

National Partnership Annual Performance Report

National Quality Agenda



Australian Children's
Education & Care
Quality Authority

This slide pack is intended to be read in conjunction
with the full Annual Performance Report.
More details are available at
acecqa.gov.au/APR

Summary Pack
December 2017



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 5. Efficiency and cost effectiveness of the regulation of education and care services
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 7. Skilled education and care workforce
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Overview of the Education and Care Sector



Overview of the Education and Care Sector: Services

As at 30 June 2017:

- Over 15,500 education and care services approved to operate under the National Quality Framework (NQF).
 - 46% provide long day care services
 - 28% provide outside school hours care services
 - 20% provide preschools/kindergartens services
 - 6% provide family day care services
- More than 14,000 services had a published quality rating against the National Quality Standard (NQS) – 73% of these services met all 58 elements of quality.

} centre-based care

Overview of the Education and Care Sector: Providers

As at 30 June 2017:

- Over 7000 providers were approved to operate education and care services – 83% operated a single service.
- The 10 largest providers in Australia operated a combined total of more than 3000 services.
- Private for profit providers operate:
 - 75% of family day care services
 - 64% of long day care services
 - 45% of outside school hours care services.
- Half of all preschools/kindergartens are operated by private not for profit community managed providers.

Overview of the Education and Care Sector: Children and Families

As at 30 June 2017:

- More than 200,000 staff were employed in education and care services.
- About 900,000 families accessed education and care services for around 1.3 million children, of which approximately:
 - 700,000 attended long day care services
 - 400,000 attended outside school hours care services
 - 200,000 attended family day care services.
- On average children attended:
 - long day care and family day care services for around 30 hours per week
 - outside school hours care for around 12 hours per week.

A photograph of two children painting outdoors at night. The child on the left is wearing a pink long-sleeved shirt and a dark skirt with white polka dots. The child on the right is wearing a pink hoodie with white stars and a red hood. They are standing in front of a wooden easel that has a piece of paper with colorful drawings of flowers and butterflies. There are several jars of paint on the easel. The background is a wooden fence and some greenery, with warm lights creating a bokeh effect in the foreground.

Purpose of the Annual Performance Report

Purpose of the Annual Performance Report

The National Partnership on the National Quality Agenda for Early Childhood Education and Care 2015-2016 to 2017-2018 (NP NQA) acknowledges the mutual interest and common goal of the Commonwealth, States and Territories in improving children's educational and developmental outcomes.

The National Partnership Annual Performance Report (NP APR) draws on a range of data sources to identify achievements and performance trends for each of the objectives and outcomes of the NP NQA.



Report structure

The objectives and outcomes of the NP NQA are addressed across eight chapters in the report:

1. Safety, health and wellbeing of children attending education and care services
2. Educational and developmental outcomes for children
3. Social inclusion and children from vulnerable and disadvantaged backgrounds
4. Families and general public knowledge and access to information about education and care service quality
5. Efficiency and cost effectiveness of the regulation of education and care services
6. Regulatory burden for education and care service providers
7. Skilled education and care workforce
8. Governance



