children's learning from birth to five years and through their transition to school. It supports Goal 2 of the *Melbourne Declaration on Educational Goals for Young Australians* that all young Australians become:

- successful learners
 - confident and creative individuals
 - active and informed citizens
- (Commonwealth of Australia, 2009, p. 5).

Early childhood educators engage with a diverse range of children, families and community members. They recognise human diversity and advocate for social justice, equity and inclusion. They value and respect Australia's Aboriginal and Torres Strait Islander Peoples' cultures and the cultures of others, recognising their rich heritage, language, skills and strengths. Educators develop curriculum that meets the needs of all children, create equitable, inclusive learning environments that are welcoming to all families, and build a learning community, inclusive of all who work with young children.



The United Nation Rights of the Child underpins notions embodied in the EYLF that every child has the right to an education that lays the foundation for the future learning and "*maximises their ability, respects their family, cultural and other identities and languages*" (EYLF, 2009, p.5). The *Kindergarten Curriculum Guidelines* is designed to assist educators to implement the EYLF and connect with families and community to extend and enrich all children's learning and development.

Fundamental to the EYLF is a vision for children's learning. The following three characteristics underpin children's learning and development.

Belonging

Belonging is integral to children's existence as it is important that children have an understanding of where and with whom they belong. Belonging recognises children's growing interdependence, the crucial importance of positive relationships and connections with family and community. Belonging is also central to the building of identity and is pivotal in children's understanding of who they are now and what they might become (Commonwealth of Australia, 2009, p. 7).

Being

Being recognises the importance of the here and now in children's lives. Early childhood is a time of significant growth and development, challenges and joys as children try to make sense of their world. It is more than just preparation for the future (Commonwealth of Australia, 2009, p. 7).

Becoming

Becoming describes the swift and significant change in children's identities, knowledge, capacities and skills that are shaped across childhood as children grow and learn. Children learn to participate actively in society (Commonwealth of Australia, 2009, p. 7).





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The EYLF comprises three interrelated elements: Principles, Practice and Learning Outcomes.

All elements are based on conclusive research evidence and are fundamental to decisions made about early childhood pedagogy and curriculum.

The pedagogy of the EYLF draws from a range of perspectives from early childhood developmental theory and knowledge about how children learn and what practices best support this. The Principles and Practice of the EYLF are founded on the understanding that:

- children are capable and competent
- children actively construct their own learning in social contexts
- learning is dynamic, complex and holistic. Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning are interwoven and interrelated
- children have agency. They have the capacities and rights to initiate and lead learning and be active participants and decision-makers in matters affecting them.

Active and critical engagement is a key characteristic of effective learners and teachers. It is the responsive interactions and relationships between children, educators and families that shape learning in the Kindergarten year. In such relationships teachers become co-learners as well as leaders of learning, with children, families and community sharing a respect for the diversity and richness of knowledge shared by all.





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PRINCIPLES

Principles of the EYLF underpin practice that assists children's learning and development. Information on each principle can be found in the EYLF (Commonwealth of Australia, 2009, pp. 12–13).

The principles are:

Secure, reciprocal and respectful relationships	Secure, respectful and reciprocal relationships are integral to learning, wellbeing and working collaboratively with others.
Partnerships	Shared decision making with children, colleagues and families assist children to feel secure, collaborate with others and take responsibility for their own learning.
High expectations and equity	Educators are committed to equity and children flourish when all partners believe in children's capacities to succeed regardless of diverse circumstances and abilities.
Respect for diversity	Respecting and responding to diversity assists all children in attaining a sense of belonging, being and becoming.
Ongoing learning and reflective practice	An ongoing cycle of review is a way in which current practices are examined, outcomes reviewed, new ideas generated and professional learning continued.



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PRACTICE

The principles of the EYLF inform the way in which teachers draw on a repertoire of pedagogical practices to extend and enrich children's learning. Each practice can be found in the EYLF (Commonwealth of Australia, 2009, pp. 14–18).

The eight Practices are:

Holistic approaches	Holistic approaches pay attention to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. Learning is seen as a social endeavour that is integrated and interconnected.
Responsiveness to children	Educators are attuned and responsive to children in their setting. They build trust, share decisions and learn together with children. Learning relationships are strengthened when educators include children's ideas, interests and capabilities.
Learning through play	Play shapes the architecture of the brain and provides opportunities for children to learn as they discover, experiment, theorise, predict, solve problems and engage in critical thinking. Play can motivate and enhance a child's desire to know and to learn. Play-based learning is a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.
Intentional teaching	Intentional teaching is purposeful, deliberate and thoughtful. It is planned and emergent. It promotes children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills. Educators plan opportunities to teach, document, monitor, assess and reflect on children's learning.
Learning environments	The learning environment, both indoor and outdoor, plays a crucial role in the way young children develop and learn. Environments for learning are flexible spaces that are inviting and nurturing, and foster children's sense of belonging, being and becoming.
Cultural competence	Educators who are culturally competent respect multiple cultural ways of knowing, seeing and doing. They understand that cultural competence is more than being culturally aware and seek to build cultural competence in all that they do.
Continuity of learning and transitions	Educators understand the importance of continuity in learning as they build on children's prior and current experiences. They work with families and colleagues to assist children in making successful transitions within and across early learning contexts, the school and beyond.
Assessment for learning	Assessment for learning processes gather information about what children know, can do and understand. Educators use this information in the cycle of curriculum decisions. Educators plan, teach, enact, monitor, evaluate and reflect on children's individual and group/shared learning.



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LEARNING OUTCOMES

The five learning outcomes of the EYLF aim to capture the integrated and complex learning and development of all children from birth to age five. They are:

- Children have a strong sense of identity
 - Children are connected with and contribute to their world
 - Children have a strong sense of wellbeing
 - Children are confident and involved learners
 - Children are effective communicators.
- (Commonwealth of Australia, 2009)

Children's learning is not predictable and linear, so children will progress towards these outcomes in different ways and at different rates.





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LEARNING DEVELOPMENT AREAS

The *Kindergarten Curriculum Guidelines* support educators to plan curriculum which will assist learners to develop general capabilities that encompass the knowledge, skills, attitudes and dispositions that support learners in the 21st century. To be successful learners, children will be encouraged to be confident, creative problem solvers immersed in environments where they can explore multiple perspectives and ways of working.

The *Kindergarten Curriculum Guidelines* have been developed in the knowledge that the Kindergarten year precedes the Pre-primary year, the first year of compulsory schooling in Western Australia. The focus of the *Guidelines* is on children's learning and development consistent with the emphasis in the EYLF.

Kindergarten educators should be aware of how the *Guidelines* articulate with the *Western Australian Curriculum and Assessment Outline*. The *Outline* describes the curriculum for Pre-primary to Year 10 in terms of eight learning areas: the Arts, English, Maths, Health and Physical Education, Humanities and Social Sciences, Science and Technologies.

The five areas of learning and development in the *Kindergarten Curriculum Guidelines* are based on the five outcomes of the EYLF (Commonwealth of Australia, 2009). They are:

- **IDENTITY** - Children have a strong sense of identity.
- **CONNECTING and CONTRIBUTING** - Children are connected with and contribute to their world.
- **WELLBEING** - Children have a strong sense of wellbeing.
- **LEARNING and THINKING** - Children are confident and involved learners.
- **COMMUNICATING** - Children are effective communicators.

The outcomes and related content in the EYLF are relevant to children, birth to five years (EYLF, 2009, p.19). In the *Guidelines* the five learning and development areas and related content have been developed specifically for the Kindergarten year in Western Australia.

The content included in the following tables is offered as a guide for teachers to modify, as appropriate, to meet the needs of their learning community. As children grow and develop at different rates and come to Kindergarten with vastly different experiences, not all children are expected to achieve all the content described by the end of the Kindergarten year. Examples of some links from the *Kindergarten Curriculum Guidelines* to the Pre-primary curriculum are provided.





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IDENTITY

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Children in the Kindergarten year have a strong sense of identity when they:

Feel safe, secure, accepted and supported

Focus	This is evident, for example, when children:
Build a sense of stability and trust	- initiate interactions and conversations with peers, teachers and other adults in a range of contexts (<i>connects to the English Curriculum</i>) - form stable relationships within familiar environments - initiate and join in play with enjoyment and satisfaction
Build a sense of belonging	- describe places they live in and belong to, such as their family, community and kindergarten community (<i>connects to the Humanities and Social Sciences Curriculum</i>) - join in group activities, such as singing and dancing to songs - approach new situations with a positive attitude

Act with increasing autonomy, interdependence, resilience and sense of agency

Focus	This is evident, for example, when children:
Show resilience	- persevere with tasks when faced with challenges (<i>connects to the Health and Physical Education Curriculum</i>) - make new discoveries and celebrate their own efforts and achievements and those of others
Make choices and decisions (by themselves and with others)	- demonstrate an increasing capacity for self-regulation - show initiative by asking questions, negotiating and sharing (<i>connects to the English Curriculum and the Science Curriculum</i>) - make decisions and choices and describe options - demonstrate simple goal-setting strategies with adult support
Manage routines, organise self and belongings	- take increasing responsibility for their own actions and learning - manage and participate in setting routines and processes - organise and look after their own belongings - respond to ideas and suggestions from others (<i>connects to the English Curriculum</i>)



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Build knowledgeable and confident self-identities

Focus	This is evident, for example, when children:
Show confidence in own learning and capabilities	- show increasing confidence in their abilities, achievements, and ideas as learners - show curiosity, engagement and purpose for learning - participate in dramatic play, role play and learning experiences that explore aspects of identity and points of view - build positive relationships in their peer group and social circles (<i>connects to the Health and Physical Education Curriculum</i>) - celebrate achievement and share contributions with others
Display a positive image of self, their family and culture	- build an understanding that there are other social and cultural heritages different from their own - use their home language at school (<i>connects to the English Curriculum</i>) - share aspects of their culture with others where appropriate (<i>connects to Humanities and Social Sciences Curriculum</i>) - engage with elders and cultural community members to explore their social and cultural heritage (<i>connects to Humanities and Social Sciences Curriculum</i>)

Interact with others with care, empathy and respect

Focus	This is evident, for example, when children:
Participate positively as part of a group	- participate appropriately in a social context - take turns in small group situations - empathise with and express concern for others - cooperate and contribute to play and small group experiences
Respond to others appropriately	- listen to others' opinions and points of view - show respect for others, their views and property - apply simple strategies for conflict management and resolution with assistance - reflect on their actions and consider consequences

Related Links

[The Connecting with practice – EYLF and NQS series of twelve short service practice and training videos](#)

Kindergarten educators may find the following videos from the series particularly relevant to the Identity learning and development area:

[Welcome, an invitation and a brief chat with a parent](#)

[Discussing a drawing of a watermelon](#)

[Discovering - Making connections](#)





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CONNECTING AND CONTRIBUTING

The content presented is an illustrative list and provides a guide for teachers to use and/or modify in order to meet the needs of their learning community. As children grow and develop at different rates and come to Kindergarten with vastly different experiences, it is acknowledged that all children will achieve differently. Educators should be committed to equity and believe in children's capacity to succeed regardless of diverse circumstances and abilities.

Children in the Kindergarten year are connected with and contribute to their world when they:

Work with others to develop skills for communication and inquiry about themselves and their world

Focus	This is evident, for example, when children:
Develop skills for working with others	- listen to others and share own ideas (<i>connects to the English Curriculum</i>) - share observations with others as they explore their immediate world using their five senses (<i>connects to the Science Curriculum</i>) - participate with others to solve problems (<i>connects to the Mathematics Curriculum and the Science Curriculum</i>) - cooperate with others and negotiate roles and relationships in play and group experiences - contribute to fair decision making about matters that affect them
Develop inquiry and communication skills	- plan and carry out a few simple sequenced steps when exploring and investigating (<i>connects to the Science Curriculum and Technologies Curriculum</i>) - use simple language of measurement to describe, compare, order or sort the observations made when exploring (<i>connects to the Mathematics Curriculum and the Science Curriculum</i>) - describe both verbally and non-verbally what they see, hear, touch, feel and taste (<i>connects to the English Curriculum and the Science Curriculum</i>) - use ICT with assistance to collect information and communicate it simply (<i>connects to the English Curriculum</i>) - represent findings and communicate ideas in a variety of ways (<i>connects to the Arts Curriculum, the English Curriculum, the Mathematics Curriculum and the Science Curriculum</i>)



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Explore diversity and respond with respect *(connects to the Humanities and Social Sciences Curriculum)*

Focus	This is evident, for example, when children:
Explore the diversity of culture, heritage, background and tradition	• build an understanding that people can speak different languages <i>(connects to the English Curriculum)</i> • describe own family's commemoration of festivals and past events • name who is in their family and recognise not all family structures are the same • identify and compare similarities and differences in their own and others' histories and culture • sequence familiar events • build an understanding that stories of the past can be communicated in different ways such as photos, artefacts and oral stories
Respond respectfully to diversity	• explore Aboriginal and Torres Strait Islander Peoples' cultures that have a connection with places and people, past and present • react in respectful ways to diversity • investigate Aboriginal and Torres Strait Peoples' artwork and artefacts, past and present

Show respect for the environment *(connects to the Science Curriculum)*

Focus	This is evident, for example, when children:
Explore natural and constructed environments	• name simple natural and built elements in their environment • use simple and safe tools to explore and investigate the environment <i>(connects to the Technologies Curriculum)</i> • describe some of the simple aspects of materials and places in their environment <i>(connects to the Technologies Curriculum)</i> • observe and describe changes in sunlight, temperature, clouds and rain • contribute their ideas in discussion about experiences in the natural and constructed environment • use play to investigate, project and explore new ideas
Respect, care for and sustain the environment	• suggest ways to care for and sustain the environment <i>(connects to the Humanities and Social Sciences Curriculum)</i> • observe, reflect and ask questions about their environment
Investigate the interactions between the environment and its people	• describe the basic needs of people, plants and animals, and places where they live • investigate places where people, plants and animals live • describe relationships that are living and non-living things • discuss how not caring for the environment might harm it <i>(connects to the Humanities and Social Sciences Curriculum)</i> • infer, predict and hypothesise in order to develop an increased understanding of the interdependence between land, people, plants and animals



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Related Links

[↗](#) The Connecting with practice – EYLF and NQS series of twelve short service practice and training videos

Kindergarten educators may find the following videos from the series particularly relevant to the Connecting and Contributing learning and development area:

[↗](#) Discovering – sustained, shared conversation with children

[↗](#) Working in a community garden

[↗](#) Worms are fun

[↗](#) Plastic cups





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WELLBEING

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Children in the Kindergarten year have a strong sense of wellbeing when they:

Become strong in their social and emotional wellbeing (*connects to the Health and Physical Education Curriculum*)

Focus	This is evident, for example, when children:
Interact positively to form relationships and friendships	• negotiate friendships and build and maintain respectful, trusting relationships with other children and teachers • demonstrate increasing awareness of the needs and rights of others • describe their contributions to shared projects and experiences • acknowledge and accept affirmation
Recognise simple emotions and build self-regulation	• demonstrate an increasing capacity to self-regulate their feelings, emotions and behaviour, appropriate to the situation • recognise basic emotions • show an increasing capacity to act and speak appropriately when resolving conflict • share humour, happiness and satisfaction • demonstrate moments of solitude and reflection • make choices, accept challenges and take considered risks



CURRICULUM AND ASSESSMENT OUTLINE

KINDERGARTEN CURRICULUM GUIDELINES

Take increasing responsibility for their own health and physical wellbeing (*connects to the Health and Physical Education Curriculum*)

Focus	This is evident, for example, when children:
Build knowledge, skills and positive attitudes to physical movement	- move to tempo of music and develop motor movements to the rhythm of music, such as trot or gallop (<i>connects to The Arts Curriculum</i>) - demonstrate correct fundamental movement skills, such as running, hopping, jumping, catching, kicking, balancing, striking, dodging, galloping and leaping - move around the environment safely demonstrating spatial awareness - use small muscles to use implements such as pencils, scissor and paintbrushes with some control and coordination - develop hand/eye and hand/foot coordination - develop perceptual motor skills, strength, flexibility and muscle tone - demonstrate a willingness to participate in energetic physical activity including dance, drama, movement and games - demonstrate positive attitudes to physical movement and exercise - combine gross and fine motor movement and balance to achieve increasingly complex patterns of activity including dance, creative movement and drama (<i>connects to The Arts Curriculum</i>) - respond through movement to traditional and contemporary music, dance and storytelling (<i>connects to The Arts Curriculum</i>)
Explore ways to promote own and others health and safety	- suggest ways to keep themselves, others and their surroundings safe - suggest ways of getting help when they feel uncomfortable or unsafe - engage in experiences, conversations and routines that promote healthy lifestyles, good nutrition, safety and personal hygiene practices - demonstrate self-help skills and participate in health routines

Related Links

[The Connecting with practice – EYLF and NQS series of twelve short service practice and training videos](#)

Kindergarten educators may find the following video from the series particularly relevant to the Wellbeing learning and development area:

[Rolling in a tyre](#)





CURRICULUM AND ASSESSMENT OUTLINE

KINDERGARTEN CURRICULUM GUIDELINES

LEARNING AND THINKING

The content presented is an illustrative list and provides a guide for teachers to use and/or modify in order to meet the needs of their learning community. As children grow and develop at different rates and come to Kindergarten with vastly different experiences, it is acknowledged that all children will achieve differently. Educators should be committed to equity and believe in children's capacity to succeed regardless of diverse circumstances and abilities.

Children in the Kindergarten year are confident and involved learners when they:

Develop positive dispositions for learning

Focus	This is evident, for example, when children:
Build enthusiasm, confidence, cooperation, commitment, persistence	• express curiosity and wonder about events, experiences and interest in their environments (<i>connects to the Science Curriculum</i>) • follow and extend their own interests with enthusiasm, energy and concentration • persist even when a task is difficult, and experience satisfaction of achievement
Develop curiosity, resourcefulness and reflexivity	• explore the properties of familiar objects (<i>connects to the Science Curriculum</i>) • build concentration and ability to focus on important aspects of learning experiences • actively engage in learning experiences, conversations and play experiences • ask questions about people, events, objects and the environment



CURRICULUM AND ASSESSMENT OUTLINE

KINDERGARTEN CURRICULUM GUIDELINES

Develop a range of skills and processes for learning and thinking

Focus	This is evident, for example, when children:
Develop problem solving, investigation and inquiry strategies	- manipulate objects and experiment with cause and effect, trial and error and motion (<i>connects to the Science Curriculum</i>) - ask questions, develop own simple theories and test own theories, for example how objects might work or move (<i>connects to the Science Curriculum</i>) - inquire, investigate, attempt to solve problems (<i>connects to the Science Curriculum</i>) - adapt successful strategies and skills to new situations - create own improvisations in play (<i>connects to The Arts Curriculum</i>) - create and use simple representation to organise, record and communicate mathematical and scientific ideas and concepts (<i>connects to the Mathematics Curriculum and the Science Curriculum</i>)
Reflect on thinking and learning and transfer and adapt what they have learned	- use skills of prediction, hypothesising, testing, experimenting and evaluating in play experiences (<i>connects to the Science Curriculum</i>) - respond to ideas and suggestions from others - use reflective thinking to consider why things happen and what can be learnt from these experiences - apply a range of thinking strategies to engage with situations and solve problems and adapt these strategies to new situations
Make choices and organise self for learning	- make simple plans and carry them out to complete a task - organise self and simple resources to carry out a task or participate in an activity

Engage in creative and inventive ways of thinking and doing (*connects to The Arts Curriculum*)

Focus	This is evident, for example, when children:
Use imagination and innovation	- explore and experiment with form, shape, colour, line, texture, contrast, patterns in art works - explore ideas, theories using imagination and dramatic play - explore different ways of creating models and doing things
Represent ideas, feelings and experiences in creative ways	- engage in music-making and create simple compositions - combine singing, dancing and drama in play - respond, express and communicate ideas, feelings in a variety of ways to a range of stimuli, for example, music and artworks (<i>connects to the English Curriculum</i>) - engage in dramatic, fantasy and role play - use simple tools and materials to investigate, take apart, assemble, invent, construct, change and represent ideas (<i>connects to the Science Curriculum and Technologies Curriculum</i>) - create simple stories, act them out using voice, movement and space



CURRICULUM AND ASSESSMENT OUTLINE

KINDERGARTEN CURRICULUM GUIDELINES

Engage in and extend numeracy in personally meaningful ways *(connects to the Mathematics Curriculum)*

Focus	This is evident, for example, when children:
Develop knowledge of number and algebra	- name the last number in the count that represents how many in the set (cardinal value) - count objects by using one to one correspondence - know that numbers always happen in a conventional order (stable order) - begin to understand that the starting point and order in which you count them does not affect how many (order irrelevance) - begin to understand that the arrangement, size or differences of the objects doesn't affect how many (abstraction) - recite number names in order, initially to 5, then to 10 consistently - recall what number is missing in a number line 1 to 10 - recognise numerals initially to 5 and then to 10 and begin to order them - partition small numbers (part, part, whole) - subitise small quantities of objects or standard patterns on a die - compare collections of objects and describe whether there is more, less, the same or not the same - copy and create simple two part patterns
Develop knowledge of measurement and geometry	- use the appropriate language of measurement to describe, compare and order: length, size, mass, height - describe the sequence of familiar events and routines and use the everyday language of time such as morning, afternoon, daytime - use language words to describe duration and relative duration, such as quick, slow, fast, it takes a long time - use positional language, such as on, under, behind, between - recognise names, sort and match basic two-dimensional shapes such as square, triangle and circle
Develop knowledge of statistics and probability	- sort, classify and match objects according to attributes, for example colours, sizes and shapes - order objects according to one attribute - answer simple questions to collect information, such as using yes/no and group items in response to questions such as favourite pets

The Connecting with practice – EYLF and NQS series of twelve short service practice and training videos

Kindergarten educators may find the following videos from the series particularly relevant to the Learning and Thinking learning and development area:

Discovering – making music

Counting Flowers

Discussing butterfly markings





CURRICULUM AND ASSESSMENT OUTLINE

KINDERGARTEN CURRICULUM GUIDELINES

COMMUNICATING

The content presented is an illustrative list and provides a guide for teachers to use and/or modify in order to meet the needs of their learning community. As children grow and develop at different rates and come to Kindergarten with vastly different experiences, it is acknowledged that all children will achieve differently. Educators should be committed to equity and believe in children's capacity to succeed regardless of diverse circumstances and abilities.

