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# 2013 NATIONAL EARLY CHILDHOOD EDUCATION AND CARE WORKFORCE CENSUS

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**MAY 2014**

# Contents

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<b>1</b>	<b>EXECUTIVE SUMMARY</b> .....	<b>1</b>
1.1	BACKGROUND .....	1
1.2	OVERVIEW OF ECEC WORKFORCE .....	1
<b>2</b>	<b>INTRODUCTION</b> .....	<b>5</b>
2.1	METHODOLOGY .....	5
2.2	RESPONSE SUMMARY .....	5
2.3	ABOUT THE DATA PRESENTED IN THIS REPORT.....	7
<b>3</b>	<b>ECEC WORKFORCE</b> .....	<b>9</b>
3.1	ECEC WORKFORCE OVERVIEW.....	9
3.2	WORKFORCE DEMOGRAPHICS .....	10
3.3	HIGHEST RELEVANT QUALIFICATIONS OF PAID CONTACT STAFF .....	12
3.4	LEVELS OF TEACHING QUALIFICATION IN ECEC .....	13
3.5	EXPERIENCE AND TENURE OF CHILD CARE WORKFORCE.....	14
<b>4</b>	<b>SELECTED CHARACTERISTICS OF CHILD CARE SERVICES</b> .....	<b>17</b>
4.1	HOURS OF OPERATION .....	17
4.2	CHILDREN PARTICIPATING IN CHILD CARE .....	17
<b>5</b>	<b>SELECTED CHARACTERISTICS OF SERVICES OFFERING PRESCHOOL PROGRAMMES</b> 22	
5.1	SERVICES OFFERING A PRESCHOOL PROGRAMME .....	22
5.2	CURRICULUM OR FRAMEWORK ON WHICH PRESCHOOL PROGRAMMES ARE BASED .....	22
5.3	QUALIFICATIONS OF STAFF DELIVERING PRESCHOOL PROGRAMMES.....	26
5.4	HOURS WORKED BY STAFF DELIVERING PRESCHOOL PROGRAMMES.....	29
<b>6</b>	<b>PRESCHOOL AND CHILD CARE STAFF SURVEY HIGHLIGHTS</b> .....	<b>31</b>
6.1	OVERVIEW.....	31
6.2	JOB SATISFACTION AND CAREER IN ECEC SECTOR .....	31
6.3	RETENTION.....	33
6.4	RECOGNITION OF PRIOR LEARNING.....	34
6.5	CURRENT STUDY.....	35
<b>7</b>	<b>CHANGES SINCE THE 2010 NATIONAL ECEC WORKFORCE CENSUS</b> .....	<b>39</b>
7.1	WORKFORCE SIZE AND DEMOGRAPHICS .....	39
7.2	QUALIFICATIONS .....	40
7.3	PRESCHOOL PROGRAMMES.....	41
7.4	STAFF JOB SATISFACTION, RETENTION AND CURRENT STUDY .....	43
	<b>ABBREVIATIONS</b> .....	<b>44</b>
	<b>GLOSSARY</b> .....	<b>46</b>