**Chapter 1:
Safety, health and wellbeing of children
attending education and care services**

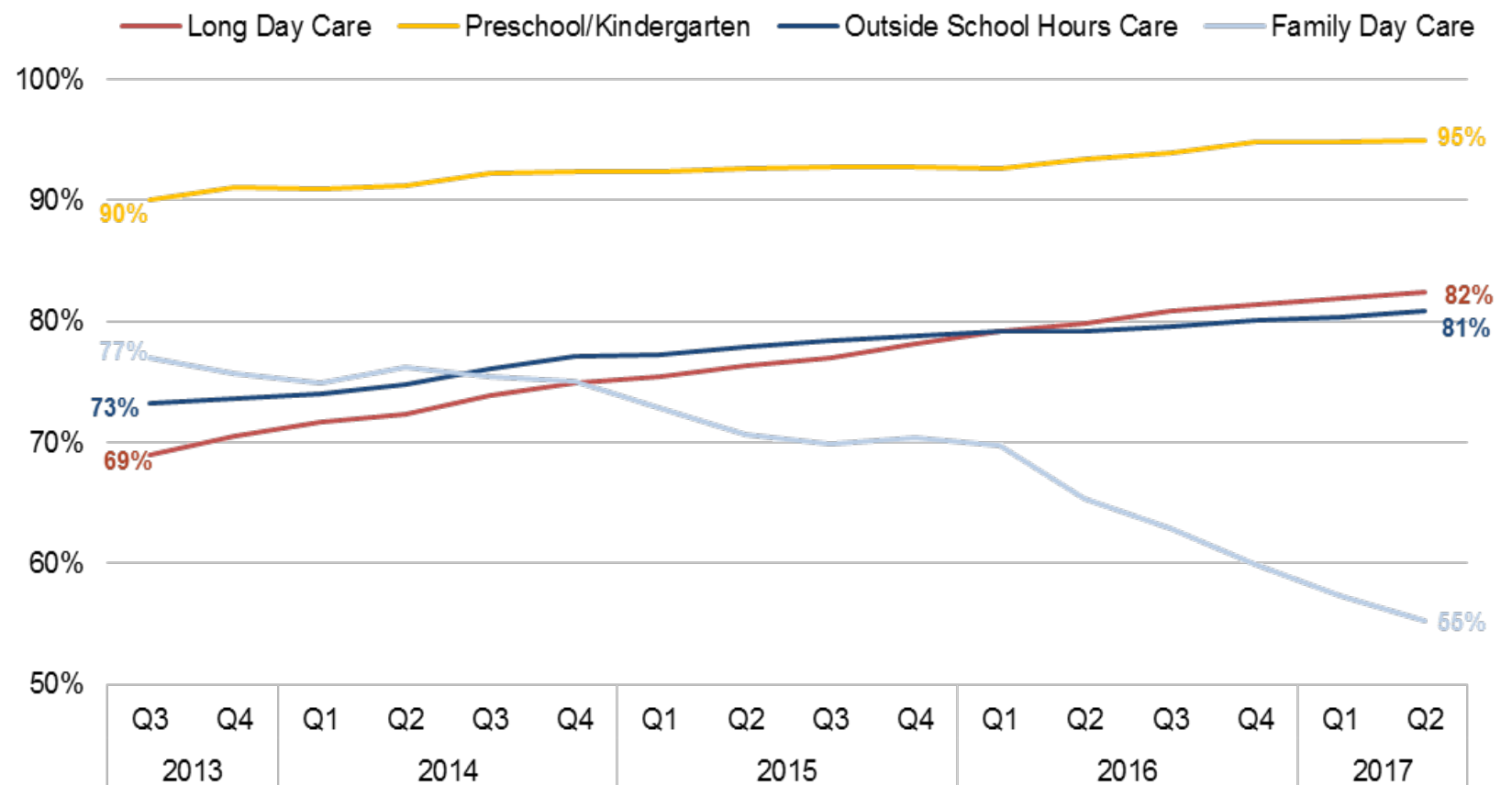
1. Safety, health and wellbeing of children attending education and care services

Quality Area 2 of the NQS has three standards that address health and safety:

- Each child's health is promoted
- Healthy eating and physical activity are embedded in the program for children
- Each child is protected

The proportion of services rated Meeting NQS or above for Quality Area 2 has increased for all service types over time, except family day care.

Figure 1: Proportion of services rated Meeting NQS or above for Quality Area 2, by service type



A young child with dark hair in pigtails, wearing a pink and white striped shirt and a floral apron, is leaning over a large white sensory bin. She is holding a magnifying glass to her eye, examining small objects like green beans and brown stones inside the bin. The background shows a blue shelf with various items, suggesting a classroom or playroom setting.

Chapter 2: Educational and developmental outcomes for children

2. Educational and developmental outcomes for children

There is strong evidence that quality education and care makes a significant difference in improving children's future cognitive, educational, physical, social and emotional outcomes.

Over two thirds of services previously rated Working Towards NQS improved their overall quality rating at reassessment.

This suggests continuous quality improvement under the NQF is occurring.