Children in the Kindergarten year are effective communicators when they:

Interact verbally and non-verbally with others for a range of purposes (*connects to the English Curriculum*)

Focus	This is evident, for example, when children:
Build aural and oral language	- sustain conversations with others in different situations - use speech that can be understood by others - listen to others - act upon simple instructions and statements - develop auditory discrimination, for example able to identify environmental sounds - modulate voice appropriate to the situation - use simple sentences when speaking - use turn-taking in conversations - increase use of vocabulary by exploring meanings of new words and talk about language (metalinguage) - know that languages other than English are used in the home, school and community environment - use simple non-verbal ways of communicating through gesture and signs
Develop phonological awareness skills	- know that spoken and written language can be broken into smaller parts - hear and clap syllables in simple words - investigate and explore onset and rime in simple CVC (consonant, vowel, consonant) words - discriminate rhyme in words - investigate and explore individual sounds and sounds in spoken words - hear and begin to identify first and last sounds in simple words - explore letter-sound relationships
Convey and construct messages for a range of purposes in a variety of contexts	- verbalise ideas and simple concepts and ask questions to clarify concepts - retell a simple story - engage in discussion about narratives and informational texts - use imagination to recreate roles and experiences - explore common language patterns in narratives



CURRICULUM AND ASSESSMENT OUTLINE

KINDERGARTEN CURRICULUM GUIDELINES

Engage in and extend literacy practices in personally meaningful ways *(connects to the English Curriculum)*

Focus	This is evident, for example, when children:
Develop understanding of purpose and meanings of a range of texts	- share a range of texts for enjoyment - explore the language presented in fiction and non-fiction texts - make connections between their own experiences and ideas in text - identify key ideas from simple texts - recognise simple literary conventions, such as setting and characters in narratives - predict what happens next in simple texts, and why it might happen - start moving from literal interpretation of text to inferential - join in with chorus from narratives and rhymes in narratives/nursery rhymes/songs/chants - investigate with assistance how texts present particular views such as gender, stereotypes and diversity - recognise and engage with written and oral constructed texts
Engage in reading, writing and viewing behaviours	- use images, marks and approximations of letters and words to convey meaning - show an awareness that print holds meaning - use books/texts appropriately, turn pages and identify the front cover - recognise familiar written symbols in context, such as road signs and their name - display reading/writing/viewing like behaviours in play and experiences - use, engage with and share the enjoyment of language and texts in a range of ways

Understand how symbols and pattern systems work *(connects to the English Curriculum)*

Focus	This is evident, for example, when children:
Develop concepts of print	- build an understanding that print is constant and a reader moves (in English) left to right and top to bottom with a return sweep - describe how the illustrations connect to the text - identify simple punctuation, such as full stops and question marks - become aware that words are separated by spaces - build an understanding of book features, such as the title, author, illustrator - become aware that sentences are made up of words, that words are made of sounds and sounds are represented by letters or groups of letters
Investigate symbols and pattern systems	- recognise simple patterns and relationships - recognise some letter names, for example the letters in their own name - become aware that numbers are different from letters - use symbols in play to represent and make meaning - identify patterns in the environment - copy simple patterns



CURRICULUM AND ASSESSMENT OUTLINE

KINDERGARTEN CURRICULUM GUIDELINES

Express ideas and make meaning using a range of media *(connects to The Arts Curriculum)*

Focus	This is evident, for example, when children:
View and create with media	- view and listen to simple printed, visual and multimedia texts and music - express ideas and feelings and make meaning using creative arts, such as drawing, painting, sculpture, drama, dance movement, music and storytelling
Investigate the properties of a range of media	- explore music with a variety of instruments or improvised musical instruments - experiment with elements of texture, colour, shape, space and form in two or three dimensions

Explore resources, tools and information communication technologies to represent ideas and their thinking *(connects to the Technologies Curriculum)*

Focus	This is evident, for example, when children:
Use tools, resources and technologies in play, thinking and learning	- use a range of tools, technologies and resources safely and appropriately - explore simple systems such as mechanical systems (pulleys); organisational systems (recipe); environmental (reticulation) - create simple information for a purpose using tools, resources and technologies
Develop simple ICT skills	- experiment with a range of tools, media, sounds and graphics in ICT play and discovery - develop simple skills to use information and communication technologies - engage with information communication technologies for fun and to promote thinking and learning - use imaginary technologies as props in their play

The Connecting with practice – EYLF and NQS series of twelve short service practice and training videos

Kindergarten educators may find the following videos from the series particularly relevant to the Learning and Thinking learning and development area:

Word game

Discussing butterfly markings





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We stay up-to-date with the latest local and global research into early childhood and regularly assess our processes to ensure we are providing your child with the best possible experience.

Early Years Learning Framework

This framework covers all areas as children experience play-based learning to develop their communication, language, social and emotional skills. We focus on children belonging, being and becoming, encouraging their individual strengths and interests along the way. We do this through books and storytelling, songs, rhymes, dancing, painting and gardening together, which provides children with the opportunity to develop listening skills and become part of a group.

West Australian Kindergarten Curriculum Guidelines

This **document** builds on the Early Years Learning Framework and ensures steady development.

The National Quality Standards

This ensures our educational programs and practices are stimulating, engaging and enhancing children's learning and development on a daily basis.

My Time Our Place

Our school based programs implement this framework.

Our learning environments

Babies (0-2yrs)

Expand 

Toddlers (2-3yrs)

Expand 

Kindergarten (3-4yrs)

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Fair Work

OMBUDSMAN

Ms Carol Matthews
NSW/ACT Independent Education Union
GPO Box 116
SYDNEY NSW 2001



Dear Ms Matthews

Thank you for your correspondence to the Fair Work Ombudsman. Mr Nicholas Wilson, received by this office on 11 May 2011. Mr Wilson has asked me to respond to you on his behalf.

The Office of the Fair Work Ombudsman is established by the *Fair Work Act 2009* (the Act) and is responsible for providing education, assistance and advice about the Commonwealth workplace relations system. The Fair Work Ombudsman is also responsible for impartially enforcing compliance with the Act and fair work instruments.

I understand from your letter that some of your members may have received conflicting or incorrect advice from the Fair Work Infoline in relation to the award coverage of qualified teachers working in early childhood services.

Having reviewed the transcripts of the calls from Cindy Price and her employer, to which you have referred in your letter, and the information currently being provided by Fair Work Infoline advisers on this issue, I can confirm that the Fair Work Ombudsman agrees with the view of the Independent Education Union that qualified teachers working in early childhood services would generally be covered by the *Educational Services (Teachers) Award 2010*.

While this has always been the view of the Fair Work Ombudsman, it appears some Advisers may have incorrectly placed the emphasis on an employee's duties as a director when determining award coverage, overlooking their qualifications as a teacher.

We have reviewed the transcripts of the calls from Cindy Price and her employer, to which you have referred in your letter. It appears that this incorrect emphasis was applied during the discussions with Ms Price and her employer resulting in them being incorrectly advised that the award covering Ms Price's position as a qualified teacher/director was the *Children's Services Award 2010*.

The Fair Work Ombudsman has taken immediate action to ensure that Fair Work Infoline Advisers are aware of the Fair Work Ombudsman's position on this, with materials having been updated today to make it clear that qualified teachers in early childhood services are excluded from the *Children's Services Award 2010*, including where they are appointed as a director.

Thank you for drawing this matter to our attention, and I apologise for any confusion or inconvenience that this inconsistent advice has caused your organisation or your members.

GPO Box 9887 MELBOURNE VIC 3001
414 LaTrobe Street MELBOURNE
Phone: (03) 8954 2548 Fax: (02) 6267 4979
murray.furlong@fwg.gov.au
ABN: 43 884 189 232



Australian Government

Fair Work OMBUDSMAN

I hope this information has been of assistance to you. Should you wish to discuss this matter further, please feel free to contact me directly on (03) 9954 2548 or via email at murray.furlong@fwo.gov.au

Yours sincerely,

Murray Furlong
Director, Government and Parliamentary Policy
FAIR WORK OMBUDSMAN
12 May 2011

Bundle J - 1572

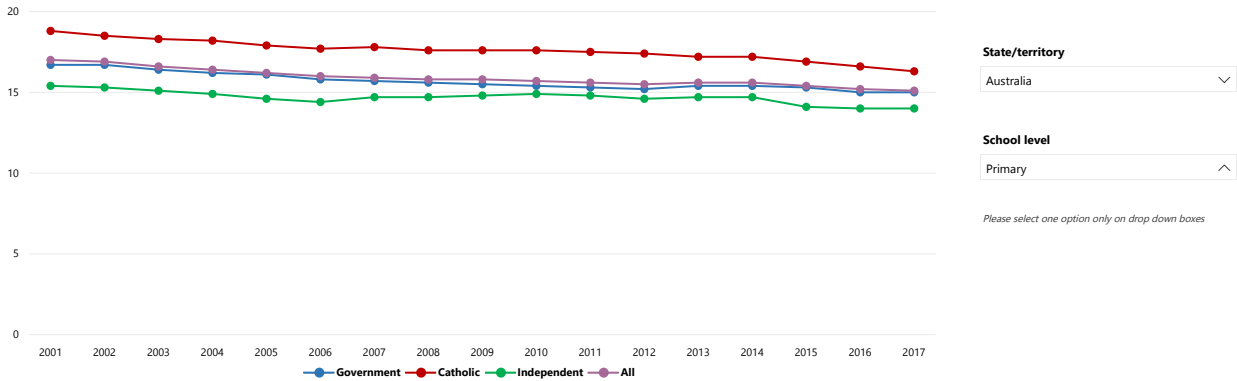
Student-teacher ratios

[Student \(FTE\) to teacher \(FTE\) ratio by school sector, time series](#)
[Student-teacher ratios dataset](#)
[Notes and caveats](#)

The student-teacher ratio is calculated as the number of full-time equivalent (FTE) students per FTE teaching staff.



Student (FTE) to teacher (FTE) ratio by school sector, primary schooling, Australia (time series)



	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Government	16.7	16.7	16.4	16.2	16.1	15.8	15.7	15.6	15.5	15.4	15.3	15.2	15.4	15.4	15.3	15.0	15.0
Catholic	18.8	18.5	18.3	18.2	17.9	17.7	17.8	17.6	17.6	17.6	17.5	17.4	17.2	17.2	16.9	16.6	16.3
Independent	15.4	15.3	15.1	14.9	14.6	14.4	14.7	14.7	14.8	14.9	14.8	14.6	14.7	14.7	14.1	14.0	14.0
All	17.0	16.9	16.6	16.4	16.2	16.0	15.9	15.8	15.8	15.7	15.6	15.5	15.6	15.6	15.4	15.2	15.1

Microsoft Power BI

Student-teacher ratios dataset

Download the [Student-teacher ratio dataset](#)

Notes and caveats

- Full-time equivalent (FTE) student-teacher ratios are calculated by dividing the FTE student figure by the FTE teaching staff figure. Student-teacher ratios are an indicator of the level of staffing resources used and should not be used as a measure of class size. They do not take account of teacher aides and other non-teaching staff who

may also assist in the delivery of school education or of non-teaching duties of teaching staff.

- From 2015, primary education comprises a pre-Year 1 grade followed by Years 1–6 in New South Wales (NSW), Victoria (Vic.), Queensland (Qld), Western Australia (WA), Tasmania (Tas.), Northern Territory (NT) and Australian Capital Territory (ACT). In South Australia (SA) primary education comprises a pre-Year 1 grade followed by Years 1–7. Secondary education comprises Years 7–12 in all states and territories except SA, where it is Years 8–12.
- In 2015, Year 7 in Qld and WA was moved from a primary school year to a secondary school year. This affects the numbers and proportions of primary and secondary students and staff, and therefore student-teacher ratios, in those states and nationally from 2015.
- Students attending special schools are allocated to either primary or secondary school on the basis of grade or school level, where identified. Staff employed in special schools are allocated to either primary or secondary education on a pro-rata basis.
- Staff employed in special schools are allocated to either primary or secondary education on a pro-rata basis.
- See [Glossary](#) for definitions of school level and sector and full-time equivalent (FTE), staff and staff categories.

Sources: ABS, Cat. No. 4221.0, *Schools, Australia*

This information relates to Part 1 of the [National Report on Schooling in Australia](#).



NATIONAL REPORT
ON SCHOOLING
DATA PORTAL



Early Childhood and Child Care in Summary

September quarter 2017

This publication provides information on children in approved child care services across Australia for the September quarter 2017.

Key findings for the September quarter 2017 include:

- 1,312,650 children attended approved child care, up 1.9 per cent compared with the September quarter 2016.
- 901,640 families had at least one child in approved child care, an increase of 3.2 per cent since the September quarter 2016.
- 18,520 approved child care services operated in Australia, an increase of 1.8 per cent since the September quarter 2016.
- The total estimated Child Care Benefit and Child Care Rebate entitlement was \$1,907.5 million, down 0.7 per cent since the September quarter 2016.

Introduction

This report presents information on the numbers of children and families using approved child care, the costs of care and the numbers and types of child care services in Australia. It includes data from the Child Care Management System (CCMS), MyChild website, Department of Human Services and the Australian Bureau of Statistics.

During the September quarter 2017, 901,640 families used approved child care services for their 1,312,650 children.

- In terms of affordability, 93.0 per cent of these families are estimated to have received Child Care Rebate (CCR), with up to 50 per cent of their out-of-pocket costs covered by the Australian Government.
- In terms of availability, in the September quarter 2017, there were 18,520 services providing approved child care services across Australia.

Table 1: Child care children, families, services and estimated entitlements by state and territory, September quarter 2017

State and territory	Number of children using approved child care ¹	Number of families using approved child care ¹	Number of approved child care services	Estimated Child Care Benefit (CCB) entitlement ¹ ('000)	Estimated Child Care Rebate (CCR) entitlement ¹ ('000)	Estimated number of families receiving CCR ¹
NSW	439,500	305,300	6,402	\$275,309	\$393,786	281,630
Vic.	327,340	221,690	4,268	\$240,962	\$277,867	206,250
Qld	296,480	201,710	3,718	\$196,814	\$215,901	187,330
SA	86,260	58,750	1,367	\$40,036	\$52,489	55,270
WA	102,170	72,360	1,772	\$50,067	\$81,368	67,830
Tas.	22,980	16,050	395	\$11,228	\$13,391	14,910
NT	10,250	7,260	207	\$4,142	\$10,629	7,010
ACT	30,260	20,790	391	\$8,165	\$35,328	20,320
Australia	1,312,650	901,640	18,520	\$826,724	\$ 1,080,758	838,440

¹ As families and children may use services in more than one state or territory and due to rounding, the sum of the component parts may not equal the Total.

Source: Department of Education and Training administrative data.

Child Care Usage

Children

During the September quarter 2017, 1,312,650 children used approved child care in Australia, up by 1.9 per cent since the September quarter 2016. When considering children aged 0-12 years, 32.2 per cent of all children in that age bracket attended some form of approved child care in the September quarter 2017.

During the September quarter 2017, children attended various services providing approved child care, including Long Day Care (721,090 or 54.9 per cent), Outside School Hours Care (445,140 or 33.9 per cent), Family Day Care and In-Home Care (182,830 or 13.9 per cent), and Occasional Care (6,140 or 0.5 per cent).

Table 2: Number of children using child care by service type, September quarter 2016 to September quarter 2017

Service type	Sep. 16	Dec. 16	Mar. 17	Jun. 17	Sep. 17
Long Day Care	694,500	706,570	699,510	682,060	721,090
Family Day Care and In-Home Care	211,700	205,920	206,520	183,750	182,830
Occasional Care	6,530	6,530	5,660	5,850	6,140
Outside School Hours Care	417,650	401,380	433,480	436,260	445,140
Total¹	1,288,480	1,280,770	1,281,260	1,268,140	1,312,650
<i>Per cent of Australian population²</i>	<i>31.9%</i>	<i>31.4%</i>	<i>31.4%</i>	<i>31.5%</i>	<i>32.2%</i>

1 As children may use more than one service type in any particular quarter and due to rounding, the sum of the component parts may not equal the Total.

2 Number of children aged 0–12 years using approved child care as a proportion of all Australian children aged 0–12 years.

Source: Department of Education and Training administrative data, ABS Cat. No. 3101.0 Australian Demographic Statistics, Sep. 2017.

New South Wales (33.5 per cent) had the largest share of children attending approved child care during the quarter, followed by Victoria (24.9 per cent) and Queensland (22.6 per cent).

Table 3: Number of children using child care by service type and state and territory, September quarter 2017

Service type	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia ¹
Long Day Care	243,800	169,890	172,430	42,960	58,960	12,170	5,860	16,580	721,090
Family Day Care and In-Home Care	66,800	62,720	28,530	6,340	12,350	4,120	440	1,690	182,830
Occasional Care	2,130	2,330	420	100	910	120	0	150	6,140
Outside School Hours Care	139,540	102,130	103,420	39,570	35,820	8,050	4,180	12,830	445,140
Total¹	439,500	327,340	296,480	86,260	102,170	22,980	10,250	30,260	1,312,650

1 As children may use more than one service type in more than one state or territory in any particular quarter and due to rounding, the sum of the component parts may not equal the Total.

Source: Department of Education and Training administrative data.

Most children who used approved child care used services located in major cities (1,028,920 children or 78.4 per cent), whereas around one in five (290,600 or 22.1 per cent) children used services located in regional and remote areas.

Table 4: Number of children using child care by service type and region, September quarter 2017

Service type	Major cities of Australia	Regional ¹ and Remote Australia ²	Total ³
Long Day Care	545,160	178,130	721,090
Family Day Care and In-Home Care	145,010	38,740	182,830
Occasional Care	3,590	2,550	6,140
Outside School Hours Care	364,510	81,710	445,140
Total³	1,028,920	290,600	1,312,650

1 Includes Inner and Outer Regional

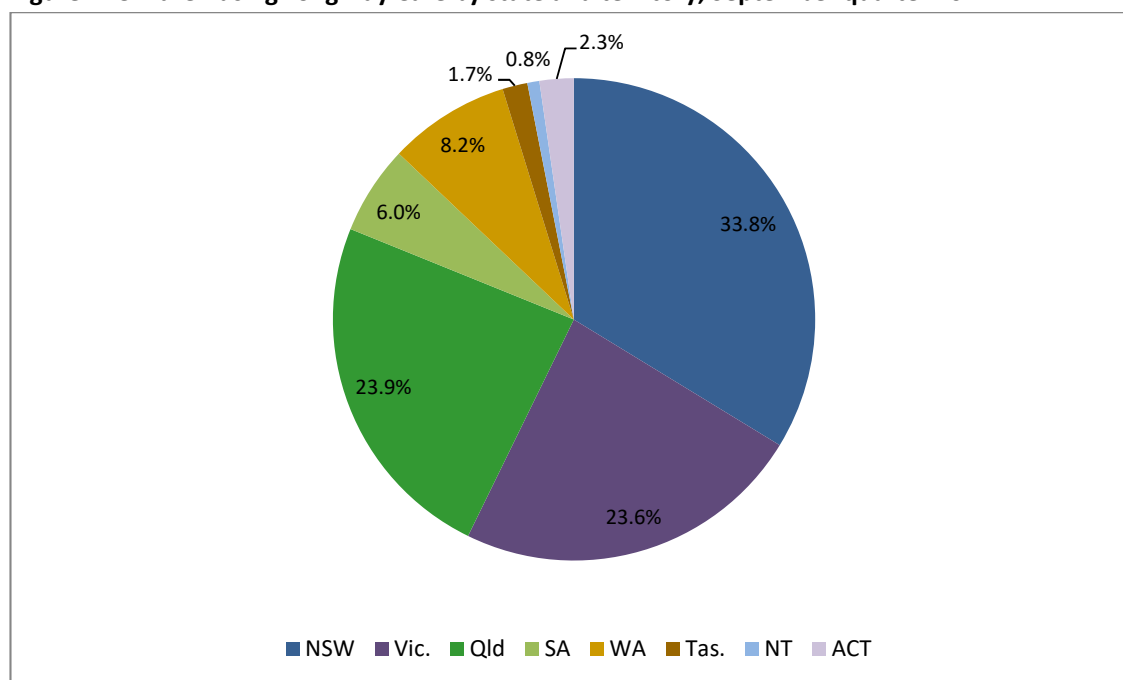
2 Includes Remote and Very Remote

3 As children may use more than one service type in more than one region in any particular quarter and due to rounding, the sum of the component parts may not equal the Total.

Source: Department of Education and Training administrative data.

New South Wales (33.8 per cent) had the largest share of children using long day care during the quarter, followed by Queensland (23.9 per cent) and Victoria (23.6 per cent).

Figure 1: Children using Long Day Care by state and territory, September quarter 2017



Source: Department of Education and Training administrative data.

During the September quarter 2017, for all types of child care, the average time that a child spent in approved child care was 24.8 hours per week. This compares with children who used Long Day Care who attended for an average of 28.9 hours per week.