## List of tables and figures

Table 2.1.1:	Collection dates .....	5
Table 2.2.1:	National ECEC Workforce Census response summary <sup>(a)</sup> .....	6
Table 3.1.1:	Size of ECEC workforce in the National ECEC Workforce Census <sup>(a)</sup> .....	9
Table 3.2.1:	Age, Gender and Indigenous status by service type <sup>(a) (b)</sup> .....	10
Figure 3.2.2:	Hours worked by service type <sup>(a) (b)</sup> .....	11
Table 3.3.1:	Highest level of ECEC-related qualifications of paid contact staff, by service type <sup>(a) (b)</sup> .....	12
Table 3.4.1:	Highest level of ECEC-related qualifications of paid contact staff in a teaching field, by service type <sup>(a) (b)</sup> .....	13
Table 3.5.1:	Years of experience in the ECEC sector of paid contact staff, by service type <sup>(a)</sup> .....	15
Table 3.5.2:	Tenure as a paid contact staff in current service, by service type <sup>(a)</sup> .....	16
Table 4.1.1:	Median and quartile weekly opening hours by service type <sup>(a)</sup> .....	17
Table 4.2.1:	Number of children attending child care in the reference week, by service type <sup>(a) (b)</sup> .....	18
Table 4.2.2:	Number of children attending per week by age and service type <sup>(a)</sup> .....	18
Table 4.2.3:	Indigenous children aged 0 to 12 attending child care, by service type <sup>(a)</sup> .....	19
Table 4.2.4:	LOTE children aged 0 to 12 attending child care, by service type <sup>(a)</sup> .....	20
Table 4.2.5:	Children aged 0 to 12 with disabilities or underlying long term health conditions attending child care, by service type <sup>(a)</sup> .....	21
Table 5.1:	Number and proportion of services offering a Preschool Programme based on a curriculum, by service type and State/Territory <sup>(a) (b)</sup> .....	23
Table 5.2.1:	Curriculum or framework on which Preschool Programmes in preschools are based, by State/Territory <sup>(a) (b)</sup> .....	24
Table 5.2.2:	Curriculum or framework on which Preschool Programmes in long day care services are based, by State and Territory <sup>(a) (b)</sup> .....	25
Table 5.3.1:	Number and proportion of preschool staff delivering a Preschool Programme, by qualification level and State/Territory <sup>(a) (b) (c)</sup> .....	27
Table 5.3.2:	Number and proportion of long day care staff delivering a Preschool Programme, by qualification level and State/Territory <sup>(a) (b) (c)</sup> .....	28
Table 5.4.1:	Number of staff delivering a Preschool Programme, by hours worked, qualification level and service type <sup>(a) (b)</sup> .....	30
Table 6.2.1:	Agreement with attitude statements <sup>(a) (b)</sup> .....	32
Figure 6.3.1:	Expectation of being employed by the same service in 12 months time <sup>(a) (b)</sup> .....	33
Table 6.3.2:	Main reasons why staff may finish their current job in the next 12 months <sup>(a) (b)</sup> .....	34
Table 6.4.1:	Proportion of staff receiving RPL for qualifications in current job, by service type <sup>(a)</sup> .....	35
Table 6.5.1:	Level of study for staff currently studying in an ECEC-related field, by service type <sup>(a)</sup> .....	36
Table 6.5.2:	Agreement with statements about future study for staff not currently studying in an ECEC-related field <sup>(a)</sup> .....	37
Figure 6.6.1:	Income distribution of paid full time workers by service type <sup>(a) (b) (c)</sup> .....	38
Figure 6.6.2:	Income distribution of paid part time workers by service type <sup>(a) (b) (c)</sup> .....	38
Table 7.1:	Changes in workforce size and demographics, 2010 to 2013.....	39
Table 7.2:	Changes in qualifications of paid contact staff (all service types), 2010 to 2013 .....	40
Table 7.3.1:	Changes in services offering a Preschool Programme based on a curriculum or framework, 2010 to 2013 .....	41
Table 7.3.2:	Changes in qualifications of staff delivering Preschool Programmes, 2010 to 2013 .....	42
Table 7.4:	Changes in staff job satisfaction, retention, and current study, 2010 to 2013.....	43

# 1 Executive summary

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## 1.1 Background

The National Early Childhood Education and Care (ECEC) Workforce Census 2013 ('The National ECEC Workforce Census') was commissioned by the Department of Education ('the department') as part of a range of Australian Government initiatives designed to improve the quality of information used in developing and measuring early childhood policy and programmes.

It is the latest in a series of large-scale collections which address information gaps in administrative data available from the Child Care Management System (CCMS). Predecessors include the National ECEC Workforce Census 2010, the Australian Government Census of Child Care Services (AGCCCS) and the 2008-09 Child Care Provider Survey (CCPS). Preschool services were included for the first time in the National ECEC Workforce Census in 2010.

The National ECEC Workforce Census was developed specifically to address information gaps in existing administrative data sources, with respect to the ECEC workforce, participation in and provision of preschool programmes and children with additional needs in child care.

National ECEC Workforce Census data will assist policy makers to better understand the challenges of providing quality child care and early learning, assess the capacity in the workforce to meet future demand and formulate strategies to support early childhood development policies.

Aggregated information from the National ECEC Workforce Census is being used to inform the Department's contribution to the 2013 ECEC Workforce Review, the Review of the National Partnership Agreement on the National Quality Agenda in 2014, evaluation of programmes, other policy analysis and to inform the Department's contribution to the *Report on Government Services* (RoGS).

Subject to the data protocol, which sets out the principles, rules and procedures governing data access, use and dissemination of the National ECEC Workforce Census, data may also be released to external stakeholders, other government departments and researchers.