Table 1: Reassessment by overall quality rating

		Rating after reassessment				Improvement rate
		Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	
Rating before reassessment	Significant Improvement Required	23%	62%	15%	0%	77%
	Working Towards NQS	0%	31%	50%	19%	69%
	Meeting NQS	0%	21%	47%	32%	32%
	Exceeding NQS	0%	15%	20%	64%	-

A young girl with curly hair is talking on a white toy telephone. She is standing in a classroom, with a green chalkboard behind her. To the right, a spiral-bound book titled "Care for kids' ears" is visible on a table. The book has a yellow cover and features a photo of two children. The text on the book includes "Strong hearing, strong start." and "711". In the background, there is a yellow toy stove with red knobs and a wooden chair. The overall scene is brightly lit and colorful.

Chapter 3: Social inclusion and children from vulnerable and disadvantaged backgrounds

3. Social inclusion and children from vulnerable and disadvantaged backgrounds

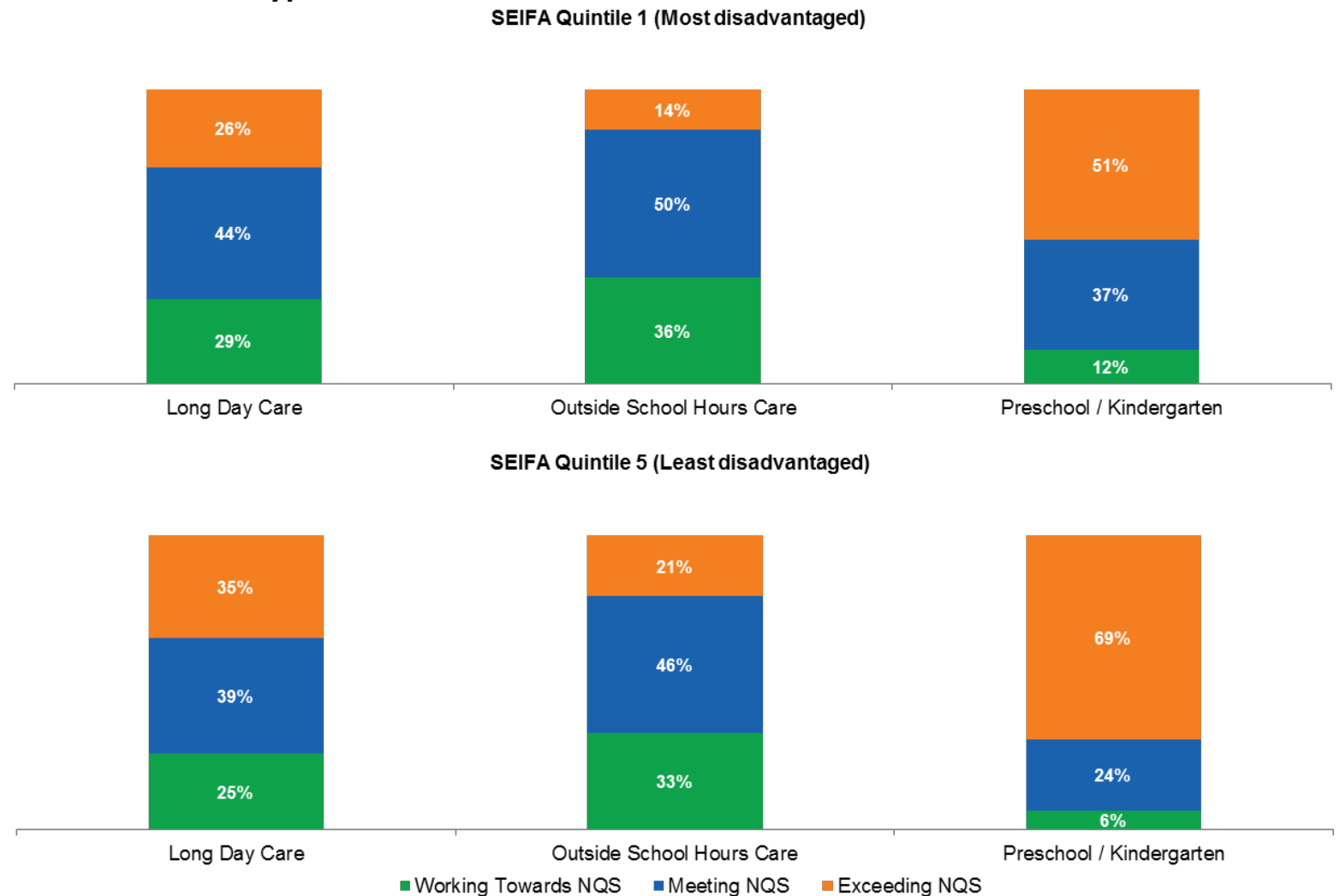
An outcome of the NP NQA is that children’s access to quality education and care:


- promotes better social inclusion
- reduces vulnerabilities or circumstances of disadvantage

There is strong evidence that children from disadvantaged backgrounds receive the greatest benefits from attending high quality education and care.

A similar proportion of services in the most disadvantaged areas of Australia are rated Meeting NQS or above compared to the least disadvantaged areas, for all service types.

Figure 2: Overall quality ratings of centre-based services by SEIFA quintiles 1 and 5 and service type, as at 30 June 2017





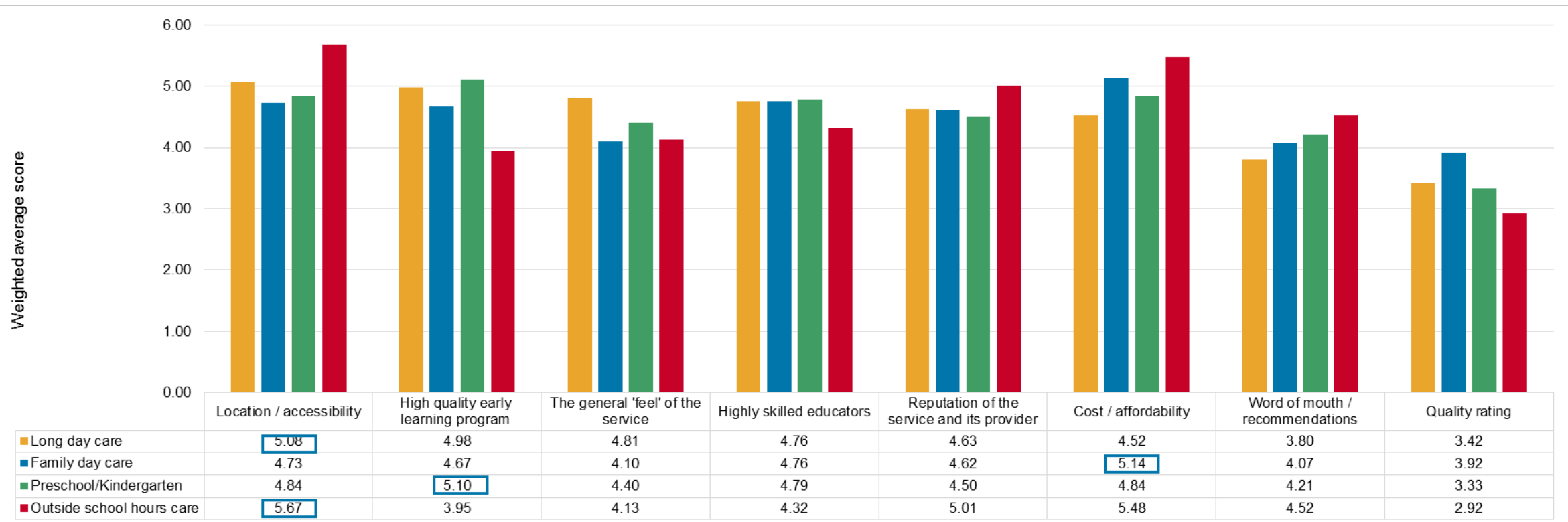
**Chapter 4:
Families and general public knowledge
and access to information about
education and care service quality**

4. Families and general public knowledge and access to information about education and care service quality

Families were moderately aware of the quality rating system in 2017, with 40% of respondents to ACECQA's survey indicating that they knew about it.

When asked about the most important factors in choosing a service, the quality rating was viewed as least important by respondents. However, many of the factors that influenced their choice of service are encompassed within the NQS.