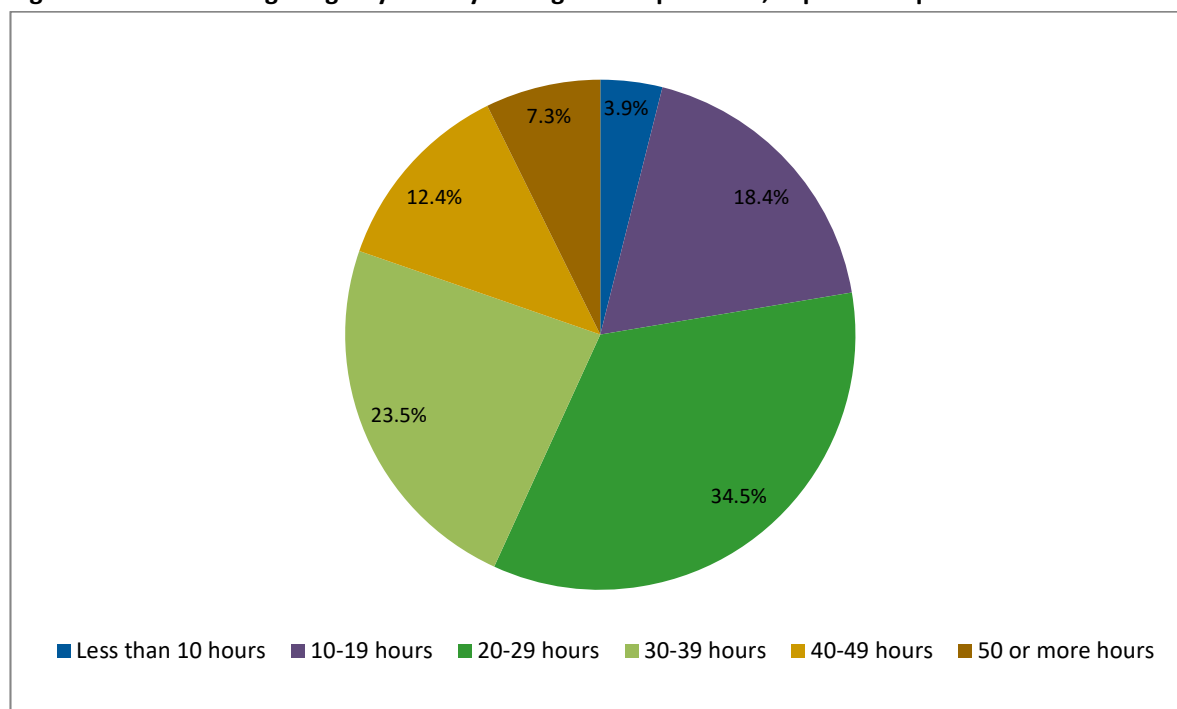
Table 5: Average weekly hours in child care by service type, September quarter 2016 to September quarter 2017

Service type	Sep. 16	Dec. 16	Mar. 17	Jun. 17	Sep. 17
Long Day Care	28.7	28.5	28.6	28.4	28.9
Family Day Care and In-Home Care	31.3	30.5	30.9	29.5	28.9
Occasional Care	12.3	12.0	12.4	12.1	12.5
Outside School Hours Care	11.7	10.9	12.0	10.8	11.8
Total	25.3	24.9	25.0	24.1	24.8

Source: Department of Education and Training administrative data.

34.5 per cent of children using Long Day Care used an average of 20-29 hours per week in the September quarter 2017.

Figure 2: Children using Long Day Care by average hours per week, September quarter 2017



Source: Department of Education and Training administrative data.

Families

During the September quarter 2017, there were 901,640 families using some form of approved child care for their children, an increase of 3.2 per cent since the September quarter 2016. The number of families using Family Day Care and In-Home Care has decreased by 6.8 per cent since the September quarter 2016.

Table 6: Number of families using child care by service type, September quarter 2016 to September quarter 2017

Service type	Sep. 16	Dec. 16	Mar. 17	Jun. 17	Sep. 17
Long Day Care	565,900	573,280	564,880	560,260	586,830
Family Day Care and In-Home Care	120,680	117,740	117,650	112,310	112,520
Occasional Care	5,440	5,420	4,770	4,940	5,120
Outside School Hours Care	296,970	286,430	305,380	310,090	317,270
Total¹	873,790	871,150	869,750	874,020	901,640

¹ As families may use more than one service type in any particular quarter and due to rounding, the sum of the component parts may not equal the Total.

Source: Department of Education and Training administrative data.

In the September quarter 2017, 305,300 families (33.9 per cent) had children attending approved child care in New South Wales, followed by 221,690 families (24.6 per cent) in Victoria and 201,710 families (22.4 per cent) in Queensland.

Across Australia, nearly two-thirds (586,830 or 65.1 per cent) of families using approved child care chose Long Day Care and around one-third chose Outside School Hours Care (317,270 or 35.2 per cent).

Table 7: Number of families using child care by service type and state and territory, September quarter 2017

Service type	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia ¹
Long Day Care	201,330	139,540	135,220	35,480	48,200	9,920	4,930	13,540	586,830
Family Day Care and In-Home Care	42,800	34,550	18,670	4,220	7,980	2,920	330	1,160	112,520
Occasional Care	1,780	1,950	340	80	770	100	0	130	5,120
Outside School Hours Care	100,400	73,750	72,870	27,520	25,100	5,690	3,050	9,190	317,270
Total¹	305,300	221,690	201,710	58,750	72,360	16,050	7,260	20,790	901,640

¹ As families may use more than one service type in more than one state or territory in any particular quarter and due to rounding, the sum of the component parts may not equal the Total.

Source: Department of Education and Training administrative data.

Indigenous children and families

During the September quarter 2017, 34,440 Indigenous children (2.6 per cent of all children) used approved child care in Australia. The number of Indigenous children using approved child care has increased by 7.4 per cent since the September quarter 2016.

Table 8: Number of Indigenous children using child care by service type, September quarter 2016 to September quarter 2017

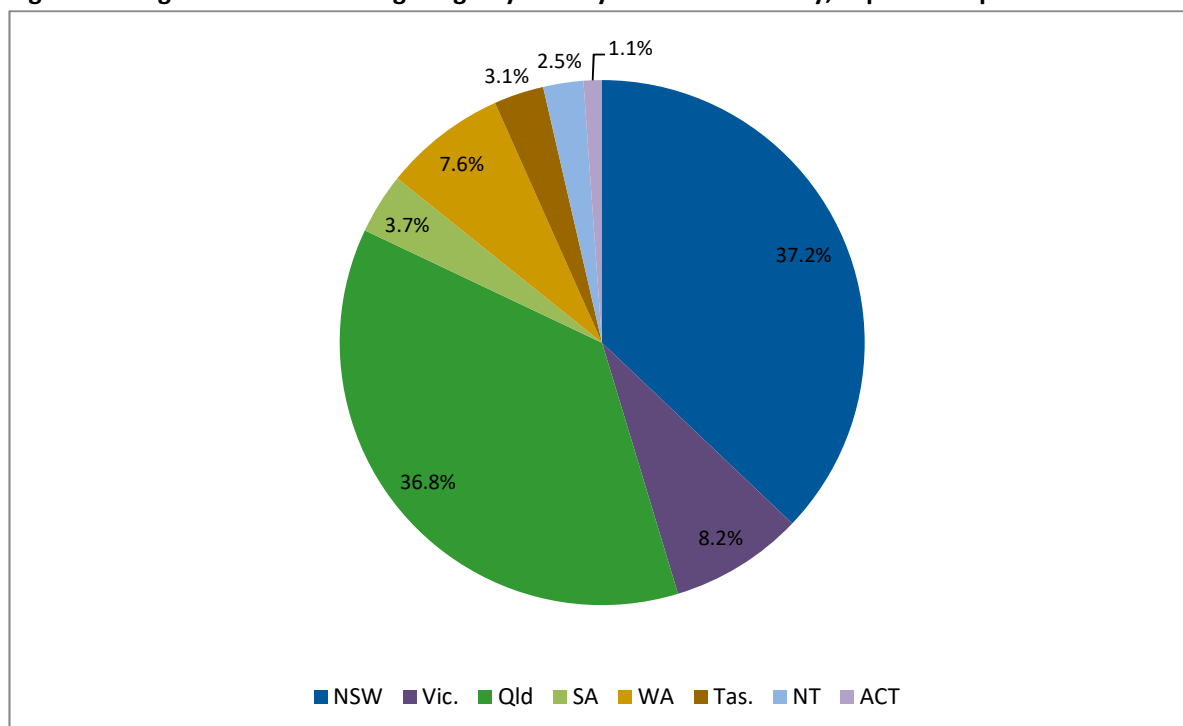
Service type	Sep. 16	Dec. 16	Mar. 17	Jun. 17	Sep. 17
Long Day Care	20,280	20,620	20,790	20,610	22,150
Family Day Care and In-Home Care	4,660	4,580	4,640	4,160	4,180
Occasional Care	240	240	210	210	220
Outside School Hours Care	7,920	7,700	8,430	8,480	8,970
Total¹	32,080	32,120	32,670	32,500	34,440

¹ As children may use more than one service type in any particular quarter and due to rounding, the sum of the component parts may not equal the Total.

Source: Department of Education and Training administrative data.

The largest proportion of Indigenous children attending Long Day Care was in New South Wales with 37.2 per cent, followed by Queensland with 36.8 per cent.

Figure 3: Indigenous children using Long Day Care by state and territory, September quarter 2017



Source: Department of Education and Training administrative data.

At the national level, 15.4 per cent of Indigenous children aged 0–12 years attended approved child care. Compared with all children aged 0–12 years, a smaller proportion of Indigenous children aged 0–12 years attended approved child care, both nationally and in each state and territory.

Table 9: Number of Indigenous children using child care by service type and state and territory, September quarter 2017

Service type	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia ¹
Long Day Care	8,240	1,830	8,150	830	1,680	690	550	250	22,150
Family Day Care and In-Home Care	1,920	480	1,080	130	210	310	30	30	4,180
Occasional Care	120	40	20	<10	30	10	0	10	220
Outside School Hours Care	2,930	840	2,970	600	680	360	420	190	8,970
Total Indigenous children using approved child care¹	12,820	3,100	11,910	1,510	2,490	1,280	980	460	34,440
<i>Per cent of Indigenous population²</i>	<i>18.3%</i>	<i>19.0%</i>	<i>17.5%</i>	<i>12.4%</i>	<i>8.9%</i>	<i>15.6%</i>	<i>5.0%</i>	<i>24.2%</i>	<i>15.4%</i>

1 As children may use more than one service type and use services in more than one state or territory in any particular quarter and due to rounding, the sum of the component parts may not equal the Total.

2 Number of Indigenous children aged 0–12 years using approved child care as a proportion of all Indigenous children aged 0–12 years.

Source: Department of Education and Training administrative data and ABS Cat. No. 3238.0 Estimates and Projections, Aboriginal and Torres Strait Islander Australians 2001 to 2026 (30 April 2014).

Almost half of all Indigenous children who attended child care did so in regional or remote Australia (16,870 children or 49.0 per cent).

Table 10: Number of Indigenous children using child care by service type and region, September quarter 2017

Service type	Major cities of Australia	Regional ¹ and Remote Australia ²	Total ³
Long Day Care	10,840	11,440	22,150
Family Day Care and In-Home Care	2,170	2,030	4,180
Occasional Care	90	130	220
Outside School Hours Care	5,200	3,790	8,970
Total³	17,830	16,870	34,440

1 Includes Inner and Outer Regional

2 Includes Remote and Very Remote

3 As children may use more than one service type in more than one region in any particular quarter and due to rounding, the sum of the component parts may not equal the Total.

Source: Department of Education and Training administrative data.

During the September quarter 2017, 23,780 Indigenous families used approved child care, an increase of 7.8 per cent since the September quarter 2016.

Table 11: Number of Indigenous families using child care by service type, September quarter 2016 to September quarter 2017

Service type	Sep. 16	Dec. 16	Mar. 17	Jun. 17	Sep. 17
Long Day Care	15,820	16,010	16,050	16,220	17,230
Family Day Care and In-Home Care	2,820	2,740	2,780	2,650	2,660
Occasional Care	190	190	170	180	180
Outside School Hours Care	5,380	5,260	5,690	5,800	6,120
Total¹	22,050	22,040	22,260	22,610	23,780

¹ As families may use more than one service type in any particular quarter and due to rounding, the sum of the component parts may not equal the Total.

Source: Department of Education and Training administrative data.

More than one third (9,040 or 38.0 per cent) of Indigenous families had children in approved child care located in New South Wales and another third (8,040 or 33.8 per cent) had children in approved child care located in Queensland.

Table 12: Number of Indigenous families using child care by service type and state and territory, September quarter 2017

Service type	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia ¹
Long Day Care	6,580	1,440	6,090	660	1,280	550	450	220	17,230
Family Day Care and In-Home Care	1,260	250	660	80	140	220	20	30	2,660
Occasional Care	100	30	10	<10	20	10	0	<10	180
Outside School Hours Care	2,030	580	2,000	400	450	240	300	140	6,120
Total¹	9,040	2,100	8,040	1,040	1,720	900	690	330	23,780

¹ As families may use more than one service type and use services in more than one state or territory in any particular quarter and due to rounding, the sum of the component parts may not equal the Total.

Source: Department of Education and Training administrative data.

Availability

Services

During the September quarter 2017, 18,520 approved child care services operated in Australia, an increase of 1.8 per cent (333 services) since the September quarter 2016. There were 10,385 Outside School Hours services which accounted for 56.1 per cent of all services and 7,256 Long Day Care services which accounted for 39.2 per cent of all services.

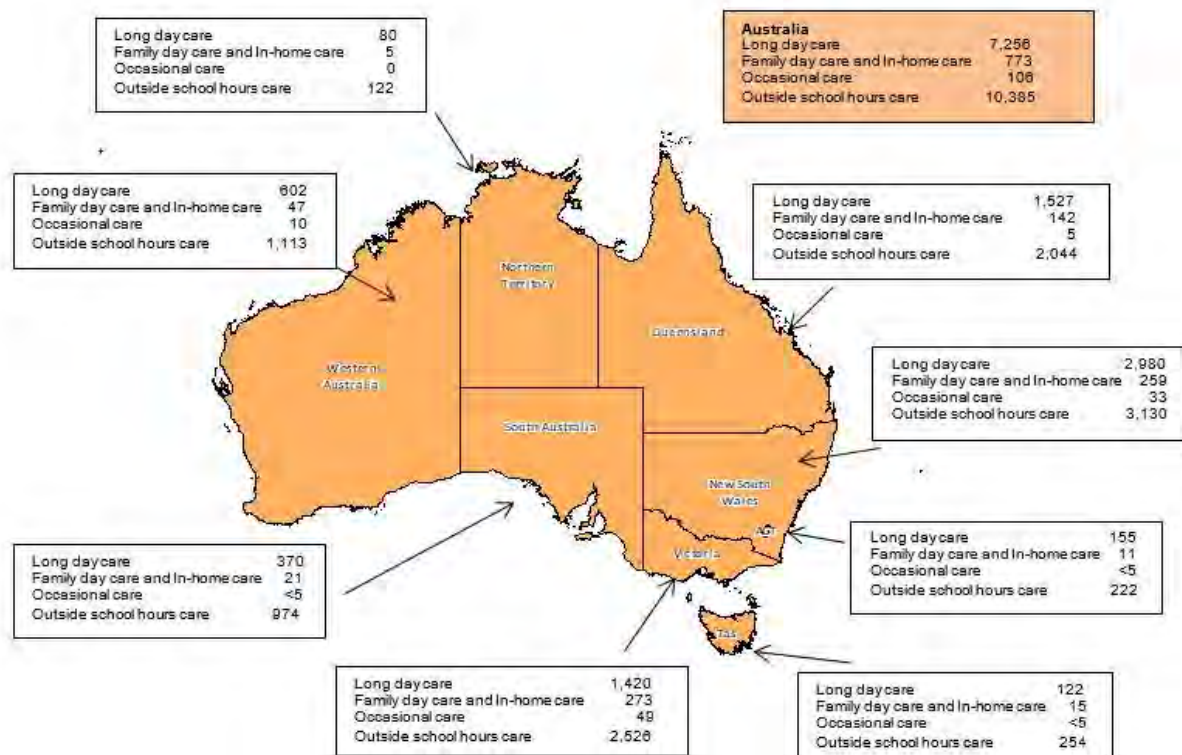
Table 13: Number of child care services by service type, September quarter 2016 to September quarter 2017

Service type	Sep. 16	Dec. 16	Mar. 17	Jun. 17	Sep. 17
Long Day Care	7,027	7,051	7,145	7,184	7,256
Family Day Care and In-Home Care	914	881	858	818	773
Occasional Care	110	110	106	106	106
Outside School Hours Care	10,136	9,873	10,209	10,353	10,385
Total	18,187	17,915	18,318	18,461	18,520

Source: Department of Education and Training administrative data.

In the September quarter 2017, around one third of services (34.6 per cent) were located in New South Wales, with 23.0 per cent in Victoria and 20.1 per cent in Queensland.

Figure 4: Number of approved services by service type and state and territory, September quarter 2017



Source: Department of Education and Training administrative data.

Affordability

Costs of care before Australian Government fee assistance

The average hourly child care fee for all service types in the September quarter 2017 was \$9.00, an increase of 3.0 per cent since the September quarter 2016. Fees varied across service types from a high of \$10.45 per hour for Occasional Care services to a low of \$7.05 per hour for Outside School Hours Care services.

Table 14: Average hourly fee by service type, September quarter 2016 to September quarter 2017

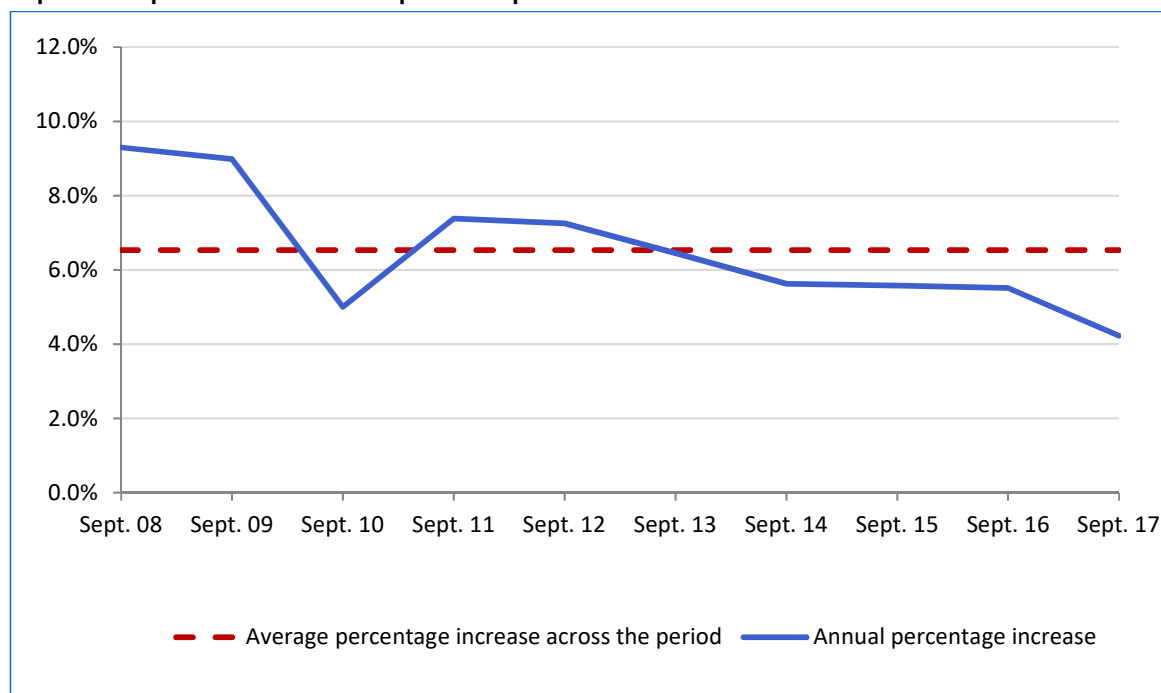
Service type	Sep. 16	Dec. 16	Mar. 17	Jun. 17	Sep. 17
Long Day Care	\$9.00	\$8.95	\$9.15	\$9.20	\$9.35
Family Day Care and In-Home Care	\$8.90	\$8.95	\$8.95	\$8.80	\$8.80
Occasional Care	\$10.05	\$10.05	\$10.25	\$10.25	\$10.45
Outside School Hours Care	\$6.95	\$7.00	\$7.05	\$7.20	\$7.05
Total¹	\$8.75	\$8.75	\$8.85	\$8.90	\$9.00

¹ Hourly fee for each service type is calculated by dividing the sum of all fee amounts by the sum of all hours for each service type.

Source: Department of Education and Training administrative data.

The average hourly fee for Long Day Care increased by 4.2 per cent from the September quarter 2016 to the September quarter 2017. This increase compares with the average annual percentage increase of 6.5 per cent for the period from the September quarter 2008 to the September quarter 2017.

Figure 5: Average and annual percentage change to Long Day Care hourly fees, September quarter 2008 to the September quarter 2017



Source: Department of Education and Training administrative data.

The Australian Government subsidises the cost of child care for eligible families through the Child Care Benefit and the Child Care Rebate to help parents with the cost of approved child care. During the September quarter 2017, the total estimated expenditure on Child Care Benefit and Child Care Rebate was \$1,907.5 million. The majority (\$1,367.4 million or 71.7 per cent) of this was paid in relation to families using Long Day Care services.