## 1.2 Overview of ECEC workforce

### Key results from the Service Survey

#### **Size of the workforce**

It is estimated that 153,155 staff were employed in the ECEC sector during the reference week (although this may include some double counting of staff with more than one part-time position).

Most workers in the sector were engaged by long day care services (49.4 per cent), with preschool (17.6 per cent), outside school hours care (11.8 per cent), vacation care (10.3 per cent) and family day care services (9.2 per cent) also employing a large number of workers.

Overall, 89.9 per cent of the workforce was engaged in a contact role, with 79.0 per cent in a 'primary contact' role and 10.8 per cent in an 'other contact' role. A small proportion of the workforce (0.6 per cent) was working in an unpaid capacity.

### **Workforce demographics**

The majority of the workforce (94.0 per cent) was female, with males most strongly represented amongst vacation care (17.0 per cent) and outside school hours care (16.0 per cent) services.

The median age was 26 for males and 36 for females.

Whilst over half of the workforce in vacation care (56.3 per cent) and outside school hours care (55.2 per cent) services were aged 15 to 29, almost two thirds of the workforce in preschools (65.5 per cent) and family day care services (62.8 per cent) was over 40 years of age.

Indigenous workers comprised 2.1 per cent of the total ECEC workforce.

### **Hours of work**

Across the ECEC sector the hours worked were evenly distributed between full-time (35 to 40 hours, 33.5 per cent), long part-time (20 to 34 hours, 31.3 per cent) and short part-time hours (up to 19 hours, 27.4 per cent). Few services reported staff working long hours (41 or more hours, 7.8 per cent).

### **Qualifications**

Over four fifths (82.0 per cent) of paid contact staff had an ECEC-related qualification. One in six (16.0 per cent) had a Bachelor degree pass (3 years or equivalent) or above.

Over one third (38.8 per cent) of paid preschool contact staff had a bachelor degree or higher qualification.

### **Years of experience**

Over one quarter (27.8 per cent) of paid contact staff in child care services had 10 or more year's experience. Occasional care and family day care services, in particular, had a high proportion of staff with this level of experience (45.7 per cent and 39.6 per cent respectively).

Almost one in twelve (8.5 per cent) paid contact staff in child care had less than one year's experience.

### **Job tenure**

One in ten (10.0 per cent) paid contact staff had worked in that capacity for their current service for over ten years. A high proportion of the family day care and occasional care workforce (25.1 per cent and 20.5 per cent respectively), has ten or more years of service as a contact worker with their current service.

Almost half (44.4 per cent) of paid contact staff have worked in that capacity in their current service for one to three years.

## **Key results from the Staff Survey**

### ***Job satisfaction and career in ECEC sector***

A majority (87.0 per cent) of respondents to the Staff Survey agreed that they were satisfied with their current job.

Just under half (48.9 per cent) of respondents were satisfied with their pay and conditions.

Some two thirds (66.2 per cent) of respondents would recommend a career in the sector to others.

### ***Retention***

Most Staff Survey respondents (80.4 per cent) expected to still be employed with the same employer or business in twelve month's time.

Of those who indicated that they might not or would not be with the same employer in twelve month's time, 30.2 per cent indicated they were seeking employment outside the sector, 28.5 per cent expressed dissatisfaction with their pay and conditions, 22.4 per cent were returning to study or leaving for travel / family reasons and 20.5 per cent indicated they may finish their current job because the job is stressful.

### ***Recognition of prior learning***

Just over one third of Staff Survey respondents (37.8 per cent) had received some recognition of prior learning, most commonly on the basis of study at TAFE (49.4 per cent of all those who received recognition of their prior learning) or assessed skills and experience (27.8 per cent).

### ***Current study***

Almost one third (29.8 per cent) of Staff Survey respondents were studying in an ECEC-related field.

Amongst those not studying, the main barriers to study included time (48.5 per cent), cost (42.5 per cent) and the wage increase resulting from investment of time and money in further study being too small (47.0 per cent).

## **Key changes since the 2010 National ECEC Workforce Census**

### ***Workforce size and demographics***

The number of workers employed in the sector grew by an average of 10.0 per cent across all service types from 139,187 in 2010 to 153,155 in 2013. The number of services and children in care is estimated to have increased by 5.7 per cent and 15.3 per cent respectively over the same period.