Figure 3: Most important factors in service choice by service type





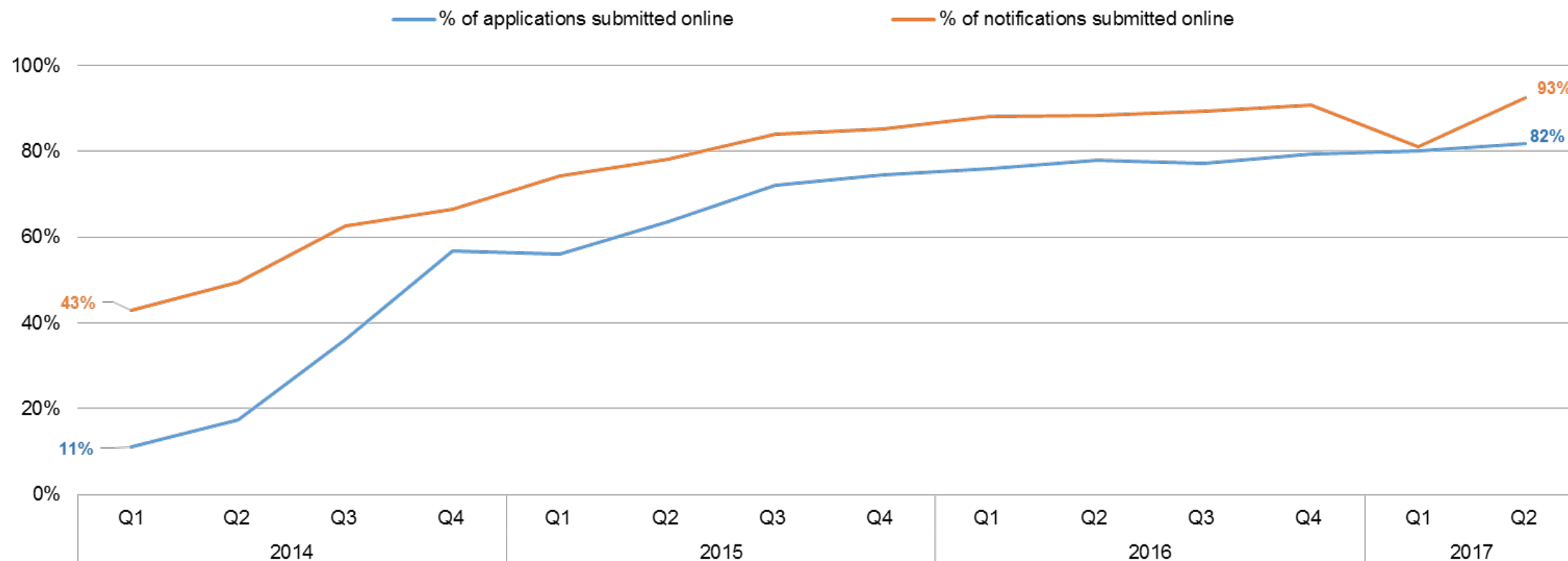
**Chapter 5:
Efficiency and cost effectiveness of the
regulation of education and care services**

5. Efficiency and cost effectiveness of the regulation of education and care services

The NQF recognises the importance of improving the efficiency and cost effectiveness of regulation in the education and care sector.

One of the ways in which efficiency and consistency has been improved over time is through the increased use of online application and notification forms.

Figure 4: Change in sector use of NQA ITS online application and notification forms