Table 15: Total estimated Child Care Benefit and Child Care Rebate entitlements by service type, September quarter 2017

Service type	Child Care Benefit ('000)	Child Care Rebate ('000)	Total ('000)
Long Day Care	\$509,312	\$858,080	\$1,367,392
Family Day Care and In-Home Care	\$253,891	\$102,592	\$356,483
Occasional Care	\$1,514	\$2,395	\$3,909
Outside School Hours Care	\$62,007	\$117,691	\$179,698
Total	\$826,724	\$1,080,758	\$1,907,482

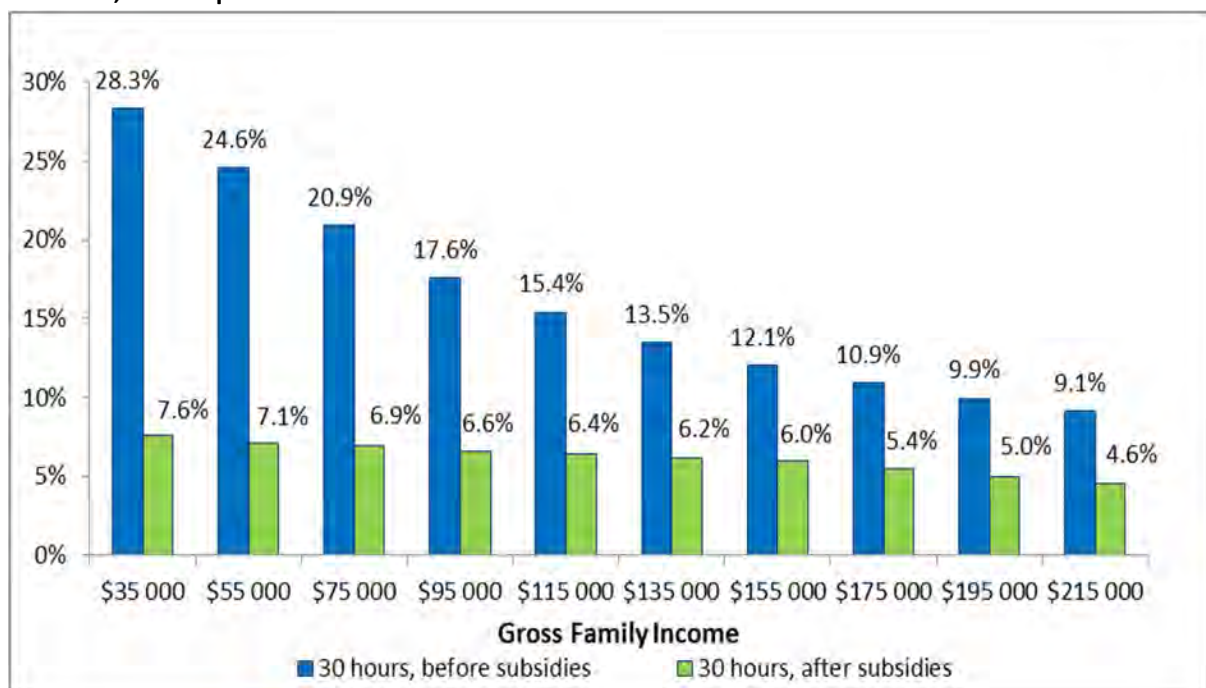
Source: Department of Education and Training administrative data – based on estimated entitlements.

Costs of care after Australian Government fee assistance

The child care out-of-pocket costs for families are determined by a combination of the fees services charge, the type of child care used, the amount of care used by families for their children and the amount of Australian Government subsidies that families are entitled to.

Before Australian Government child care subsidies were taken into account, out-of-pocket costs for families varied from 28.3 per cent of weekly disposable income for families earning a gross income of \$35,000 per year to 9.1 per cent for families earning a gross income of \$215,000 per year. After Australian Government child care subsidies, out-of-pocket costs were significantly reduced, varying from 7.6 per cent for families earning a gross income of \$35,000 per year to 4.6 per cent for families earning a gross income of \$215,000 per year.

Figure 6: Out-of-pocket costs¹ for one child in Long Day Care before and after Australian Government subsidies, March quarter 2017



¹ Out-of-pocket costs (before and after Australian Government subsidies) are shown for families with one child aged less than 5 years old using Long Day care for 30 hours of care per week. This takes into account the CCR cap (of \$7,500).

Source: Department of Education and Training administrative data.

Additional Assistance

JET Child Care Fee Assistance

In the September quarter 2017, 7,430 families were assisted with Jobs, Education and Training Child Care Fee Assistance (JETCCFA). This represented 0.8 per cent of the total number of families who used approved child care services.

Table 16: JET Child Care Fee Assistance usage, September quarter 2016 to September quarter 2017

	Sep. 16	Dec. 16	Mar. 17	Jun. 17	Sep. 17
Number of children assisted	12,470	11,530	10,610	10,560	10,760
Number of families using JETCCFA	8,600	7,880	7,350	7,360	7,430
Average hours per week per child	26.6	26.4	26.6	26.4	26.8
Estimated JETCCFA entitlement (\$'000)	\$9,313	\$7,729	\$6,436	\$8,373	\$8,688

Source: Department of Education and Training administrative data.

Special Child Care Benefit

In the September quarter 2017, 11,490 families were assisted with Special Child Care Benefit. This represented 1.3 per cent of the total number of families who used approved child care services.

Table 17: Special Child Care Benefit usage, September quarter 2016 to September quarter 2017

	Sep. 16	Dec. 16	Mar. 17	Jun. 17	Sep. 17
Number of children assisted	16,520	15,630	14,730	15,390	17,030
Number of families using SCCB	10,870	10,270	9,780	10,480	11,490
Average hours per week per child	34.2	34.2	34.4	34.0	34.7
Estimated SCCB entitlement (\$'000)	\$55,771	\$45,269	\$42,407	\$45,850	\$58,287

Source: Department of Education and Training administrative data.

Grandparent Child Care Benefit

In the September quarter 2017, 4,490 families were assisted with Grandparent Child Care Benefit. This represented 0.5 per cent of the total number of families who used approved child care services.

Table 18: Grandparent Child Care Benefit usage, September quarter 2016 to September quarter 2017

	Sep. 16	Dec. 16	Mar. 17	Jun. 17	Sep. 17
Number of children assisted	8,220	8,560	8,800	8,010	8,080
Number of families using GCCB	4,470	4,540	4,590	4,400	4,490
Average hours per week per child	37.7	36.8	37.8	36.2	36.3
Estimated GCCB entitlement (\$'000)	\$53,492	\$55,409	\$55,220	\$33,256	\$30,894

Source: Department of Education and Training administrative data.

Vacancies

Table 19 details the national trend in child care vacancies from the September quarter 2015 to the September quarter 2017 by service type.

Table 19: Child care vacancies by service type, September quarter 2015 to September quarter 2017

Service type	Sep. 15	Dec. 15	Mar. 16	Jun. 16	Sep-16	Dec-16	Mar-17	Jun-17	Sep-17
Long Day Care									
Total number of services	6,755	6,804	6,862	6,932	7,027	7,051	7,145	7,184	7,256
Per cent services reporting	91%	91%	92%	92%	92%	91%	90%	92%	89%
Proportion with vacancies	89%	88%	91%	91%	89%	89%	93%	92%	92%
Average vacancies	86,700	77,440	110,510	106,650	91,980	87,610	122,570	113,560	103,000
Family Day Care									
Total number of services	786	792	794	823	849	819	794	757	712
Per cent services reporting	32%	32%	30%	44%	42%	40%	37%	36%	36%
Proportion with vacancies	87%	90%	89%	87%	90%	91%	92%	94%	94%
Average vacancies	8,410	7,520	7,180	9,270	11,640	9,990	8,940	9,030	8,370
Occasional Care									
Total number of services	115	115	111	110	110	110	106	106	106
Per cent services reporting	63%	64%	59%	68%	71%	68%	72%	70%	64%
Proportion with vacancies	55%	54%	60%	56%	56%	56%	53%	55%	54%
Average vacancies	390	420	510	460	470	430	600	470	410
Before and After School Hours Care									
Total number of services	7,348	6,981	7,177	7,331	7,324	7,306	7,502	7,583	7,554
Per cent services reporting	51%	60%	58%	60%	80%	80%	79%	79%	76%
Proportion with vacancies	90%	92%	91%	92%	93%	94%	94%	94%	94%
Average vacancies	100,080	119,040	105,750	117,550	187,600	194,800	188,400	197,390	195,210
Vacation Care									
Total number of services	2,732	2,139	2,648	2,734	2,812	2,907	2,707	2,770	2,831
Per cent services reporting	55%	57%	55%	55%	60%	60%	58%	58%	57%
Proportion with vacancies	73%	64%	75%	70%	75%	68%	77%	67%	73%
Average vacancies	34,000	34,100	33,410	30,510	42,920	43,930	39,360	31,670	40,330

Source: Department of Education and Training administrative data.

Technical Notes

General counting rules

All analysis broken down by state in this report corresponds to the *state of the service* rather than the state where the child/family lives.

Use of child care services is counted for each individual child using approved child care services. An instance of child care usage is defined as at least one child care attendance per child care service for the quarter irrespective of duration or frequency. For example, a single hour at an Occasional Care centre or 40 hours per week throughout the quarter at a Long Day Care centre, are both counted as an instance of child care usage.

Children and families are recorded for each of the service types that they use during the quarter. Children and families using more than one service type during the quarter or financial year are counted only once within each applicable service type category and only once within the 'Total' category for the relevant time period. Note that as children and families may use more than one service type in any particular timeframe the sum of the component parts may not equal the 'Total' category.

Changes in service type numbers need to be understood in the context of counting rules. Prior to the implementation of the Child Care Management System (CCMS) all services with an 'active' status were included regardless of attendance. This resulted in a small number of services being included in the data that did not actually have any children in attendance. Under CCMS a service is counted as 'active' only if it had at least one child attending at some time during the quarter, thus aligning the counting rules for children, families and services.

CCB and CCR estimation

The Child Care Benefit (CCB) and Child Care Rebate (CCR) estimation method used in this report:

- Under-estimates CCB as only CCB payments made during the quarter are reported and not the CCB amounts customers were actually entitled to but did not receive (for example because of families over-estimating income or receiving annual or lump sum CCB payments to avoid debts).
- Over-estimates CCR due to under-estimation of CCB.
- Doesn't take into account reconciliation which will adjust the customers' CCB and CCR actual entitlements based on their actual rather than estimated incomes. There is a considerable time lag for the reconciliation process to be complete, this can take a number of years.

Data sources

Data included in this report comes from the following sources:

- The majority of data is extracted from the Child Care Data and Reporting System (CCDARS). CCDARS is a Department of Education and Training based data storage system for data collected from approved child care services via the Child Care Management System.
- Supplementary data is sourced from the MyChild website and the Department of Human Services.
- Australian Bureau of Statistics (ABS) data is included in this report for comparison purposes.

Revisions: Due to changes in the administrative system, data may be revised to ensure the most accurate, up-to-date figures are published.

Vacancy information

All approved services are required to regularly report their anticipated vacancies according to a standard definition, to the Department of Education and Training. For most services, a vacancy is defined as a permanent full day vacancy that the service is willing to fill.

The information contained in this report (Table 19) relates to specific reference weeks. As is standard practice, a reference week is used to represent the quarter and reduce errors due to potential inconsistencies in reporting. For the September quarter 2017, vacancies for Long Day Care, Before and After School Hours Care, Occasional Care and Family Day Care are reported from 24 July to 30 July 2017. Vacancies for Vacation Care are reported from 10 July to 16 July 2017 for all States and Territories other than QLD. The Vacation Care reference week for QLD is 3 July to 9 July 2017 due to differences in timing of school holidays.

Definitions

Approved care: Care provided by Long Day Care, Family Day Care and In-Home Care, Outside School Hours Care and Occasional Care services approved by the Australian Government to receive Child Care Benefit on behalf of families.

Average number of vacancies: As services report vacancies for each day of the week, the number of vacancies for each service is averaged out across the weekdays, that is, it is the sum of vacancies on each weekday divided by five. The total number of vacancies in an area is the sum of the average vacancies per service.

Child Care Benefit (CCB): A payment made by the Australian Government to families to assist with the cost of child care.

Child Care Management System (CCMS): This is the electronic system used for the administration of CCB. Under CCMS, approved child care services submit attendance information to the Department of Education and Training over the internet. Data in this report are primarily sourced from the CCMS.

Child Care Rebate (CCR): A payment made by the Australian Government to assist eligible working families with the out-of-pocket cost of child care. CCR is calculated based on the gap between the fees charged by the child care service and the CCB paid in respect of fee relief. Families who satisfy the work/training/study test requirements may be entitled to receive CCR for 50 per cent of all out-of-pocket costs up to an annual limit.

Family Day Care: Family Day Care educators provide flexible care and developmental activities in their own homes for other people's children on behalf of an approved Family Day Care service.

Grandparent Child Care Benefit (GCCB): Grandparents with the primary care of grandchildren and who receive an income support payment may be eligible for the Grandparent Child Care Benefit (GCCB). The GCCB covers the full cost of approved child care for up to 50 hours for each child per week. In certain circumstances Grandparents may be able to get GCCB for more than 50 hours per week.

In-Home Care: In-Home Care educators provide flexible care and developmental activities in the child's own home on behalf of an approved In-Home Care service.

Jobs, Education and Training Child Care Fee Assistance (JETCCFA): This is a form of government assistance that provides extra help with the cost of approved child care for eligible parents undertaking activities such as job search, work, study, or rehabilitation as part of an Employment Pathway Plan with the Department of Human Services or an employment service provider, to help them to enter or re-enter the workforce.

Long Day Care: This is a centre-based form of child care service. Long Day Care services provide quality all day or part-time care for children of working families and the general community.

Occasional Care: This is a care type mainly for non-school aged children. These services cater mainly for the needs of families who require short-term care for their children.

Outside School Hours Care: Services provide care for school aged children before and/or after school during the school term. Some services also provide care on 'pupil free' days. Vacation Care is also included in this category. Vacation Care services provide care for school children during the school holidays. Vacancies are reported separately for Before and/or After School Hours Care and Vacation Care.

Reference week: For Long Day Care, Family Day Care, Before and/or After School Hours Care and Occasional Care services, the reference week for vacancy information is selected as one of the last available weeks that is not affected by school or other holiday periods and a week that provided a consistent (with other weeks in the quarter) level of services that had reported across the quarter. The reference week includes weekdays only as most services do not operate on weekends. The reference week for Vacation Care is based on each state and territory's school holiday periods.

Region: Regions of Australia are classified according to the Australian Bureau of Statistics Australian Statistical Geography Standard (ASGS), July 2011. This classification divides each state and territory into several regions on the basis of their relative access to services.

Reporting services: The services that reported their vacancy information for the reference week. This includes a small number of services that reported vacancy information and indicated they were not operational for the week.

Service: Child care services are approved by the Australian Government to receive CCB on behalf of families. Most Long Day Care, Family Day Care, Before and After School Hours Care, Vacation Care services and some In-Home Care and Occasional Care services are approved child care services. The total number of services refers to the number of services that were active during the December quarter 2015, that is, they had at least one record of child care attendance in the quarter.

Special Child Care Benefit (SCCB): Additional child care assistance provided for children considered to be at risk of serious abuse or neglect, or exceptional cases where a family's income does not truly reflect their capacity to pay the usual charged fee. Special Child Care Benefit is reported as 'child at risk' and 'financial hardship'.

Vacancy: Anticipated availability that child care services are willing to fill for each week they are operational. This is an ongoing full day vacancy for Long Day Care and Family Day Care, full day vacancy for Vacation Care and Occasional Care services and an ongoing full session vacancy for Before and/or After School Hours Care.

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Australian Children's
Education & Care
Quality Authority

4

Guide to Developing a Quality Improvement Plan

June 2014

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About the National Quality Standard

The National Quality Framework

In December 2009 all Australian governments, through the Council of Australian Governments, agreed to a partnership to establish a National Quality Framework for Early Childhood Education and Care ('National Quality Framework').

The Australian Government and state and territory governments recognise the importance of increasing their focus on the early years to ensure the wellbeing of children throughout their lives and to lift the productivity of our nation as a whole. The drive for change is based on clear evidence that the early years of a child's life are very important for their present and future health, development and wellbeing.

National Quality Framework components

The National Quality Framework aims to raise quality and drive continuous improvement and consistency in education and care services through:

- the *National Quality Standard for Early Childhood Education and Care and School Age Care* ('National Quality Standard'), which is underpinned by:
 - *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*
 - *My Time, Our Place: Framework for School Age Care in Australia*
- a national quality rating and assessment process
- streamlined regulatory arrangements
- a new national body jointly governed by the Australian Government and state and territory governments—the Australian Children's Education and Care Quality Authority—to oversee the new system.

Effective date

The National Quality Framework started on 1 January 2012. Requirements such as qualifications, educator-to-child ratios, and other key staffing arrangements are being phased in between 2012 and 2020.

The National Quality Standard

The *National Quality Standard* sets a new national benchmark for the quality of education and care services. It will also give services and families a better understanding of what a quality service is. This will enable families to make informed decisions about the services providing education and care to their child.

The self-assessment and quality improvement planning process

The *National Quality Standard* is the standard against which services:

- self-assess their performance in delivering quality education and care
- plan future improvements to their education and care service.

The outcome of the process is the development of a Quality Improvement Plan, which services must submit to their Regulatory Authority. See:

- ‘The self-assessment and quality improvement planning process’ on page 4
- ‘Transitioning to the *National Quality Standard*’ on page 6.

The assessment and rating process

Services are assessed and rated against the *National Quality Standard*.

The relevant Regulatory Authority in each state and territory undertakes the assessment and rating process and is the point of contact for any questions services may have about self-assessment, quality improvement planning, and the assessment and rating processes. See:

- ‘The assessment and rating process’ on page 8
- ‘State and territory Regulatory Authorities’ on page 10.

National Quality Standard document suite

The suite of documents and tools in place to support the *National Quality Standard* is as follows:

National approved learning frameworks	
<u><i>Belonging, Being and Becoming: The Early Years Learning Framework for Australia</i></u>	For educators
<u><i>My Time, Our Place: Framework for School Age Care in Australia</i></u>	For educators
Guides	
<u><i>Guide to the National Quality Standard</i></u>	For services and assessors
<u><i>Educators Belonging Being and Becoming: Educators’ Guide to the Early Years Learning Framework for Australia</i></u>	For educators
<i>Guide to Developing a Quality Improvement Plan (this document)</i>	For services
Quality assessment tools	
<i>NQS Assessment and Rating Instrument</i>	For assessors and services
<i>Guide to Assessment & Rating for Services</i>	For services

The self-assessment and quality improvement planning process

The purpose of this the document is to help services complete the [Quality Improvement Plan](#) after:

- evaluating their current practices through self-assessment against the *National Quality Standard*, then
- identifying the practices they can or should improve.

An editable QIP template is available at http://acecqa.gov.au/quality-improvement-plan_1.

Self-assessment drives reflection on quality education and care

It is important for professionals in any field to have a way of regularly assessing their practice, recognising their strengths and identifying areas that can be improved.

A consistent process of reflection and evaluation enables services to gain an informed picture of:

- current practice
- the quality of education and care experienced by children and families.

This ‘picture’ of current practice highlights and confirms the service’s particular strengths and is the starting point for planning to improve quality.

Reflection determines quality improvements

The most effective improvements to service delivery are initiated from within the service, rather than being imposed from the outside. Therefore, once the quality of current practice in the service is assessed, the next step is to determine where quality improvements can be made and plan how to implement changes.

Because the focus is on quality improvement at the service, it is important to be open, honest and critically reflective when undertaking the self-assessment and quality improvement planning processes.

Services may already have in place a comprehensive process of reflection, self-assessment and evaluation. If this is the case, it is recommended that the *National Quality Standard* and related regulatory requirements be incorporated into these processes to ensure that all standards and elements outlined in the *National Quality Standard* are considered in the self-assessment process.

While it is important to reflect on practice, policies and procedures against the seven quality areas of the *National Quality Standard* and related regulatory requirements, there is no expectation that all 18 standards and 58 elements will be addressed in the Quality Improvement Plan.

It is intended that services will prioritise areas for improvement against the seven quality areas of the *National Quality Standard* and the related regulatory requirements. For example, in the event that during the self-assessment process it is identified that the service is not meeting a regulatory requirement, then this should be either addressed immediately or identified as a priority for attention in the Quality Improvement Plan.

It is likely that services have a range of documents that assist and record the planning process. The Quality Improvement Plan is a summary of the key areas prioritised for improvement.

Tools for reflection on quality of practices

As a first step, it is important that educators and management have the opportunity to become familiar with the *National Quality Standard*, the related regulatory requirements and the *Guide to the National Quality Standard*.

Within the *Guide to the National Quality Standard* there are:

- introductory statements for each quality area, standard and element that describe the intent and explain the way in which the practices described contribute to quality outcomes for all children
- references to related regulatory requirements, which will help services reflect on the quality of their practices.

Questioning how and why certain practices occur is the most effective way to begin critically examining service practice. The *Guide to the National Quality Standard* includes a set of reflective questions that serve as prompts to explore actual practice at the service. While the questions are not exhaustive they can assist the service to think about how and why things are done that way while reflecting on specific practices to determine the:

- effectiveness of practice for all children and families
- relevance of the practice to the service and its stakeholders
- equity and fairness of the practice for all children, families and educators.

Turning reflection into quality improvement strategies

The Quality Improvement Plan must include strategies to address those quality areas noted during the self-assessment or assessment process as not meeting the *National Quality Standard* or any regulatory requirement.

A service meeting or exceeding the *National Quality Standard* in all quality areas should demonstrate its commitment to continuous improvement by documenting how the service will maintain its current quality practices and progress them to the next level.

Self-assessment informs the Quality Improvement Plan and assessment and rating process

All services must complete the self-assessment and quality improvement planning process as part of the assessment against the *National Quality Standard*.

The self-assessment documentation should be available at the service to inform discussion of the assessment and rating process and it can be summarised in the relevant section of the Quality Improvement Plan template.

Submission of self-assessment documentation to the regulatory authority is not required; however, there needs to be evidence that the Quality Improvement Plan is informed by the self-assessment process. Completing the relevant section of the Quality Improvement Plan template ('Key improvements sought') will provide the link between the areas identified for improvement through the self-assessment process and the quality improvement strategies developed to address them.

Transitioning to the National Quality Standard

This section outlines the transition to self-assessment, quality improvement planning, and assessment and rating under the *National Quality Standard*.

Regulatory requirements

The *Education and Care Services National Regulations 2011* ('*National Regulations*') require that the approved provider ensure a Quality Improvement Plan is prepared for the service that:

- includes an assessment by the provider of the quality of the practices of the service against the *National Quality Standard* and the *National Regulations*; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

How it works: the main points

Develop the plan: timeline for new services

The approved provider of a service approved after 31 January 2012 must prepare the Quality Improvement Plan within three months of the grant of service approval (see regulation 55).