**Chapter 6:
Regulatory burden for education and
care service providers**

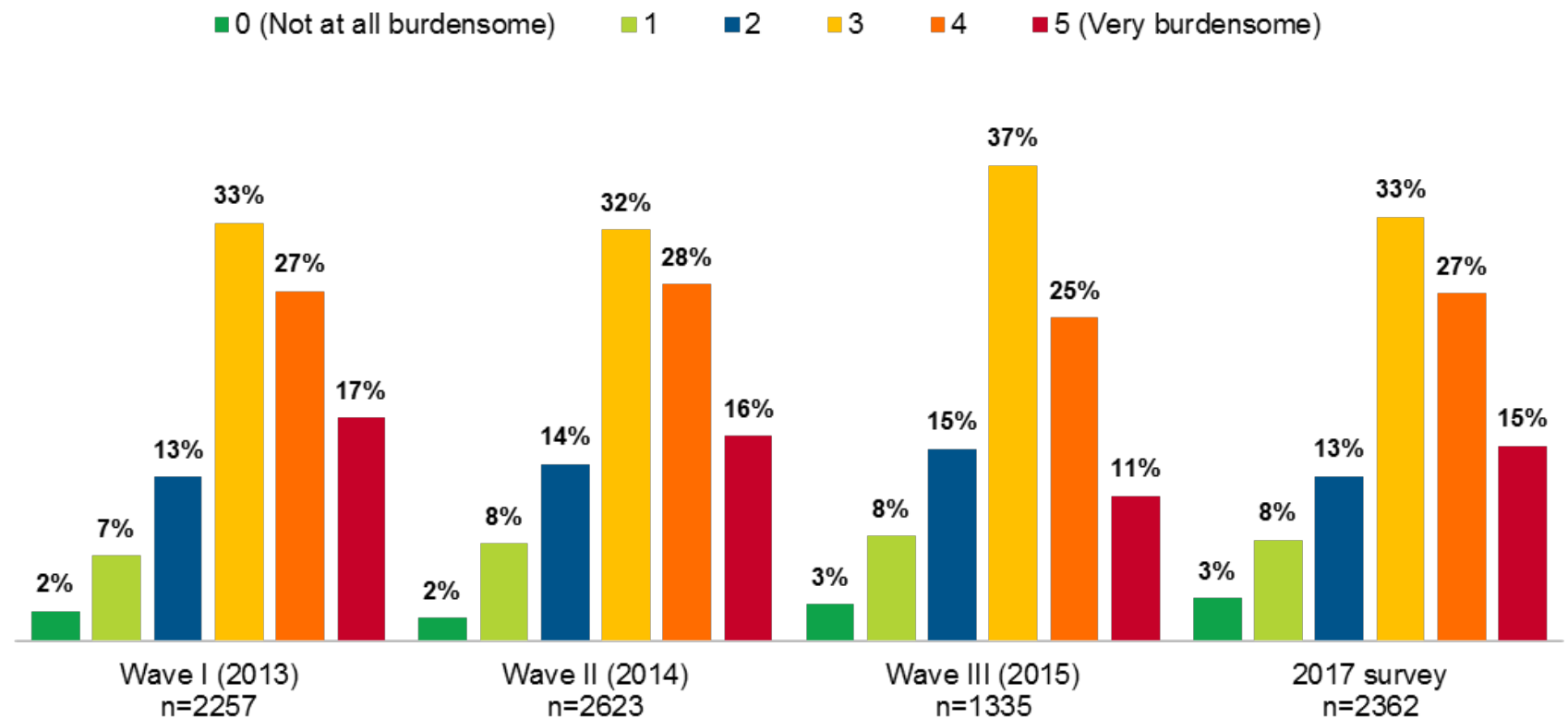
6. Regulatory burden for education and care service providers

ACECQA has conducted four surveys between 2013 and 2017 measuring provider perceptions of burden with the administrative requirements of the NQF.

While the perception of burden increased between 2015 and 2017, it remained lower than the perception of burden in 2013 and 2014.

Importantly, overall support for the NQF remained consistently above 95% over time.