Develop the plan: timeline for existing services

Existing services that transitioned to the new system on 1 January 2012 (1 August 2012 in WA), were required to develop a Quality Improvement Plan by 30 April 2012 (30 November 2012 in WA).

Review the plan annually and submit it on request

The approved provider must also review and revise the Quality Improvement Plan for the service at least annually, having regard to the *National Quality Standard*, and submit the most current copy of the Quality Improvement Plan to the regulatory authority on request (see regulation 55-56).

Keep a current plan on the premises and make it available to families and regulators

A service approval is granted subject to the condition that the approved provider ensures a current Quality Improvement Plan for the service is kept on the premises of the service at all times or, in the case of a family day care service, at the principal office of the family day care service (see regulation 31).

The Quality Improvement Plan must also be made available on request for inspection by the regulatory authority or an authorised officer and to parents of a child who is enrolled or who is seeking to be enrolled at the service (see regulation 31).

Revise the plan

The Quality Improvement Plan is designed to be a dynamic, evolving document. Services will have approximately three weeks after receiving notification of the commencement of the assessment and rating process to undertake any necessary revisions to their existing plan before they submit it to the regulatory authority.

Collaborate widely when developing the plan

It is recommended that services adopt a collaborative approach to self-assessment and the development of their plan, involving wherever possible children, families, educators, staff members, management and other interested parties, such as representatives of a community agency that works with the service to support the inclusion of children with additional needs.

Update the plan after assessment and rating

It is recommended that the service update their Quality Improvement Plan after the assessment and rating process is completed to reflect the outcomes of the assessment and rating process.

The assessment and rating process: detail

Steps with more detail are provided in the next section to help services understand the context of timeframes, the interconnected nature of self-assessment, quality improvement planning, and assessment and rating.

The assessment and rating process

These steps provide more detailed information about the assessment and rating process. The timeframes reflect the minimum period of time involved in each step.

The following table outlines the national quality rating and assessment process for evaluation of services against the *National Quality Standard* and *National Regulations*. It is designed to be a cooperative process with opportunities for services to discuss how they are meeting the *National Quality Standard* and enhancing outcomes for children.

Timeline	Step	Process
Week 1*	A: Notice of visit	The approved provider receives a letter from the regulatory authority notifying of the four week period in which the assessment and rating visit will occur. The regulatory authority requests that the approved provider submits a copy of the service Quality Improvement Plan within three weeks. The regulatory authority may also request additional service specific information.
Week 3	B: Quality Improvement Plan	The approved provider submits the Quality Improvement Plan to the regulatory authority.
Weeks 5 - 8	C: Visit occurs	The assessment visit will occur during the four week period specified in the letter to the approved provider. The regulatory authority will give the approved provider at least five days' notice of the date of the visit. The authorised officer may give some general comments at the time of the visit but will not give an indication of the service rating. Feedback may include the opportunity to make minor adjustments to the service operation within specified areas and timeframes to address concerns identified at the visit. For further information on the minor adjustments policy refer to the <i>Assessment and Rating chapter of the Operational Policy Manual for the Regulatory Authorities</i>.

Timeline	Step	Process
After the visit		
Approx. 3 - 5 weeks after the visit date	D: Draft report	The approved provider is issued the draft report. The approved provider has 10 working days to provide feedback on any factual inaccuracies in the report and provide evidence to support their feedback.
Approx. 5 - 7 weeks after the visit date	E: Feedback due	Feedback on the draft report is provided to the regulatory authority. If no feedback is provided, the report is final and the notice of final ratings is issued to the approved provider.
Approx. 8 weeks after the visit date	F: Final report	If feedback is provided on the draft report, this is considered by the regulatory authority, the report is then finalised and the notice of final ratings is issued to the approved provider.

* Note that the timeframes given in the table are guidelines only.

Once the report is finalised and received by the approved provider, the 14 day period in which a review can be requested commences. If the notice is sent electronically, the 14 days run from the day that it is sent. If posted, the 14 days run from the fourth day after the notice of ratings was posted.

State and territory regulatory authorities

Contact details for state and territory regulatory authorities can be found on the ACECQA website at www.acecqa.gov.au

Appendix 1: Quality Improvement Plan examples

To assist in developing your Quality Improvement Plan some example entries are provided. See:

- Quality Improvement Plan for Quality Area 2 (family day care example) on page 11
- Quality Improvement Plan for Quality Area 3 (centre-based service example) on page 12
- Quality Improvement Plan for Quality Area 5 (outside school hours care example) on page 13
- Quality Improvement Plan for Quality Area 6 (general example) on page 14.

Quality Improvement Plan for Quality Area 2 (family day care example)

Key improvements sought for Quality Area 2

Element 2.1.1	Each child's health needs are supported.
Identified issue	During self-assessment, co-ordinators found that some educators did not have copies of health management plans for children with health needs, such as anaphylaxis and asthma.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.1	For children's health needs, such as anaphylaxis and asthma, health management plans must be kept at the educator's residence, as well as at the scheme co-ordination office.	High	– Review all children's enrolment forms and health management plans. – Survey families to ensure they have provided a health management plan for their child where relevant. – Encourage educators to liaise regularly with families about children's health needs and to communicate with their co-ordinator so that copies of health management plans can be kept at both the residence and the scheme co-ordination office.	100% of health management plans are present during monthly checks by co-ordinators at educators' residences.	Each month.	12 June 2013: We have ensured that current educators have all children's health management plans at their residence.

Quality Improvement Plan for Quality Area 3 (centre-based service example)

Key improvements sought for Quality Area 3

Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
Identified issue	The self-assessment identified that some outdoor areas of the service are not easily accessible by children with a physical disability.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1	Improved access to all areas of the outdoor environment for children with physical disabilities who are currently enrolled or may be enrolled in the future.	Medium	– Develop a costed plan to allow wheelchair access to the lower part of the main outdoor area. – Identify funding for the project. – Implement the plan.	All children will be able to independently access all parts of the main outdoor area.	– Develop plan over the next 6 weeks. – Identify funding sources by mid-year. – Complete work this year (2013).	12 June 2013: Initial discussions have been held with children, families, educators, advisers and an inclusion support specialist to identify the type of access needed.

Quality Improvement Plan for Quality Area 5 (outside school hours care example)

Key improvements sought for Quality Area 5

Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
Identified issue	Self-assessment identified that interactions with children in the after-school session tend to be focused on the whole group rather than conversations with individual or small groups of children. Educators are directive and tend to stand back and supervise rather than engaging with children in their play.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.1.2	To structure the after-school program and routines in a way that creates greater opportunities for educators to interact with individuals and with small groups of children for the majority of the session.	Medium	– Research current best practice in planning programs and environments in outside school hours care. – Reduce number of experiences requiring direct adult supervision so that educators are more available to engage with individual children. – Review afternoon tea routine so that educators can sit and talk with small groups of children.	– Educators engaging in sustained conversations with individual and small groups of children. – Educators participating in children's play. – Educators collaborating with children about routines and experiences.	– Conduct research over the next 6 weeks. – Develop ideas for afternoon tea routine in consultation with children and families over next 6 weeks. – Completion by end of Term 2 (2013).	12 June 2013: - Workshop about planning in outside school hours care organised with Professional Support Coordinator. - Discussed structure of after-school programs with other services at network meeting to generate ideas.

Quality Improvement Plan for Quality Area 6 (general example)

Key improvements sought for Quality Area 6

Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	Identified issue	Families were offered the opportunity to be involved in the review of policies when policies were emailed to all and copies were placed in the service foyer, but no responses were received from parents or families.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	Identified issue	Several educators identified during self-assessment that they would like to increase their cultural competence, especially in regard to the local Indigenous community.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2	Input by families to policy review and associated decision making.	Medium	– Target requests for input to policy reviews to family members with known interest or expertise in the policy area. Identify these areas by considering: – enrolment forms – comments families make to educators – complaint records – minutes of parent group meetings. – Match policies to family members. – Approach family members in person to ask for their input.	Gain meaningful input from at least 20% of the service's families during the upcoming review of health and safety policies.	– Identify family members' areas of interest within 4 weeks. – Request input from identified families during the planned review of health and safety policies scheduled for completion within 3 months.	12 June 2013: Educators have begun talking with family members about their areas of interest, and noting areas they are already aware of.
6.3	Strengthen our relationship with the local Indigenous community.	Medium	– Undertake cultural awareness/ competency training for educators around Aboriginal and Torres Strait Islander culture and ways of knowing and being. – Invite members of the local Indigenous community into the service.	– A flourishing relationship between the service and the local Indigenous community is evidenced in all the ways relationships are nourished. – Educators feel confident and assured that their interactions with Indigenous people are respectful and culturally competent. – Educators will begin to incorporate their learning into planning for children's learning and wellbeing.	31 December 2013	12 June 2013: We have recently been introduced to a highly respected Aboriginal elder in this community and we plan to follow up on this introduction by inviting her to visit us so that we can get to know each other.

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Educational Services (Teachers) Award 2010

This Fair Work Commission consolidated modern award incorporates all amendments up to and including 20 June 2018 ([PR598110](#), [PR606402](#)).

Clause(s) affected by the most recent variation(s):

14—Minimum salary

Schedule C—2017 Part-Day Public Holidays

Current review matter(s): [AM2014/47](#); [AM2014/190](#); [AM2014/196](#); [AM2014/197](#); [AM2014/266](#); [AM2014/300](#); [AM2014/301](#); [AM2015/1](#); [AM2015/2](#); [AM2016/15](#); [AM2016/8](#)

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Part 1—Application and Operation

1. Title

This award is the *Educational Services (Teachers) Award 2010*.

2. Commencement and transitional

[Varied by [PR991179](#), [PR542197](#)]

2.1 This award commences on 1 January 2010.

2.2 The monetary obligations imposed on employers by this award may be absorbed into overaward payments. Nothing in this award requires an employer to maintain or increase any overaward payment.

2.3 This award contains transitional arrangements which specify when particular parts of the award come into effect. Some of the transitional arrangements are in clauses in the main part of the award. There are also transitional arrangements in Schedule A. The arrangements in Schedule A deal with:

- minimum wages and piecework rates
- casual or part-time loadings
- Saturday, Sunday, public holiday, evening or other penalties
- shift allowances/penalties.

[2.4 varied by [PR542197](#) ppc 04Dec13]

2.4 Neither the making of this award nor the operation of any transitional arrangements is intended to result in a reduction in the take-home pay of employees covered by the award. On application by or on behalf of an employee who suffers a reduction in take-home pay as a result of the making of this award or the operation of any transitional arrangements, the Fair Work Commission may make any order it considers appropriate to remedy the situation.

[2.5 varied by [PR542197](#) ppc 04Dec13]

2.5 The Fair Work Commission may review the transitional arrangements in this award and make a determination varying the award.

[2.6 varied by [PR542197](#) ppc 04Dec13]

2.6 The Fair Work Commission may review the transitional arrangements:

- (a) on its own initiative; or
- (b) on application by an employer, employee, organisation or outworker entity covered by the modern award; or

Educational Services (Teachers) Award 2010

- (c) on application by an organisation that is entitled to represent the industrial interests of one or more employers or employees that are covered by the modern award; or
- (d) in relation to outworker arrangements, on application by an organisation that is entitled to represent the industrial interests of one or more outworkers to whom the arrangements relate.

3. Definitions and interpretation

[Varied by [PR991179](#), [PR994445](#), [PR997774](#), [PR503722](#), [PR546057](#)]

3.1 In this award, unless the contrary intention appears:

Act means the *Fair Work Act 2009* (Cth)

[Definition of **agreement-based transitional instrument** inserted by [PR994445](#) from 01Jan10]

agreement-based transitional instrument has the meaning in the *Fair Work (Transitional Provisions and Consequential Amendments) Act 2009* (Cth)

all other teachers means an employee who does not have the qualifications of a three year, four year or five year trained teacher

award-based transitional instrument has the meaning in the *Fair Work (Transitional Provisions and Consequential Amendments) Act 2009* (Cth)

children's services and early childhood education industry means the industry of long day care, occasional care (including those occasional care services not licensed), nurseries, childcare centres, day care facilities, family based childcare, out-of-school hours care, vacation care, adjunct care, in-home care, kindergartens and preschools, mobile centres and early childhood intervention programs

[Definition of **default fund employee** inserted by [PR546057](#) ppc 01Jan14]

default fund employee means an employee who has no chosen fund within the meaning of the *Superannuation Guarantee (Administration) Act 1992* (Cth)

[Definition of **defined benefit member** inserted by [PR546057](#) ppc 01Jan14]

defined benefit member has the meaning given by the *Superannuation Guarantee (Administration) Act 1992* (Cth)

director means the employee appointed by the employer to be responsible for the overall management and administration of a service in which an early childhood/preschool teacher is employed

[Definition of **Division 2B State award** inserted by [PR503722](#) ppc 01Jan11]

Division 2B State award has the meaning in Schedule 3A of the *Fair Work (Transitional Provisions and Consequential Amendments) Act 2009* (Cth)

[Definition of **Division 2B State employment agreement** inserted by [PR503722](#) ppc 01Jan11]

Division 2B State employment agreement has the meaning in Schedule 3A of the *Fair Work (Transitional Provisions and Consequential Amendments) Act 2009* (Cth)

Educational Services (Teachers) Award 2010

[Definition of **employee** substituted by [PR997774](#) from 01Jan10]

employee means a person employed as a teacher in the school education industry or children's services and early childhood education industry who is a national system employee within the meaning of the Act

[Definition of **employer** substituted by [PR997774](#) from 01Jan10]

employer means national system employer within the meaning of the Act

enterprise award-based instrument has the meaning in the *Fair Work (Transitional Provisions and Consequential Amendments) Act 2009* (Cth)

[Definition of **exempt public sector superannuation scheme** inserted by [PR546057](#) ppc 01Jan14]

exempt public sector superannuation scheme has the meaning given by the *Superannuation Industry (Supervision) Act 1993* (Cth)

five year trained teacher means a teacher who has completed a degree in education or early childhood education that requires four years of full-time study at an Australian university and in addition has completed a postgraduate degree at an Australian university requiring at least one year of full-time study, or the equivalent as determined by the National Office of Overseas Skills Recognition, or the relevant State or Territory teacher registration authority, or in the case of early childhood teachers the relevant licensing and accreditation authority

four year trained teacher means a teacher who has completed a degree in education or early childhood education that requires four years of full-time study at an Australian university or the equivalent as determined by the National Office of Overseas Skills Recognition, or the relevant State or Territory teacher registration authority, or in the case of early childhood teachers the relevant licensing and accreditation authority

[Definition of **MySuper product** inserted by [PR546057](#) ppc 01Jan14]

MySuper product has the meaning given by the *Superannuation Industry (Supervision) Act 1993* (Cth)

NES means the National Employment Standards as contained in [sections 59 to 131](#) of the *Fair Work Act 2009* (Cth)

non-term weeks means weeks in the school year other than term weeks and include periods designated as school holidays for students; where a preschool operates according to terms that approximate school terms, non-term week will have the same meaning

[Definition of **on-hire** inserted by [PR994445](#) from 01Jan10]

on-hire means the on-hire of an employee by their employer to a client, where such employee works under the general guidance and instruction of the client or a representative of the client

preschool means a service in the children's services and early childhood education industry which usually operates during hours and terms which approximate those of a recognised school, and includes a kindergarten, day school or nursery school

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principal means the employee appointed by the employer to the most senior leadership position in a school

school education industry means the provision of education, including preschool or early childhood education, in a school registered and/or accredited under the relevant authority in each State or Territory or in an early childhood service operated by a school and includes all operations of the school. Where the provision of school education is directed, managed and/or controlled by a central or regional administration of a system of schools it may also include the persons involved in providing such services to schools.

school year means the period of 12 months from the day employees are required to attend the school for the new educational year or the calendar year, as determined by the school, and includes term weeks and non-term weeks

standard rate means the minimum annual rate applicable to Level 1 in clause 14—Minimum salary

teacher means a person employed as such by a school, children's service or early childhood education service and who performs duties which include delivering an educational program, assessing student participation in an education program, administering an education program and performing other duties incidental to the delivery of the education program. So as to remove any doubt, teacher includes a teacher in a senior leadership position, but not a principal or deputy principal.

term weeks means the weeks in the school year that students are required to attend school as set out in the school calendar of each school; where a preschool operates according to terms that approximate school terms, term weeks will have the same meaning

three year trained teacher means a teacher who has completed a degree in education or early childhood education that requires three years of full-time study at an Australian university or the equivalent as determined by the National Office of Overseas Skills Recognition, or the relevant State or Territory teacher registration authority, or in the case of early childhood teachers the relevant licensing and accreditation authority

[Definition of **transitional minimum wage instrument** inserted by [PR994445](#) from 01Jan10]

transitional minimum wage instrument has the meaning in the *Fair Work (Transitional Provisions and Consequential Amendments) Act 2009* (Cth)

two year trained teacher means any teacher employed in the children's services and early childhood education industry as at the commencement of this award who has completed a two year full-time course in early childhood education and who has been recognised as an early childhood teacher by the relevant State or Territory licensing and accreditation authority

- 3.2 Where this award refers to a condition of employment provided for in the NES, the NES definition applies.

4. Coverage

[Varied by [PR991179](#), [PR994445](#)]

[4.1 varied by [PR994445](#) from 01Jan10]

- 4.1** This award, subject to clauses 4.2 to 4.6, covers employers throughout Australia in the school education industry, children's services and early childhood education industry and their employees as defined in clause 3.1 to the exclusion of any other modern award.

[New 4.2 inserted by [PR994445](#) from 01Jan10]

- 4.2** This award covers any employer which supplies labour on an on-hire basis in the industry set out in clause 4.1 in respect of on-hire employees in classifications covered by this award, and those on-hire employees, while engaged in the performance of work for a business in that industry. This subclause operates subject to the exclusions from coverage in this award.

[4.2 renumbered as 4.3 by [PR994445](#) from 01Jan10]

- 4.3** The award does not cover an employee excluded from award coverage by the Act.

[4.3 renumbered as 4.4 by [PR994445](#) from 01Jan10]

- 4.4** The award does not cover employees who are covered by a modern enterprise award, or an enterprise instrument (within the meaning of the *Fair Work (Transitional Provisions and Consequential Amendments) Act 2009* (Cth)), or employers in relation to those employees.

[4.4 renumbered as 4.5 by [PR994445](#) from 01Jan10]

- 4.5** The award does not cover employees who are covered by a State reference public sector modern award, or a State reference public sector transitional award (within the meaning of the *Fair Work (Transitional Provisions and Consequential Amendments) Act 2009* (Cth)), or employers in relation to those employees.

[4.5 renumbered as 4.6 by [PR994445](#) from 01Jan10]

- 4.6** This award does not cover:

- (a) a person engaged solely to instruct students on an individual basis for example, in the areas of music, language, dance and/or to instruct students in choir, band, string ensemble or other similar small group (but not including an employee teaching the school curriculum);
- (b) a sports coach, assistant, or trainer (other than a member of the teaching staff of a school);
- (c) a person employed as a teacher/integration aide, helper, classroom assistant, or director/supervisor in or in connection with childcare, preschool, long day care centres, childminding centres or outside of school hours care services (other than a university qualified early childhood teacher);
- (d) a member of a recognised religious teaching order and/or Minister of Religion (other than a teacher who is not engaged in that capacity) or a person engaged for the purpose of religious instruction, supervision of prayers, or to undertake other religious duties of a non-teaching nature; or

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- (e) a principal or deputy principal, however named.

[4.6 renumbered 4.7 by [PR994445](#) from 01Jan10]

- 4.7** Where an employer is covered by more than one award, an employee of that employer is covered by the classification which is most appropriate to the work performed by the employee and to the environment in which the employee normally performs the work.

NOTE: where there is no classification for a particular employee in this award it is possible that the employer and that employee are covered by an award with occupational coverage.

5. Access to the award and the National Employment Standards

The employer must ensure that copies of this award and the NES are available to all employees to whom they apply either on a noticeboard which is conveniently located at or near the workplace or through electronic means, whichever makes them more accessible.

6. The National Employment Standards and this award

The [NES](#) and this award contain minimum conditions of employment for employees covered by this award.

7. Award flexibility

[Varied by [PR991179](#), [PR542197](#)]

- 7.1** Notwithstanding any other provision of this award, an employer and an individual employee may agree to vary the application of certain terms of this award to meet the genuine individual needs of the employer and the individual employee. The terms the employer and the individual employee may agree to vary the application of are those concerning:

- (a) arrangements for when work is performed;
- (b) allowances;
- (c) leave loading;
- (d) overtime rates; and
- (e) penalty rates.

[7.2 varied by [PR542197](#) ppc 04Dec13]

- 7.2** The employer and the individual employee must have genuinely made the agreement without coercion or duress. An agreement under this clause can only be entered into after the individual employee has commenced employment with the employer.

- 7.3** The agreement between the employer and the individual employee must:

- (a) be confined to a variation in the application of one or more of the terms listed in clause 7.1; and

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[7.3(b) varied by [PR542197](#) ppc 04Dec13]

- (b) result in the employee being better off overall at the time the agreement is made than the employee would have been if no individual flexibility agreement had been agreed to.

7.4 The agreement between the employer and the individual employee must also:

- (a) be in writing, name the parties to the agreement and be signed by the employer and the individual employee and, if the employee is under 18 years of age, the employee's parent or guardian;
- (b) state each term of this award that the employer and the individual employee have agreed to vary;
- (c) detail how the application of each term has been varied by agreement between the employer and the individual employee;
- (d) detail how the agreement results in the individual employee being better off overall in relation to the individual employee's terms and conditions of employment; and
- (e) state the date the agreement commences to operate.

7.5 The employer must give the individual employee a copy of the agreement and keep the agreement as a time and wages record.

7.6 Except as provided in clause 7.4(a) the agreement must not require the approval or consent of a person other than the employer and the individual employee.

7.7 An employer seeking to enter into an agreement must provide a written proposal to the employee. Where the employee's understanding of written English is limited the employer must take measures, including translation into an appropriate language, to ensure the employee understands the proposal.

7.8 The agreement may be terminated:

[7.8(a) varied by [PR542197](#) ppc 04Dec13]

- (a) by the employer or the individual employee giving 13 weeks' notice of termination, in writing, to the other party and the agreement ceasing to operate at the end of the notice period; or
- (b) at any time, by written agreement between the employer and the individual employee.

[Note inserted by [PR542197](#) ppc 04Dec13]

Note: If any of the requirements of s.144(4), which are reflected in the requirements of this clause, are not met then the agreement may be terminated by either the employee or the employer, giving written notice of not more than 28 days (see s.145 of the *Fair Work Act 2009* (Cth)).

[New 7.9 inserted by [PR542197](#) ppc 04Dec13]

- 7.9** The notice provisions in clause 7.8(a) only apply to an agreement entered into from the first full pay period commencing on or after 4 December 2013. An agreement entered into before that date may be terminated in accordance with clause 7.8(a), subject to four weeks' notice of termination.

[7.9 renumbered as 7.10 by [PR542197](#) ppc 04Dec13]

- 7.10** The right to make an agreement pursuant to this clause is in addition to, and is not intended to otherwise affect, any provision for an agreement between an employer and an individual employee contained in any other term of this award.

Part 2—Consultation and Dispute Resolution

8. Consultation

[8—Consultation regarding major workplace change renamed and substituted by [PR546288](#) ppc 01Jan14]

8.1 Consultation regarding major workplace change

(a) Employer to notify

- (i) Where an employer has made a definite decision to introduce major changes in production, program, organisation, structure or technology that are likely to have significant effects on employees, the employer must notify the employees who may be affected by the proposed changes and their representatives, if any.
- (ii) **Significant effects** include termination of employment; major changes in the composition, operation or size of the employer's workforce or in the skills required; the elimination or diminution of job opportunities, promotion opportunities or job tenure; the alteration of hours of work; the need for retraining or transfer of employees to other work or locations; and the restructuring of jobs. Provided that where this award makes provision for alteration of any of these matters an alteration is deemed not to have significant effect.

(b) Employer to discuss change

- (i) The employer must discuss with the employees affected and their representatives, if any, the introduction of the changes referred to in clause 8.1(a), the effects the changes are likely to have on employees and measures to avert or mitigate the adverse effects of such changes on employees and must give prompt consideration to matters raised by the employees and/or their representatives in relation to the changes.
- (ii) The discussions must commence as early as practicable after a definite decision has been made by the employer to make the changes referred to in clause 8.1(a).
- (iii) For the purposes of such discussion, the employer must provide in writing to the employees concerned and their representatives, if any, all relevant information about the changes including the nature of the

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changes proposed, the expected effects of the changes on employees and any other matters likely to affect employees provided that no employer is required to disclose confidential information the disclosure of which would be contrary to the employer's interests.

8.2 Consultation about changes to rosters or hours of work

- (a) Where an employer proposes to change an employee's regular roster or ordinary hours of work, the employer must consult with the employee or employees affected and their representatives, if any, about the proposed change.
- (b) The employer must:
 - (i) provide to the employee or employees affected and their representatives, if any, information about the proposed change (for example, information about the nature of the change to the employee's regular roster or ordinary hours of work and when that change is proposed to commence);
 - (ii) invite the employee or employees affected and their representatives, if any, to give their views about the impact of the proposed change (including any impact in relation to their family or caring responsibilities); and
 - (iii) give consideration to any views about the impact of the proposed change that are given by the employee or employees concerned and/or their representatives.
- (c) The requirement to consult under this clause does not apply where an employee has irregular, sporadic or unpredictable working hours.
- (d) These provisions are to be read in conjunction with other award provisions concerning the scheduling of work and notice requirements.

9. Dispute resolution

[Varied by [PR542197](#)]

- 9.1** In the event of a dispute about a matter under this award, or a dispute in relation to the NES, in the first instance the parties must attempt to resolve the matter at the workplace by discussions between the employee or employees concerned and the relevant supervisor. If such discussions do not resolve the dispute, the parties will endeavour to resolve the dispute in a timely manner by discussions between the employee or employees concerned and more senior levels of management as appropriate.

[9.2 varied by [PR542197](#) ppc 04Dec13]

- 9.2** If a dispute about a matter arising under this award or a dispute in relation to the NES is unable to be resolved at the workplace, and all appropriate steps under clause 9.1 have been taken, a party to the dispute may refer the dispute to the Fair Work Commission.

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[9.3 varied by [PR542197](#) ppc 04Dec13]

- 9.3** The parties may agree on the process to be utilised by the Fair Work Commission including mediation, conciliation and consent arbitration.

[9.4 varied by [PR542197](#) ppc 04Dec13]

- 9.4** Where the matter in dispute remains unresolved, the Fair Work Commission may exercise any method of dispute resolution permitted by the Act that it considers appropriate to ensure the settlement of the dispute.
- 9.5** An employer or employee may appoint another person, organisation or association to accompany and/or represent them for the purposes of this clause.
- 9.6** While the dispute resolution procedure is being conducted, work must continue in accordance with this award and the Act. Subject to applicable occupational health and safety legislation, an employee must not unreasonably fail to comply with a direction by the employer to perform work, whether at the same or another workplace, that is safe and appropriate for the employee to perform.

Part 3—Types of Employment and Termination of Employment

10. Types of employment

[Varied by [PR991179](#)]

- 10.1** Employees under this award will be employed in one of the following categories:

- (a) full-time employment;
- (b) part-time employment;
- (c) casual employment; or
- (d) fixed term employment.

10.2 Terms of engagement

- (a) On appointment, the employer will provide the employee (other than a casual employee) with a letter of appointment stating the classification and rate of salary applicable on commencement, the employee's face-to-face teaching load and details of their extra curricular commitment.
- (b) In the case of a part-time employee, the letter of appointment will include the employee's teaching load expressed as a percentage of a full-time load in the school and that their extra curricular commitment will generally be, on balance, in the same proportion to their teaching load as that of a full-time teacher.
- (c) Where the employer engages the employee on a fixed term basis, the letter of appointment will inform the employee of the reason the employment is fixed term, the date of commencement and the period of the employment.

10.3 Full-time employment

A full-time employee is an employee engaged to work an average of 38 ordinary hours per week.

10.4 Part-time employment

- (a) A part-time employee is an employee who is engaged to work on a regular basis for less than, but not more than 90% of, the hours of a full-time employee in the school, children's service or early childhood education service. If the hours of a part-time employee rise above 90%, the employee will be considered to be full-time.
- (b) A part-time employee is entitled to the benefits under this award on a pro rata basis. The pro rata basis will be calculated by dividing the number of face-to-face teaching hours prescribed for the part-time employee from time to time by the usual number of face-to-face teaching hours prescribed for a full-time employee in the school, children's service or early childhood education service.
- (c) An employee (full-time or part-time) who requests to work above 90% of full-time hours, but less than full-time, will not be considered to be full-time and will be remunerated for the actual hours worked.
- (d) An employer cannot vary a part-time employee's teaching load or days of attendance unless:
 - (i) the employee consents; or
 - (ii) where such a variation is required as a result of a change in funding, enrolment or curriculum, the employer provides seven weeks' notice in writing in the case of a school teacher or four weeks' notice in the case of an early childhood teacher, or where the change would result in a reduction in salary, the salary of the teacher is maintained for a period of seven weeks in the case of a school teacher or four weeks in the case of an early childhood teacher.

10.5 Casual employment

- (a) Casual employment means employment on a day-to-day basis for a period of not more than four consecutive weeks, or four consecutive term weeks in the case of a teacher in a school or preschool.
- (b) A casual engagement may be extended by agreement between the teacher and the employer provided the total period of the engagement does not exceed one school term in the case of teachers in a school or preschool or a total of 10 weeks in any other case.
- (c) The rates of pay for a casual employee are contained in clause 14.5.

10.6 Fixed term employment

An employee may be employed for a fixed period of time for a period of at least four weeks but no more than 12 months on either a full-time or part-time basis to:

- (a) undertake a specified project for which funding has been made available;

- (b) undertake a specified task which has a limited period of operation; or
- (c) replace an employee who is on leave, performing other duties temporarily or whose employment has terminated after the commencement of the school year. Provided that where the replacement arrangement extends beyond 12 months, the fixed term employment may be extended for up to a further 12 months.

11. Termination of employment

[Varied by [PR991179](#)]

- 11.1** Notice of termination is provided for in the NES. This clause of the award provides industry specific detail and supplements the NES that deals with termination of employment.

11.2 Notice of termination by an employer—schools

Subject to clause 12.5, the employment of an employee (other than a casual employee) will not be terminated without at least seven term weeks' notice (inclusive of the notice required under the NES), the payment of seven weeks' salary instead of notice or part notice and part payment instead of notice provided that the total weeks' notice and weeks' payment instead equal seven.

11.3 Notice of termination by an employer—other than schools

The employment of an employee (other than a casual employee) will not be terminated without at least four weeks' notice (inclusive of the notice required under the NES), or four preschool term weeks in the case of a preschool employee, or the payment of four weeks' salary instead of notice. If the employee is over 45 years of age and has completed at least two years of service the NES notice period will apply.

11.4 Notice of termination by an employee

The notice of termination required to be given by an employee is the same as that required of an employer.

- 11.5** If an employee fails to give the notice specified in clauses 11.2 or 11.3 the employer may withhold from any monies due to the employee on termination under this award or the NES, an amount not exceeding the amount the employee would have been paid under this award in respect of the period of notice required by this clause less any period of notice actually given by the employee.

11.6 Job search entitlement

Where an employer has given notice of termination to an employee, an employee must be allowed up to one day's time off without loss of pay for the purpose of seeking other employment. The time off is to be taken at times that are convenient to the employee after consultation with the employer.

11.7 Exclusions

Employees who are excluded from coverage of the notice of termination provisions in the NES are also excluded from coverage of the notice of termination provisions in this award.

11.8 Statement of service

Upon the termination of employment of an employee (other than a casual employee) the employer will provide upon the request of the employee, a statement of service setting out the commencement and cessation dates of employment.

11.9 Termination of casual employment—early childhood teachers

On termination of casual employment, the employer will indicate on the employee's service card the length of service with the employer. Upon request a casual employee will also be given a statement setting out the number of days of duty worked by the employee during the period of the engagement.

12. Redundancy

[Varied by [PR991179](#), [PR994445](#), [PR503722](#), [PR561478](#)]

12.1 Redundancy pay is provided for in the NES. This clause of the award provides industry specific detail and supplements the NES which deals with redundancy.

12.2 Transfer to lower paid duties

Where an employee is transferred to lower paid duties by reason of redundancy, the same period of notice must be given as the employee would have been entitled to under the NES if the employment had been terminated and the employer may, at the employer's option, make payment instead of an amount equal to the difference between the former ordinary time rate of pay and the new ordinary time rate for the number of weeks of notice still owing.

12.3 Employee leaving during notice period

An employee given notice of termination in circumstances of redundancy may terminate their employment during the NES period of notice. The employee is entitled to receive the benefits and payments they would have received under this clause had they remained in employment until the expiry of the notice, but is not entitled to payment instead of notice.

12.4 Job search entitlement

- (a) An employee given notice of termination in circumstances of redundancy must be allowed up to one day's time off without loss of pay during each week of NES notice for the purpose of seeking other employment.
- (b) If the employee has been allowed paid leave for more than one day during the NES notice period for the purpose of seeking other employment, the employee must, at the request of the employer, produce proof of attendance at an interview or they will not be entitled to payment for the time absent. For this purpose a statutory declaration is sufficient.
- (c) This entitlement applies instead of clause 11.6.

12.5 Interaction of this clause with clause 11—Termination of employment

Where the employee's employment is terminated on the grounds of redundancy, the employee will be entitled only to the greater of:

- (a) notice of termination under clause 11.2 or 11.3; or
- (b) notice of termination and severance payments under the NES.

12.6 Part-time employees

If a part-time employee's hours are reduced, without their consent, by more than 25% they will be entitled to the provisions of this clause.

12.7 Transitional provisions – NAPSA employees

[12.7 varied by [PR994445](#); renamed by [PR503722](#); deleted by [PR561478](#) ppc 05Mar15]

12.8 Transitional provisions – Division 2B State employees

[12.8 inserted by [PR503722](#); deleted by [PR561478](#) ppc 05Mar15]

Part 4—Minimum Wages and Related Matters

13. Classifications

[Varied by [PR991179](#)]

13.1 Duties of an employee

The duties of a teacher may include in addition to teaching, activities associated with administration, review, development and delivery of educational programs and co-curricular activities.

13.2 Recognition of previous service

- (a) On appointment, an employee will be classified and placed on the appropriate level on the salary scale in clause 14—Minimum salary, according to their qualifications and teaching experience. For the purpose of this award **teaching experience** does not include employment as a teacher in a TAFE program (unless the teacher is employed to teach a Vocational and Educational Training (VET) program) or in an English Language School.
- (b) Service as a part-time teacher will normally accrue on a pro rata basis according to the percentage of a full-time teaching load undertaken in any year; provided that where the hours are more than 90% of a full-time load, service will count as a full-time year.
- (c) In the case of a casual employee, the equivalent of a full-time year of teaching service is 200 full casual days in Australian schools.

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- (d)** In the case of an early childhood/preschool teacher, the following will count as service:
 - (i)** teaching experience in preschools, kindergartens, multi-purpose centres, early intervention services, long day care centre and other similar services;
 - (ii)** teaching experience of children from four to eight years (or in the infants department) of a school registered and/or accredited under the relevant authority in each state or territory;
 - (iii)** service as a lecturer in early childhood education or child development, as a child development officer or equivalent; and
 - (iv)** service as a diploma qualified childcare worker, at the rate of one year for every three years service up to a maximum of four years.

13.3 Evidence of qualifications

- (a)** On engagement, the employer may require that the employee provide documentary evidence of qualifications and teaching experience. If an employer considers that the employee has not provided satisfactory evidence, and advises the employee in writing to this effect, then the employer may decline to recognise the relevant qualification or experience until such evidence is provided. Provided that the employer will not unreasonably refuse to recognise the qualifications or teaching experience of an employee.
- (b)** Where an employee has completed further teaching experience with another employer (for example during unpaid leave) or additional qualifications after commencement of employment they will be entitled to be classified accordingly and back paid from the date of completion of the experience or qualifications, provided the employee provided satisfactory evidence to the employer within three months of completion. In all other cases the employee will be classified and paid from the date satisfactory evidence is provided.

13.4 Progression

- (a)** An employee who is three year trained will commence on Level 1 of the salary scale in clause 14—Minimum salary and progress according to normal years of service to Level 12 of the scale.
- (b)** An employee who is four year trained will commence on Level 3 of the salary scale in clause 14 and progress according to normal years of service to Level 12.
- (c)** An employee who is five year trained will commence on Level 4 of the salary scale in clause 14 and progress according to normal years of service to Level 12 of the scale.
- (d)** All other teachers and two year trained teachers as defined in clause 3.1 will commence on Level 1 of the salary scale in clause 14 and progress according to normal years of service to a maximum of Level 5.

14. Minimum salary

[Varied by [PR991179](#), [PR997937](#), [PR503722](#), [PR509108](#), [PR522939](#), [PR536742](#), [PR551665](#), [PR566755](#), [PR579857](#), [PR592177](#), [PR606402](#)]

[Note inserted by [PR503722](#) ppc 01Jan11]

NOTE: A transitional pay equity order taken to have been made pursuant to item 30A of Schedule 3A to the *Fair Work (Transitional Provisions and Consequential Amendments) Act 2009* (Cth) has effect in accordance with that item. A relevant transitional pay equity order operates in Queensland as provided for in item 30A (6) and (7).

[14.1 varied by [PR997937](#), [PR509108](#), [PR522939](#), [PR536742](#), [PR551665](#), [PR566755](#), [PR579857](#), [PR592177](#), [PR606402](#) ppc 01Jul18]

- 14.1** The minimum salary per annum payable to a full-time employee will be determined in accordance with the provisions of clause 13—Classifications, and the following table.

Level	Per year \$
1	50,017
2	51,049
3	52,438
4	54,329
5	56,222
6	57,984
7	59,746
8	61,637
9	63,531
10	65,423
11	67,317
12	69,208

- 14.2** A full-time employee who works in a children's or early childhood service which usually provides services over a period of at least eight hours each day for 48 weeks or more (such as a long day care centre) will be paid an additional 4% on the rates set out in clause 14.1 on the basis that the employee is not covered by the provisions of clause 19—Ordinary hours of work.

- 14.3** The weekly rate of pay for an employee will be determined by dividing the annual rate by 52.18 and the fortnightly rate by dividing the annual rate by 26.09.

14.4 Part-time employee

A part-time employee will be paid pro rata, at the same rate as a full-time employee in the same classification, in accordance with the provisions of clause 10.4.

14.5 Casual employee

- (a) The salary payable to a casual employee will be:
- (i) no higher than the salary at Level 8 in clause 14.1 where the employee is engaged for less than five consecutive days; or
 - (ii) where the employee is engaged for five or more consecutive days the salary will be the appropriate salary for the classification as specified in clause 13—Classifications,

calculated in accordance with the table below:

Full day	Weekly rate calculated in accordance with clause 14.3 divided by 5 plus 25%
Half day	Weekly rate calculated in accordance with clause 14.3 divided by 10 plus 25%
Quarter day	Weekly rate calculated in accordance with clause 14.3 divided by 20 plus 25%

- (b) Provided that:
- (i) a casual employee in a school will be paid for a minimum of half a day; where a day is the usual required attendance time for an employee at that school and a half day is half the usual required attendance time; and
 - (ii) a casual employee in a children's service or early childhood education service may be paid for a minimum of a quarter day.

15. Allowances

To view the current monetary amounts of work-related allowances refer to the [Allowances Sheet](#).

[Varied by [PR991179](#), [PR994445](#), [PR523060](#), [PR536863](#), [PR551786](#), [PR561478](#)]

15.1 Director's allowance

This clause applies only to an early childhood/preschool teacher who is appointed as a Director.

- (a) A full-time employee who is appointed as a Director will be paid, in addition to the amounts payable pursuant to clause 14—Minimum salary, an annual allowance based on a percentage of the [standard rate](#), and calculated on the basis of the number of places in the centre for which they are responsible where:
- (i) Level 1 refers to a centre with no more than 39 places;
 - (ii) Level 2 refers to a centre with 40–59 places; and

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(iii) Level 3 refers to a centre with 60 or more places.

Level	% of <u>standard</u> <u>rate</u> per year

1	11.50
2	14.25
3	17.30

- (b) A part-time employee who is appointed as a Director will be paid, in addition to the amounts payable pursuant to clause 14—Minimum salary, an allowance in accordance with the table in clause 15.1(a), on a proportionate basis to the hours they work.
- (c) An employee required by the employer to act as a Director for at least 10 consecutive working days will be paid at the rate applicable to that position for the time they are in the position.

15.2 District allowances

[15.2 varied by [PR994445](#); deleted by [PR561478](#) ppc 05Mar15]

15.2 Leadership allowance

[15.3 renumbered as 15.2 by [PR561478](#) ppc 05Mar15]

This clause applies only to a teacher in a school.

(a) Eligibility

- (i) A leadership allowance will be paid to an employee where the employer requires the performance of administrative, pastoral care and/or educational leadership duties additional to those usually required of teachers by the employer.
- (ii) An allowance is linked to a position of leadership rather than tied to an individual employee.
- (iii) The principal of the school determines who holds a position that is eligible for a leadership allowance.

(b) Notification

- (i) The principal will provide written advice to an employee in receipt of an allowance of the position, its tenure, the duties required and the allowance to be paid.
- (ii) The principal will advise the employee of the level to which the position equates.

(c) Structure of leadership allowances

Leadership allowances will be determined by student numbers and the level of responsibility undertaken, as follows:

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(i) School size

Category A	School with more than 600 students
Category B	School with between 300–600 students
Category C	School with between 100–299 students

(ii) Level of responsibility

The level of additional responsibility can be categorised as either administrative, pastoral care or educational leadership, or a combination of these, as follows:

Level 1	Positions of leadership such as responsibility for the management of a major department or a pastoral care or educational leadership position of equivalent status.
Levels 2 and 3	Positions of leadership such as small learning area department heads, additional responsibilities such as co-ordination of a school publication, sports co-ordinator or similar responsibilities.

A school will apply these allowances to positions of responsibility which are appropriate to its structure.

- (d) The assignment of a position to a particular level in this clause will reflect the graduation of responsibilities exercised in each school, whether, administrative, pastoral care or educational leadership, with Level 1 being the most significant level of responsibility.
- (e) Positions of leadership will be available in both primary and secondary schools.
- (f) A school with less than 100 students will determine positions of responsibility and allowances which are appropriate to its structure.

(g) Amount

The allowances are based on a percentage of the [standard rate](#).

(i) The following allowances apply:

Category	% of standard rate		
	A	B	C
Level 1	8.00	7.00	6.30
Level 2	5.50	4.75	4.00
Level 3	2.75	2.35	1.60

- (ii) Where the position of leadership is shared, the payments may also be shared.

15.3 Vehicle allowance

[15.4 renumbered as 15.3 by [PR561478](#) ppc 05Mar15]

- (a) An employee required by the employer to use the employee's motor vehicle in the performance of duties must be paid the following allowances:

(i) **Motor car**

[15.4(a)(i) varied by [PR523060](#), [PR536863](#), [PR551786](#) ppc 01Jul14]

\$0.78 per kilometre with a maximum payment up to 400 kilometres per week.

(ii) **Motorcycle**

[15.4(a)(ii) varied by [PR551786](#) ppc 01Jul14]

\$0.26 per kilometre with a maximum payment up to 400 kilometres per week.

- (b) The employer must pay all expenses including registration, running and maintenance where an employer provides a motor vehicle which is used by an employee in the performance of the employee's duties.