Figure 5: Overall perception of burden



Chapter 7: Skilled education and care workforce



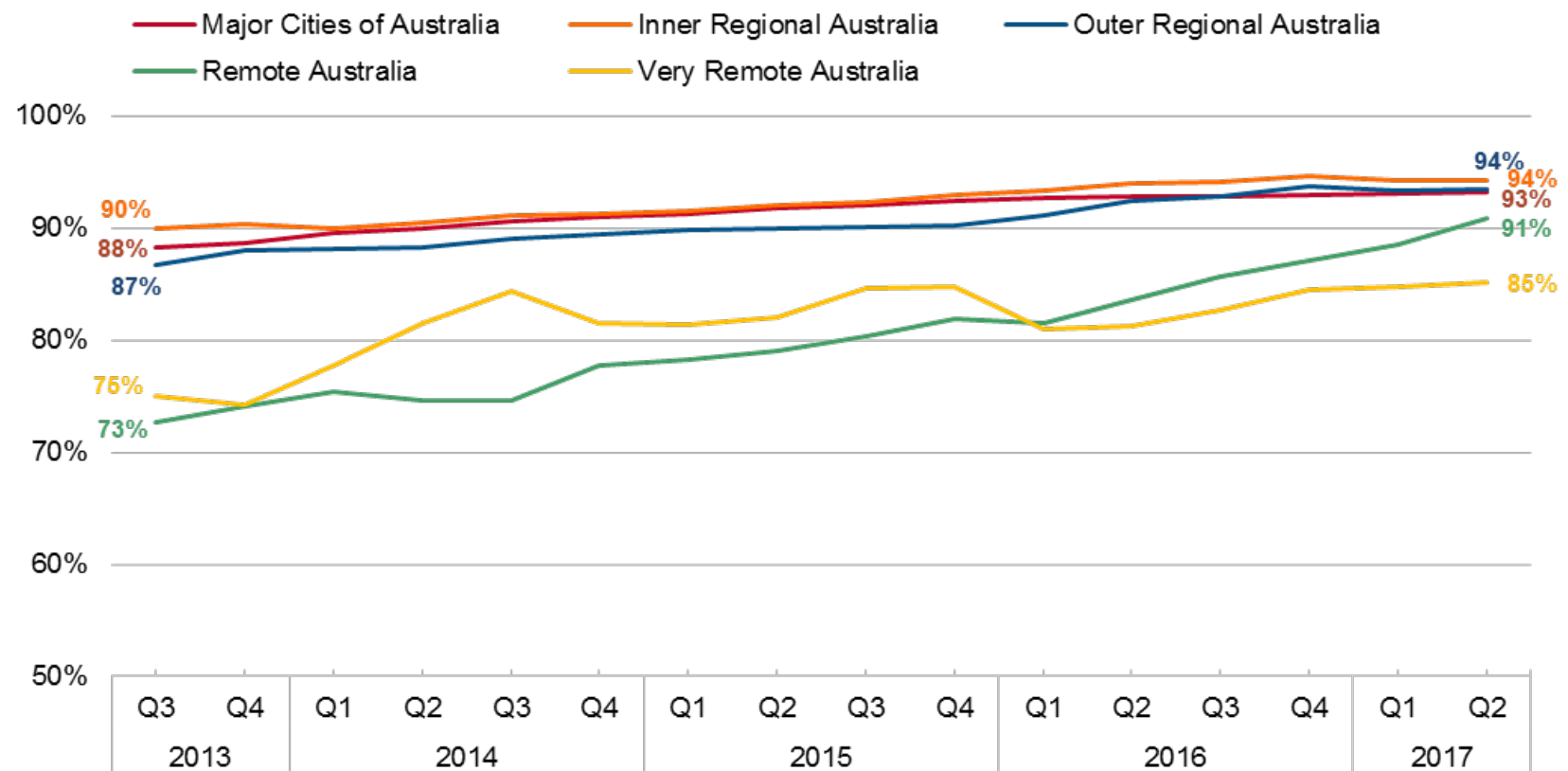
7. Skilled education and care workforce

Quality Area 4 of the NQS has two standards that address the staffing arrangements of education and care services:

- Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing
- Educators, co-ordinators and staff members are respectful and ethical

Services in remote and very remote areas of Australia find it harder to meet Quality Area 4 than services in metropolitan and regional areas.

Figure 6: Proportion of centre-based services rated Meeting NQS or above for Quality Area 4, by remoteness classification





Chapter 8: Governance

8. Governance

The NP NQA seeks to deliver an integrated and unified national system for education and care services which is jointly governed, drives continuous improvement in quality, and allows the perspectives of all jurisdictions to be taken into account in the operation of the NQF.

The NQF delivers this integration and unified national approach through the Education and Care Services National Law and Regulations, and the NQS.

Role of the State and Territory Regulatory Authorities

Day to day contact with education and care service providers for issues such as assessing and rating services against the NQS.

Role of ACECQA

National statutory authority established under the National Law to work with all governments to guide the implementation and administration of the NQF.

Role of the Australian Government

Party to, and financial contributor to other parties under, the National Partnership Agreement on the National Quality Agenda, and has role in monitoring and assessing performance under the Agreement.

Annual Performance Report

Where to go for more information



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