15.4 Adjustment of expense related allowances

[15.5 renumbered as 15.4 by [PR561478](#) ppc 05Mar15]

At the time of any adjustment to the [standard rate](#), each expense-related allowance will be increased by the relevant adjustment factor. The relevant adjustment factor for this purpose is the percentage movement in the applicable index figure most recently published by the Australian Bureau of Statistics since the allowance was last adjusted.

The applicable index figure published by the Australian Bureau of Statistics for the Eight Capitals Consumer Price Index (Cat No. 6401.0), as follows:

Allowance	Applicable Consumer Price Index figure
Vehicle allowance	Private motoring sub-group

16. Accident pay

[Varied by [PR994445](#), [PR503722](#); deleted [PR561478](#) ppc 05Mar15]

17. Payment of salary

17.1 All monies payable will be paid:

- (a) once each fortnight;
- (b) once every four weeks at the end of the first fortnight including payment for two weeks in arrears and two weeks in advance; or

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- (c) once every month with the payment being made as nearly as possible on the middle of each month including one half month in arrears and one half month in advance.

17.2 An employer may elect to pay wages and allowances by cash, cheque or direct transfer. Where monies are paid by direct transfer, the employee has the right to nominate the financial institution and the account.

18. Superannuation

[Varied by [PR991179](#), [PR530225](#), [PR533381](#), [PR546057](#)]

18.1 Superannuation legislation

- (a) Superannuation legislation, including the *Superannuation Guarantee (Administration) Act 1992* (Cth), the *Superannuation Guarantee Charge Act 1992* (Cth), the *Superannuation Industry (Supervision) Act 1993* (Cth) and the *Superannuation (Resolution of Complaints) Act 1993* (Cth), deals with the superannuation rights and obligations of employers and employees. Under superannuation legislation individual employees generally have the opportunity to choose their own superannuation fund. If an employee does not choose a superannuation fund, any superannuation fund nominated in the award covering the employee applies.
- (b) The rights and obligations in these clauses supplement those in superannuation legislation.

18.2 Employer contributions

An employer must make such superannuation contributions to a superannuation fund for the benefit of an employee as will avoid the employer being required to pay the superannuation guarantee charge under superannuation legislation with respect to that employee.

18.3 Voluntary employee contributions

- (a) Subject to the governing rules of the relevant superannuation fund, an employee may, in writing, authorise their employer to pay on behalf of the employee a specified amount from the post-taxation wages of the employee into the same superannuation fund as the employer makes the superannuation contributions provided for in clause 18.2.
- (b) An employee may adjust the amount the employee has authorised their employer to pay from the wages of the employee from the first of the month following the giving of three months' written notice to their employer.
- (c) The employer must pay the amount authorised under clauses 18.1(a) and (b) no later than 28 days after the end of the month in which the deduction authorised under clauses 18.1(a) or (b) was made.

18.4 Superannuation fund

Unless, to comply with superannuation legislation, the employer is required to make the superannuation contributions provided for in clause 18.2 to another superannuation fund that is chosen by the employee, the employer must make the

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superannuation contributions provided for in clause 18.2 and pay the amount authorised under clauses 18.1(a) and (b) to one of the following superannuation funds or its successor:

- (a)** Non-Government Schools Superannuation Fund (NGS Super);
- (b)** Catholic Superannuation and Retirement Fund (CSRF);

[18.4(c) deleted by [PR533381](#) ppc 22Jan13]

[18.4(d) renumbered as 18.4(c) by [PR533381](#) ppc 22Jan13]

- (c)** Catholic Super (CSF);

[18.4(e) renumbered as 18.4(d) by [PR533381](#) ppc 22Jan13]

- (d)** Combined Fund;

[18.4(f) renumbered as 18.4(e) by [PR533381](#) ppc 22Jan13]

- (e)** The Victorian Independent Schools Superannuation Fund;

[18.4(g) renumbered as 18.4(f) by [PR533381](#) ppc 22Jan13]

- (f)** HESTA Super Fund;

[18.4(h) substituted by [PR530225](#) ppc 26Oct12; 18.4(h) renumbered as 18.4(g) by [PR533381](#) ppc 22Jan13]

- (g)** CareSuper;

[18.4(i) renumbered as 18.4(h) by [PR533381](#) ppc 22Jan13]

- (h)** AustralianSuper;

[18.4(j) renumbered as 18.4(i) by [PR533381](#) ppc 22Jan13]

- (i)** Tasplan;

[18.4(k) renumbered as 18.4(j) by [PR533381](#) ppc 22Jan13]

- (j)** Sunsuper;

[18.4(l) renumbered as 18.4(k) by [PR533381](#) ppc 22Jan13]

- (k)** Queensland Independent Education and Care Superannuation Trust;

[18.4(m) renumbered as 18.4(l) by [PR533381](#) ppc 22Jan13]

- (l)** AMP Superannuation Savings Trust;

[18.4(n) renumbered as 18.4(m) by [PR533381](#) ppc 22Jan13]

- (m)** Concept One Superannuation Plan;

[18.4(o) renumbered as 18.4(n) by [PR533381](#); deleted by [PR546057](#) ppc 01Jan14]

[18.4(p) renumbered as 18.4(o) by [PR533381](#), renumbered as 18.4(n) by [PR546057](#) ppc 01Jan14]

- (n)** Lutheran Super;

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[18.4(q) renumbered as 18.4(p) by [PR533381](#); deleted by [PR546057](#) ppc 01Jan14]

[18.4(r) renumbered as 18.4(q) by [PR533381](#), renumbered as 18.4(o) by [PR546057](#) ppc 01Jan14]

(o) Christian Super;

[18.4(s) renumbered as 18.4(r) by [PR533381](#), renumbered as 18.4(p) and varied by [PR546057](#) ppc 01Jan14]

(p) any superannuation fund to which the employer was making superannuation contributions for the benefit of its employees before 12 September 2008, provided the superannuation fund is an eligible choice fund and is a fund that offers a MySuper product or is an exempt public sector scheme; or

[New 18.4(q) inserted by [PR546057](#) ppc 01Jan14]

(q) a superannuation fund or scheme which the employee is a defined benefit member of.

Part 5—Hours of Work and Related Matters

19. Ordinary hours of work

[Varied by [PR991179](#), [PR539147](#)]

- 19.1** This clause of the award provides for industry specific detail and supplements the NES that deals with maximum weekly hours. This clause does not apply to teachers, including a teacher appointed as a Director, employed in an early childhood service which operates for 48 or more weeks per year, who are covered by the provisions of Schedule B—Hours of Work and Related Matters—Teachers employed in early childhood services operating for at least 48 weeks per year.
- 19.2** Notwithstanding the NES, and due to the operational requirements of employers in the industry, the ordinary hours of an employee under this award may be averaged over a 12 month period.
- 19.3** The ordinary hours of work for an employee during term weeks are variable. In return, an employee is not generally required to attend for periods of time when the students are not present, subject to the needs of the employer with regard to professional development, student free days and other activities requiring the employee's attendance.
- 19.4** The maximum number of days that the employee will be required to attend during term weeks and non-term weeks will be 205 in each school year.
- 19.5** The following circumstances are not included when calculating the 205 employee attendance days:
- (a)** co-curricular activities that are conducted on a weekend;
 - (b)** school related overseas and interstate trips, conferences and similar activities undertaken by mutual consent during non-term weeks;
 - (c)** when the employee appointed to a leadership position is performing duties in non-term weeks that are directly associated with the leadership position;

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- (d) when the employee has boarding house responsibilities and the employee is performing those duties during term weeks and non-term weeks; and
- (e) exceptional circumstances, such as the requirement to provide pastoral care to students in the event of a tragedy in the school community, in which an employee may be recalled to perform duties relating to their position.

[19.6 varied by [PR539147](#) ppc 22Jul13]

- 19.6** The provision of clause 19.4 does not apply to employers that adhere to the calendar and school year of a foreign country.
- 19.7** The employer will provide written notice of the term weeks and days in non-term times on which the employees are required to attend, six months in advance of the requirement to attend.
- 19.8** The annual salary and any applicable allowances payable under this award are paid in full satisfaction of an employee's entitlements for the school year or a proportion of the school year. The employee's absence from school during non-term weeks is deemed to include their entitlement to annual leave.

20. Breaks

[Varied by [PR991179](#)]

- 20.1** An employee will be entitled to an unpaid meal break of 30 consecutive minutes no later than five hours after commencing work. This clause does not apply to teachers who are covered by the provisions of Schedule B—Hours of Work and Related Matters—Teachers employed in early childhood services operating for at least 48 weeks per year.
- 20.2** Where a teacher employed in an early childhood service is required to remain on the premises during the meal break they will be entitled to a paid meal break of no more than 30 minutes, and no less than 20 minutes no later than five hours after commencing work.

Part 6—Leave and Public Holidays

21. Annual leave

[Varied by [PR991179](#)]

- 21.1** Annual leave is provided for in the NES. This clause of the award provides industry specific details and supplements the NES which deals with annual leave.
- 21.2** An employee in a school, preschool or kindergarten must take annual leave during non-term weeks. Leave must generally be taken, in the case of an employee whose employment with the employer is continuing into the next school or preschool year, in the four-week period immediately following the final term week of the current school or preschool year, unless otherwise agreed with the employer.
- 21.3** An employee may take annual leave re-credited in accordance with the NES only during non-term weeks as directed by the employer.

22. Pro rata payment of salary inclusive of annual leave

[Varied by [PR991179](#)]

22.1 This clause of the award provides industry specific detail and incorporates the NES entitlement with respect to annual leave. This clause does not apply to teachers covered by Schedule B—Hours of Work and Related Matters—Teachers employed in early childhood services operating for at least 48 weeks per year.

22.2 The provisions of this clause will apply:

- (a) in the calculation of payment in regard to pro rata salary where an employee's employment ceases; or
- (b) in the calculation of payment in regard to pro rata salary if:
 - (i) an employee commenced employment after the school or preschool service date;
 - (ii) an employee has taken leave without pay of more than two term weeks since the school or preschool service date; or
 - (iii) the hours which an employee has worked at school or preschool have varied since the school or preschool service date.

22.3 Calculation of payments

$$P = \frac{s \times c}{b} - d$$

P is the payment due

s is the total salary paid in respect of term weeks, or part thereof, since the school or preschool service date or the date of employment in circumstances where the employee has been employed by the employer since the school or preschool service date.

b is the number of term weeks, or part thereof in the school or preschool year

c is the number of non-term weeks, or part thereof, in the school or preschool year

d is the salary paid in respect of non-term weeks, or part thereof, that have occurred since the school or preschool service date or date of employment in circumstances where the employee has been employed by the employer since the school or preschool service date

22.4 For the purpose of this clause:

- (a) **school or preschool service date** means the date from which employees are paid at the commencement of the school/preschool year in their first year of service with the employer; and
- (b) **employee** means an employee other than a casual employee.

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22.5 The formula in clause 22.3 is intended to be used to calculate the pro rata salary inclusive of annual leave owing to an employee in respect of the school/preschool year in which the formula is applied.

22.6 Termination of employment

An employee will be entitled on termination of employment to a payment calculated in accordance with this clause.

22.7 Employees who commence employment after the commencement of the school or preschool year

An employee who commences employment after the usual date of commencement at a school or preschool in any school/preschool year, will be paid from the date the employee commences, provided that at the end of the last school/preschool term or final semester in that year, the employee must be paid an amount calculated pursuant to clause 22.5 and will receive no salary or other payment other than payment under this clause until the school or preschool service date or the resumption of Term 1 or first semester in the following school/preschool year.

22.8 Employees who take approved leave without pay

Where an employee takes leave without pay with the approval of the employer for a period which (in total) exceeds more than two term weeks in any year, the employee will be paid a salary calculated in accordance with this clause as follows:

- (a)** if the leave without pay commences and concludes in the same school/preschool year, the payment will be calculated and made at the conclusion of the last school/preschool term or final semester in that year; and
- (b)** if the leave without pay is to conclude in a school/preschool year following the school/preschool year in which the leave commenced:
 - (i)** at the commencement of the leave, a payment will be calculated and made in respect of the school/preschool year in which the leave commences; or
 - (ii)** at the end of the last school/preschool term or final semester in that year in which the leave concludes, a payment will be calculated and made in respect of that school/preschool year.

If the employee returns early from leave any payment under clause 22.8(b)(i) will be taken into account in calculating the amount owed to the employee at the end of the last school/preschool term or final semester in that year.

23. Annual leave loading

[Varied by [PR991179](#)]

23.1 This clause of the award provides for industry specific detail and supplements the NES which deals with annual leave.

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23.2 An employee who has served throughout the school year is entitled to a leave loading of 17.5% on four weeks' annual leave. The loading will normally be paid:

- (a) at the time that the employee is paid annual leave or pro rata annual leave; or
- (b) on the termination of employment by either party.

23.3 Leave loading is to be calculated using the following formula:

$$\frac{[\text{Weekly salary} \times 4 \times 17.5\%] \times \text{term weeks worked by the employee in that school year}}{\text{Total term weeks in that school year}}$$

For example, in the case of an employee with a weekly salary of \$1000 on termination of employment (or at the end of the final term week in the school year) who was employed at the school for 20 of the 38 term weeks in that school year, the calculation will be as follows:

$$\text{\$1000} \times 4 \times 17.5\% = \text{\$700}$$

$$\text{\$700} \times 20/38 = \text{\$368.42}$$

23.4 Clause 23.3 does not apply to teachers covered by Schedule B—Hours of Work and Related Matters—Teachers employed in early childhood services operating for at least 48 weeks per year.

23.5 Notwithstanding clauses 23.2 and 23.3, an employer may pay annual leave loading to the employee with each salary payment throughout the school year by increasing the annual rate of pay as at the commencement of the school year, or as subsequently varied, by 1.342%. Where an employer elects to pay leave loading with each salary payment throughout the school year, the employer will advise the employee in their letter of appointment.

24. Personal/carer's leave and compassionate leave

Personal/carer's leave and compassionate leave are provided for in the NES.

25. Community service leave

Community service leave is provided for in the NES.

26. Public holidays

26.1 Public holidays are provided for in the NES.

26.2 Substitution of public holidays

An employer may substitute a public holiday or part holiday for another day or part day to be taken during term weeks in the school year.

Schedule A—Transitional Provisions

[Varied by [PR991179](#), [PR991784](#), [PR503722](#), [PR505582](#)]

A.1 General

A.1.1 The provisions of this schedule deal with minimum obligations only.

A.1.2 The provisions of this schedule are to be applied:

- (a) when there is a difference, in money or percentage terms, between a provision in a relevant transitional minimum wage instrument (including the transitional default casual loading) or award-based transitional instrument on the one hand and an equivalent provision in this award on the other;
- (b) when a loading or penalty in a relevant transitional minimum wage instrument or award-based transitional instrument has no equivalent provision in this award;
- (c) when a loading or penalty in this award has no equivalent provision in a relevant transitional minimum wage instrument or award-based transitional instrument; or
- (d) when there is a loading or penalty in this award but there is no relevant transitional minimum wage instrument or award-based transitional instrument.

[A.1.3 inserted by [PR503722](#) ppc 01Jan11]

A.1.3 To avoid doubt, this schedule operates subject to the transitional pay equity order referred to in clause 14 of this award.

A.2 Minimum wages – existing minimum wage lower

A.2.1 The following transitional arrangements apply to an employer which, immediately prior to 1 January 2010:

- (a) was obliged,
- (b) but for the operation of an agreement-based transitional instrument or an enterprise agreement would have been obliged, or
- (c) if it had been an employer in the industry or of the occupations covered by this award would have been obliged

by a transitional minimum wage instrument and/or an award-based transitional instrument to pay a minimum wage lower than that in this award for any classification of employee.

A.2.2 In this clause minimum wage includes:

- (a) a minimum wage for a junior employee, an employee to whom training arrangements apply and an employee with a disability;
- (b) a piecework rate; and
- (c) any applicable industry allowance.

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A.2.3 Prior to the first full pay period on or after 1 July 2010 the employer must pay no less than the minimum wage in the relevant transitional minimum wage instrument and/or award-based transitional instrument for the classification concerned.

A.2.4 The difference between the minimum wage for the classification in this award and the minimum wage in clause A.2.3 is referred to as the transitional amount.

A.2.5 From the following dates the employer must pay no less than the minimum wage for the classification in this award minus the specified proportion of the transitional amount:

First full pay period on or after

1 July 2010	80%
1 July 2011	60%
1 July 2012	40%
1 July 2013	20%

A.2.6 The employer must apply any increase in minimum wages in this award resulting from an annual wage review.

A.2.7 These provisions cease to operate from the beginning of the first full pay period on or after 1 July 2014.

A.3 Minimum wages – existing minimum wage higher

[Varied by [PR505582](#)]

A.3.1 The following transitional arrangements apply to an employer which, immediately prior to 1 January 2010:

- (a) was obliged,
- (b) but for the operation of an agreement-based transitional instrument or an enterprise agreement would have been obliged, or
- (c) if it had been an employer in the industry or of the occupations covered by this award would have been obliged

by a transitional minimum wage instrument and/or an award-based transitional instrument to pay a minimum wage higher than that in this award for any classification of employee.

A.3.2 In this clause minimum wage includes:

- (a) a minimum wage for a junior employee, an employee to whom training arrangements apply and an employee with a disability;
- (b) a piecework rate; and
- (c) any applicable industry allowance.

A.3.3 Prior to the first full pay period on or after 1 July 2010 the employer must pay no less than the minimum wage in the relevant transitional minimum wage instrument and/or award-based transitional instrument for the classification concerned.

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A.3.4 The difference between the minimum wage for the classification in this award and the minimum wage in clause A.3.3 is referred to as the transitional amount.

A.3.5 From the following dates the employer must pay no less than the minimum wage for the classification in this award plus the specified proportion of the transitional amount:

First full pay period on or after

1 July 2010	80%
1 July 2011	60%
1 July 2012	40%
1 July 2013	20%

A.3.6 The employer must apply any increase in minimum wages in this award resulting from an annual wage review. If the transitional amount is equal to or less than any increase in minimum wages resulting from the 2010 annual wage review the transitional amount is to be set off against the increase and the other provisions of this clause will not apply.

[New A.3.7 inserted by [PR505582](#) ppc 01Jan11]

A.3.7 Notwithstanding clause A.3.5, the following transitional arrangements apply to an employer in New South Wales which immediately prior to 1 January 2010:

- (a) was obliged,
- (b) but for the operation of an agreement-based transitional instrument or an enterprise agreement would have been obliged, or
- (c) if it had been an employer in the industry or of the occupations covered by this award would have been obliged

by the Teachers (Non-Government Pre-Schools (State) Award 2006 (AN120546) or the Teachers (Non-Government Early Childhood Service Centres Other Than Pre-Schools) (State) Award 2006 (AN120545) (together, **NSW Awards**) to pay a minimum wage higher than that in this award for an employee in New South Wales.

During the period commencing with the first full pay period after 1 January 2011 and 1 July 2014 the employer must

- (i) pay no less than the minimum wage in the relevant NSW Award immediately prior to 1 January 2010; and
- (ii) apply any increase in minimum wages in this award resulting from an annual wage review, including the 2010 annual wage review.

[A.3.7 renumbered as A.3.8 by [PR505582](#) ppc 01Jan11]

A.3.8 These provisions cease to operate from the beginning of the first full pay period on or after 1 July 2014.

A.4 Loadings and penalty rates

For the purposes of this schedule loading or penalty means a:

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- casual or part-time loading;
- Saturday, Sunday, public holiday, evening or other penalty;
- shift allowance/penalty.

A.5 Loadings and penalty rates – existing loading or penalty rate lower

A.5.1 The following transitional arrangements apply to an employer which, immediately prior to 1 January 2010:

- (a) was obliged,
- (b) but for the operation of an agreement-based transitional instrument or an enterprise agreement would have been obliged, or
- (c) if it had been an employer in the industry or of the occupations covered by this award would have been obliged

by the terms of a transitional minimum wage instrument or an award-based transitional instrument to pay a particular loading or penalty at a lower rate than the equivalent loading or penalty in this award for any classification of employee.

A.5.2 Prior to the first full pay period on or after 1 July 2010 the employer must pay no less than the loading or penalty in the relevant transitional minimum wage instrument or award-based transitional instrument for the classification concerned.

A.5.3 The difference between the loading or penalty in this award and the rate in clause A.5.2 is referred to as the transitional percentage.

A.5.4 From the following dates the employer must pay no less than the loading or penalty in this award minus the specified proportion of the transitional percentage:

First full pay period on or after

1 July 2010	80%
1 July 2011	60%
1 July 2012	40%
1 July 2013	20%

A.5.5 These provisions cease to operate from the beginning of the first full pay period on or after 1 July 2014.

A.6 Loadings and penalty rates – existing loading or penalty rate higher

A.6.1 The following transitional arrangements apply to an employer which, immediately prior to 1 January 2010:

- (a) was obliged,
- (b) but for the operation of an agreement-based transitional instrument or an enterprise agreement would have been obliged, or
- (c) if it had been an employer in the industry or of the occupations covered by this award would have been obliged

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by the terms of a transitional minimum wage instrument or an award-based transitional instrument to pay a particular loading or penalty at a higher rate than the equivalent loading or penalty in this award, or to pay a particular loading or penalty and there is no equivalent loading or penalty in this award, for any classification of employee.

A.6.2 Prior to the first full pay period on or after 1 July 2010 the employer must pay no less than the loading or penalty in the relevant transitional minimum wage instrument or award-based transitional instrument.

A.6.3 The difference between the loading or penalty in this award and the rate in clause A.6.2 is referred to as the transitional percentage. Where there is no equivalent loading or penalty in this award, the transitional percentage is the rate in A.6.2.

A.6.4 From the following dates the employer must pay no less than the loading or penalty in this award plus the specified proportion of the transitional percentage:

First full pay period on or after

1 July 2010	80%
1 July 2011	60%
1 July 2012	40%
1 July 2013	20%

A.6.5 These provisions cease to operate from the beginning of the first full pay period on or after 1 July 2014.

A.7 Loadings and penalty rates – no existing loading or penalty rate

A.7.1 The following transitional arrangements apply to an employer not covered by clause A.5 or A.6 in relation to a particular loading or penalty in this award.

A.7.2 Prior to the first full pay period on or after 1 July 2010 the employer need not pay the loading or penalty in this award.

A.7.3 From the following dates the employer must pay no less than the following percentage of the loading or penalty in this award:

First full pay period on or after

1 July 2010	20%
1 July 2011	40%
1 July 2012	60%
1 July 2013	80%

A.7.4 These provisions cease to operate from the beginning of the first full pay period on or after 1 July 2014.

A.8 Former Division 2B employers

[A.8 inserted by [PR503722](#) ppc 01Jan11]

A.8.1 This clause applies to an employer which, immediately prior to 1 January 2011, was covered by a Division 2B State award.

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- A.8.2** All of the terms of a Division 2B State award applying to a Division 2B employer are continued in effect until the end of the full pay period commencing before 1 February 2011.
- A.8.3** Subject to this clause, from the first full pay period commencing on or after 1 February 2011 a Division 2B employer must pay no less than the minimum wages, loadings and penalty rates which it would be required to pay under this Schedule if it had been a national system employer immediately prior to 1 January 2010.
- A.8.4** Despite clause A.8.3, where a minimum wage, loading or penalty rate in a Division 2B State award immediately prior to 1 February 2011 was lower than the corresponding minimum wage, loading or penalty rate in this award, nothing in this Schedule requires a Division 2B employer to pay more than the minimum wage, loading or penalty rate in this award.
- A.8.5** Despite clause A.8.3, where a minimum wage, loading or penalty rate in a Division 2B State award immediately prior to 1 February 2011 was higher than the corresponding minimum wage, loading or penalty rate in this award, nothing in this Schedule requires a Division 2B employer to pay less than the minimum wage, loading or penalty rate in this award.
- A.8.6** In relation to a Division 2B employer this Schedule commences to operate from the beginning of the first full pay period on or after 1 January 2011 and ceases to operate from the beginning of the first full pay period on or after 1 July 2014.

Schedule B—Hours of Work and Related Matters—Teachers employed in early childhood services operating for at least 48 weeks per year

[Varied by [PR991179](#), [PR584096](#), [PR591853](#)]

B.1 Ordinary hours of work

B.1.1 Subject to this clause, a full-time employee's ordinary hours of work will be 38 per week.

B.1.2 The ordinary hours of work may be averaged over a period of four weeks.

B.1.3 The ordinary hours of work will be worked between the hours of 6.00 am and 6.30 pm on any five days between Monday and Friday and will not exceed eight hours in duration. Subject to the provisions of clause 7—Award flexibility, by agreement between an employer and an employee, an employee may be rostered to work up to a maximum of 10 hours in any one day.

B.1.4 Breaks between periods of duty

- (a) An employee will be entitled to a minimum break of 10 consecutive hours between the end of one period of duty and the beginning of the next. This applies in relation to both ordinary hours and where overtime is worked.
- (b) Where an employer requires an employee to continue or resume work without having a 10 hour break off duty, the employee is entitled to be absent from duty without loss of pay until a 10 hour break has been taken, or be paid at double time of the ordinary rate of pay until released from duty.

B.2 Rostered days off

An employer and employee may agree that the ordinary hours of work provided by clause B.1—Ordinary hours of work will be worked over 19 days in each four week period, in which case the following provisions will apply.

B.2.1 The employee will work 152 hours over 19 days in each four week period with one rostered day off on full pay in each such period.

B.2.2 An employee will accrue 24 minutes for each eight hour day worked to give the employee an entitlement to take rostered days off.

B.2.3 Each day of paid leave taken by an employee (but not including long service leave, or any period of stand-down, any public holiday or any period of absence for which workers compensation payments apply occurring during any cycle of four weeks) will be regarded as a day worked for the purpose of accruing an entitlement under clause B.2.2.

B.2.4 Rostered days off will not be regarded as part of the employee's annual leave for any purpose.

B.2.5 An employee will not be entitled to personal leave in respect of illness whilst on a rostered day off. In the event of a rostered day off falling on a public holiday, the employer and the employee will agree on a substitute day.

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- B.2.6** An employee will not be entitled to more than 12 rostered days off in any 12 months of consecutive employment.
- B.2.7** An employee who is scheduled to take a rostered day off before having worked a complete four week cycle will be paid a pro rata amount for the time that the employee has accrued in accordance with clause B.2.2.
- B.2.8** An employee whose employment is terminated in the course of a four week cycle will be paid a pro rata amount for the time that the employee has accrued in accordance with clause B.2.2.
- B.2.9** Rostered days off will be determined by mutual agreement between the employer and the employee, having regards to the needs of the place of employment.
- B.2.10** An employee will be advised by the employer at least four weeks in advance of the day on which the employee is to be rostered off duty.
- B.2.11** Nothing in this clause will entitle an employee who works less than 38 hours per week to accumulate rostered days off pursuant to this clause.
- B.2.12** Where a service operates for less than 48 weeks per year and the employee receives more than four weeks' paid leave per year, the employee will accrue rostered days off to a maximum of seven days in any 12 months of consecutive employment. Any days accrued in excess of seven will be subsumed into the period of paid leave.

B.3 Breaks

B.3.1 Meal break

- (a)** An employee will be entitled to a paid meal break of no more than 30 minutes, and no less than 20 minutes no later than five hours after commencing work. Provided that an employee may, by agreement with the employer, leave the premises or elect not to be on call during the meal break. In that case the meal time will not count as time worked and nor will payment be made for such time.
- (b)** Where an employee is called back to perform any duties within the centre or the break is interrupted for any reason the employee will be paid at time and a half for a minimum of 15 minutes and thereafter to the nearest quarter hour until an uninterrupted break, or the balance of the break, is taken.

B.3.2 Non-contact time

An employee responsible for programming and planning for a group of children will be entitled to a minimum of two hours per week, during which the employee is not required to teach or supervise children or perform other duties directed by the employer, for the purpose of planning, preparing, researching and programming activities.

B.4 Overtime

B.4.1 Overtime rates

- (a)** An employee will be paid overtime for all authorised work performed outside of or in excess of the ordinary or rostered hours at the rate of time and a half for the first three hours and double time thereafter.

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- (b) Notwithstanding clause B.4.1(a), part-time employees who agree to work in excess of their normal hours will be paid at ordinary time for up to eight hours provided that the additional time worked is during the ordinary hours of operation of the early childhood service. No part-time employee may work in excess of eight hours in any day without the payment of overtime.

B.4.2 Time off instead of payment for overtime

[B.4.2—Time off instead of overtime payment renamed as Time off instead of payment for overtime and substituted by [PR584096](#) ppc 22Aug16]

- (a) An employee and employer may agree in writing to the employee taking time off instead of being paid for a particular amount of overtime that has been worked by the employee.
- (b) Any amount of overtime that has been worked by an employee in a particular pay period and that is to be taken as time off instead of the employee being paid for it must be the subject of a separate agreement under clause B.4.2.
- (c) An agreement must state each of the following:
 - (i) the number of overtime hours to which it applies and when those hours were worked;
 - (ii) that the employer and employee agree that the employee may take time off instead of being paid for the overtime;
 - (iii) that, if the employee requests at any time, the employer must pay the employee, for overtime covered by the agreement but not taken as time off, at the overtime rate applicable to the overtime when worked;
 - (iv) that any payment mentioned in subparagraph (iii) must be made in the next pay period following the request.

Note: An example of the type of agreement required by this clause is set out at Schedule D. There is no requirement to use the form of agreement set out at Schedule D. An agreement under clause B.4.2 can also be made by an exchange of emails between the employee and employer, or by other electronic means.

- (d) The period of time off that an employee is entitled to take is the same as the number of overtime hours worked.

EXAMPLE: By making an agreement under clause B.4.2 an employee who worked 2 overtime hours is entitled to 2 hours' time off.

- (e) Time off must be taken:
 - (i) within the period of 6 months after the overtime is worked; and
 - (ii) at a time or times within that period of 6 months agreed by the employee and employer.
- (f) If the employee requests at any time, to be paid for overtime covered by an agreement under clause B.4.2 but not taken as time off, the employer must pay the employee for the overtime, in the next pay period following the request, at the overtime rate applicable to the overtime when worked.

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- (g) If time off for overtime that has been worked is not taken within the period of 6 months mentioned in paragraph (e), the employer must pay the employee for the overtime, in the next pay period following those 6 months, at the overtime rate applicable to the overtime when worked.
- (h) The employer must keep a copy of any agreement under clause B.4.2 as an employee record.
- (i) An employer must not exert undue influence or undue pressure on an employee in relation to a decision by the employee to make, or not make, an agreement to take time off instead of payment for overtime.
- (j) An employee may, under section 65 of the Act, request to take time off, at a time or times specified in the request or to be subsequently agreed by the employer and the employee, instead of being paid for overtime worked by the employee. If the employer agrees to the request then clause B.4.2 will apply, including the requirement for separate written agreements under paragraph (b) for overtime that has been worked.

Note: If an employee makes a request under section 65 of the Act for a change in working arrangements, the employer may only refuse that request on reasonable business grounds (see section 65(5) of the Act).

- (k) If, on the termination of the employee's employment, time off for overtime worked by the employee to which clause B.4.2 applies has not been taken, the employer must pay the employee for the overtime at the overtime rate applicable to the overtime when worked.

Note: Under section 345(1) of the Act, a person must not knowingly or recklessly make a false or misleading representation about the workplace rights of another person under clause B.4.2.

B.4.3 Make-up time

An employee may elect, with the consent of the employer, to work make-up time under which the employee takes time off during ordinary hours, and works those hours at a later time, during the spread of ordinary hours provided in the award.

B.5 Shiftwork

B.5.1 For the purposes only of calculating the loadings provided for this clause:

- (a) a weekly rate of pay is calculated by dividing the employee's annual salary, including applicable allowances, by 52.18;
- (b) a daily rate of pay is calculated by dividing the weekly rate as provided for in clause B.5.1(a) by 5; and
- (c) the rate of pay for a casual is first calculated in accordance with the provisions of clause 14.5.

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- B.5.2** A loading is payable to employees required to perform shiftwork in accordance with the following:

Shift	% of ordinary rate
Early morning shift (any shift commencing at or after 5.00 am and before 6.00 am)	10
Afternoon shift (any shift finishing after 6.30 pm and at or before midnight)	15
Night shift, rotating with day or afternoon shift	17.5
Night shift, non-rotating (any shift finishing after midnight and at or before 8.00 am or any shift commencing at or after midnight and before 5.00 am which does not rotate or alternate with other shifts so as to give the employee at least one third of their shifts off night shift in each roster cycle)	30
Saturday	25

B.6 Annual leave

[B.6 inserted by [PR591853](#) ppc 24May17]

B.6.1 Annual leave in advance

- (a) An employer and employee may agree in writing to the employee taking a period of paid annual leave before the employee has accrued an entitlement to the leave.
- (b) An agreement must:
- (i) state the amount of leave to be taken in advance and the date on which leave is to commence; and
 - (ii) be signed by the employer and employee and, if the employee is under 18 years of age, by the employee's parent or guardian.

Note: An example of the type of agreement required by clause B.6.1. There is no requirement to use the form of agreement set out at Schedule E.

- (c) The employer must keep a copy of any agreement under clause B.6.1 as an employee record.
- (d) If, on the termination of the employee's employment, the employee has not accrued an entitlement to all of a period of paid annual leave already taken in accordance with an agreement under clause B.6.1, the employer may deduct from any money due to the employee on termination an amount equal to the amount that was paid to the employee in respect of any part of the period of annual leave taken in advance to which an entitlement has not been accrued.

B.6.2 Cashing out of annual leave

- (a) Paid annual leave must not be cashed out except in accordance with an agreement under clause B.6.2.

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- (b) Each cashing out of a particular amount of paid annual leave must be the subject of a separate agreement under clause B.6.2.
- (c) An employer and an employee may agree in writing to the cashing out of a particular amount of accrued paid annual leave by the employee.
- (d) An agreement under clause B.6.2 must state:
 - (i) the amount of leave to be cashed out and the payment to be made to the employee for it; and
 - (ii) the date on which the payment is to be made.
- (e) An agreement under clause B.6.2 must be signed by the employer and employee and, if the employee is under 18 years of age, by the employee's parent or guardian.
- (f) The payment must not be less than the amount that would have been payable had the employee taken the leave at the time the payment is made.
- (g) An agreement must not result in the employee's remaining accrued entitlement to paid annual leave being less than 4 weeks.
- (h) The maximum amount of accrued paid annual leave that may be cashed out in any period of 12 months is 2 weeks.
- (i) The employer must keep a copy of any agreement under clause B.6.2 as an employee record.

Note 1: Under section 344 of the Fair Work Act, an employer must not exert undue influence or undue pressure on an employee to make, or not make, an agreement under clause B.6.2.

Note 2: Under section 345(1) of the Fair Work Act, a person must not knowingly or recklessly make a false or misleading representation about the workplace rights of another person under clause B.6.2.

Note 3: An example of the type of agreement required by clause B.6.2 is set out at Schedule F. There is no requirement to use the form of agreement set out at Schedule F.

B.6.3 Excessive leave accruals: general provision

Note: Clauses B.6.3 to B.6.5 contain provisions, additional to the National Employment Standards, about the taking of paid annual leave as a way of dealing with the accrual of excessive paid annual leave. See Part 2.2, Division 6 of the Fair Work Act.

- (a) An employee has an **excessive leave accrual** if the employee has accrued more than 8 weeks' paid annual leave.
- (b) If an employee has an excessive leave accrual, the employer or the employee may seek to confer with the other and genuinely try to reach agreement on how to reduce or eliminate the excessive leave accrual.
- (c) Clause B.6.4 sets out how an employer may direct an employee who has an excessive leave accrual to take paid annual leave.

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- (d) Clause B.6.5 sets out how an employee who has an excessive leave accrual may require an employer to grant paid annual leave requested by the employee.

B.6.4 Excessive leave accruals: direction by employer that leave be taken

- (a) If an employer has genuinely tried to reach agreement with an employee under clause B.6.3(b) but agreement is not reached (including because the employee refuses to confer), the employer may direct the employee in writing to take one or more periods of paid annual leave.
- (b) However, a direction by the employer under paragraph (a):
 - (i) is of no effect if it would result at any time in the employee's remaining accrued entitlement to paid annual leave being less than 6 weeks when any other paid annual leave arrangements (whether made under clause B.6.3, B.6.4 or B.6.5 or otherwise agreed by the employer and employee) are taken into account; and
 - (ii) must not require the employee to take any period of paid annual leave of less than one week; and
 - (iii) must not require the employee to take a period of paid annual leave beginning less than 8 weeks, or more than 12 months, after the direction is given; and
 - (iv) must not be inconsistent with any leave arrangement agreed by the employer and employee.
- (c) The employee must take paid annual leave in accordance with a direction under paragraph (a) that is in effect.
- (d) An employee to whom a direction has been given under paragraph (a) may request to take a period of paid annual leave as if the direction had not been given.

Note 1: Paid annual leave arising from a request mentioned in paragraph (d) may result in the direction ceasing to have effect. See clause B.6.4(b)(i).

Note 2: Under section 88(2) of the Fair Work Act, the employer must not unreasonably refuse to agree to a request by the employee to take paid annual leave.

B.6.5 Excessive leave accruals: request by employee for leave

- (a) Clause B.6.5 comes into operation from 24 May 2018.
- (b) If an employee has genuinely tried to reach agreement with an employer under clause B.6.3(b) but agreement is not reached (including because the employer refuses to confer), the employee may give a written notice to the employer requesting to take one or more periods of paid annual leave.
- (c) However, an employee may only give a notice to the employer under paragraph (b) if:
 - (i) the employee has had an excessive leave accrual for more than 6 months at the time of giving the notice; and

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- (ii) the employee has not been given a direction under clause B.6.4(a) that, when any other paid annual leave arrangements (whether made under clause B.6.3, B.6.4 or B.6.5 or otherwise agreed by the employer and employee) are taken into account, would eliminate the employee's excessive leave accrual.
- (d) A notice given by an employee under paragraph (b) must not:
 - (i) if granted, result in the employee's remaining accrued entitlement to paid annual leave being at any time less than 6 weeks when any other paid annual leave arrangements (whether made under clause B.6.3, B.6.4 or B.6.5 or otherwise agreed by the employer and employee) are taken into account; or
 - (ii) provide for the employee to take any period of paid annual leave of less than one week; or
 - (iii) provide for the employee to take a period of paid annual leave beginning less than 8 weeks, or more than 12 months, after the notice is given; or
 - (iv) be inconsistent with any leave arrangement agreed by the employer and employee.
- (e) An employee is not entitled to request by a notice under paragraph (b) more than 4 weeks' paid annual leave in any period of 12 months.
- (f) The employer must grant paid annual leave requested by a notice under paragraph (b).

Schedule C—2017 Part-Day Public Holidays

[Sched C inserted by [PR532630](#) ppc 23Nov12; renamed and varied by [PR544519](#) ppc 21Nov13; renamed and varied by [PR557581](#), [PR573679](#), [PR580863](#), [PR598110](#) ppc 04Dec17]

This schedule operates where this award otherwise contains provisions dealing with public holidays that supplement the NES.

- C.1** Where a part-day public holiday is declared or prescribed between 7.00 pm and midnight on Christmas Eve (24 December 2017) or New Year's Eve (31 December 2017) the following will apply on Christmas Eve and New Year's Eve and will override any provision in this award relating to public holidays to the extent of the inconsistency:
- (a) All employees will have the right to refuse to work on the part-day public holiday if the request to work is not reasonable or the refusal is reasonable as provided for in the NES.
 - (b) Where a part-time or full-time employee is usually rostered to work ordinary hours between 7.00 pm and midnight but as a result of exercising their right under the NES does not work, they will be paid their ordinary rate of pay for such hours not worked.
 - (c) Where a part-time or full-time employee is usually rostered to work ordinary hours between 7.00 pm and midnight but as a result of being on annual leave does not work, they will be taken not to be on annual leave between those hours of 7.00 pm and midnight that they would have usually been rostered to work and will be paid their ordinary rate of pay for such hours.
 - (d) Where a part-time or full-time employee is usually rostered to work ordinary hours between 7.00 pm and midnight, but as a result of having a rostered day off (RDO) provided under this award, does not work, the employee will be taken to be on a public holiday for such hours and paid their ordinary rate of pay for those hours.
 - (e) Excluding annualised salaried employees to whom clause C.1(f) applies, where an employee works any hours between 7.00 pm and midnight they will be entitled to the appropriate public holiday penalty rate (if any) in this award for those hours worked.
 - (f) Where an employee is paid an annualised salary under the provisions of this award and is entitled under this award to time off in lieu or additional annual leave for work on a public holiday, they will be entitled to time off in lieu or pro-rata annual leave equivalent to the time worked between 7.00 pm and midnight.
 - (g) An employee not rostered to work between 7.00 pm and midnight, other than an employee who has exercised their right in accordance with clause C.1(a), will not be entitled to another day off, another day's pay or another day of annual leave as a result of the part-day public holiday.

This schedule is not intended to detract from or supplement the NES.

This schedule is an interim provision and subject to further review.

Schedule D—Agreement for Time Off Instead Of Payment for Overtime

[Sched D inserted by [PR584096](#) ppc 22Aug16]

Link to PDF copy of [Agreement for Time Off Instead of Payment for Overtime](#).

Name of employee: _____

Name of employer: _____

The employer and employee agree that the employee may take time off instead of being paid for the following amount of overtime that has been worked by the employee:

Date and time overtime started: ____/____/20____ am/pm

Date and time overtime ended: ____/____/20____ am/pm

Amount of overtime worked: _____ hours and _____ minutes

The employer and employee further agree that, if requested by the employee at any time, the employer must pay the employee for overtime covered by this agreement but not taken as time off. Payment must be made at the overtime rate applying to the overtime when worked and must be made in the next pay period following the request.

Signature of employee: _____

Date signed: ____/____/20____

Name of employer representative: _____

Signature of employer representative: _____

Date signed: ____/____/20____

Schedule E—Agreement to Take Annual Leave in Advance

[Sched E inserted by [PR591853](#) ppc 24May17]

Link to PDF copy of [Agreement to Take Annual Leave in Advance](#).

Name of employee: _____

Name of employer: _____

The employer and employee agree that the employee will take a period of paid annual leave before the employee has accrued an entitlement to the leave:

The amount of leave to be taken in advance is: ____ hours/days

The leave in advance will commence on: ____/____/20____

Signature of employee: _____

Date signed: ____/____/20____

Name of employer representative: _____

Signature of employer representative: _____

Date signed: ____/____/20____

[If the employee is under 18 years of age - include:]

I agree that:

if, on termination of the employee's employment, the employee has not accrued an entitlement to all of a period of paid annual leave already taken under this agreement, then the employer may deduct from any money due to the employee on termination an amount equal to the amount that was paid to the employee in respect of any part of the period of annual leave taken in advance to which an entitlement has not been accrued.

Name of parent/guardian: _____

Signature of parent/guardian: _____

Date signed: ____/____/20____

Schedule F—Agreement to Cash Out Annual Leave

[Sched F inserted by [PR591853](#) ppc 24May17]

Link to PDF copy of [Agreement to Cash Out Annual Leave](#).

Name of employee: _____

Name of employer: _____

The employer and employee agree to the employee cashing out a particular amount of the employee's accrued paid annual leave:

The amount of leave to be cashed out is: ____ hours/days

The payment to be made to the employee for the leave is: \$_____ subject to deduction of income tax/after deduction of income tax (strike out where not applicable)

The payment will be made to the employee on: ____/____/20____

Signature of employee: _____

Date signed: ____/____/20____

Name of employer representative: _____

Signature of employer representative: _____

Date signed: ____/____/20____

Include if the employee is under 18 years of age:

Name of parent/guardian: _____

Signature of parent/guardian: _____

Date signed: ____/____/20____