There was above average growth in the number of workers across all service types except preschool (5.8 per cent) and family day care (3.5 per cent), above average growth (13.0 per cent) in the number of males in the workforce, and strong growth in Western Australia (19.2 per cent) and amongst workers aged 55 and over (18.3 per cent).

### **Qualifications**

The proportion of paid contact staff without an ECEC-related qualification fell from 30.2 per cent in 2010 to 18.0 per cent in 2013. There was strong growth in the number of paid contact staff who held qualifications at Certificate III/IV and above (39.2 per cent), and at bachelor degree pass (4 years or equivalent) and above (28.6 per cent).

### **Preschool Programmes**

The proportion of services not offering a Preschool Programme based on a curriculum or framework dropped from 2.7 per cent in 2010 to 0.2 per cent in 2013 for preschools, and from 7.2 per cent to 0.4 per cent for long day care services.

There was a sharp increase (34.4 per cent) in the number of long day care services (1,103) offering a Preschool Programme based on a curriculum or framework, up from 3,209 in 2010 to 4,312 in 2013.

There was strong uptake of the Early Years Learning Framework, with the proportion of services using the Early Years Learning Framework (either exclusively or in combination with another curriculum or framework) increasing from 57.5 per cent in 2010 to 91.8 per cent in 2013 for preschools, and from 66.5 per cent to 93.8 per cent for long day care services.

There was strong growth in the number of degree qualified staff delivering Preschool Programmes in long day care services (up by 52.8 per cent from 3,235 in 2010 to 4,944 in 2013), and strong growth in the number of staff delivering Preschool Programmes in preschools who held qualifications at Certificate level in ECEC-related fields other than teaching, up by 66.8 per cent from 3,482 in 2010 to 5,809 in 2013.

### **Staff job satisfaction, retention and current study**

There was a small decrease (1.1 per cent) in job satisfaction, which was most marked amongst in home care and preschool staff, and a decrease in satisfaction with pay and conditions (5.4 per cent), particularly amongst occasional care, preschool and long day care services staff.

An increase (13.1 per cent) in the proportion of staff agreeing that they would leave the sector today, if they could, and a decrease in the proportion of staff interested in furthering their career in the sector (3.0 per cent) and recommending the sector to others (4.3 per cent) suggests staff have become marginally less satisfied. Increased dissatisfaction was most prominent amongst family day care, preschool and long day care staff.

The proportion of staff survey respondents currently studying dropped marginally from 30.8 per cent in 2010 to 29.8 per cent in 2013. As a proportion of staff currently studying, there was a marked increase (21.6 per cent) in staff studying for a bachelor degree pass (4 years or equivalent) and above, and a reduction (11.6 per cent) in staff currently studying for a qualification at Certificate III/IV level.

## 2 Introduction

### 2.1 Methodology

Data for the National ECEC Workforce Census was collected through two surveys.

The **Service Survey** involved the collection of site level information from preschool services and approved child care services.

Child care services provided information on usage and the number of children with additional needs in child care. All services provided information on the delivery of and participation in Preschool Programmes, and information about their workforce ('Staff information collected from services').

The week in which services were surveyed is referred to as the 'reference week'. Table 2.1.1 provides details of the reference week by service type and jurisdiction.

**Table 2.1.1: Collection dates**

Service type <sup>(a)</sup>	Jurisdiction	Reference week (2013) <sup>(b)</sup>
Long day care (LDC) Family day care (FDC) In home care (IHC) Occasional care (OCC) Outside school hours care (OSHC) Preschool (PS)	All	20 to 26 May
Vacation care (VAC)	VIC, QLD, NT	1 to 7 July
Vacation care	NSW, SA, WA, TAS, ACT	8 to 14 July

(a) Refer to Glossary for service type definitions.

(b) Variations in the reference weeks were due to the different school holiday periods across Australia.

The **Staff Survey** involved the direct collection of information from individual staff. It sought detailed information on staff roles, qualifications, nature of employment, professional development activities, pay and conditions and career intentions. Participation in the Staff Survey was voluntary.

To assist quality and consistency of data collection across the two surveys, there were similarities between the workforce information requested from services and from individual staff.

All National ECEC Workforce Census data were collected using a self-completion methodology, with the predominant modes being online for the Services Survey and paper copy self-completion for the Staff Survey. Services were given the option of completing a paper copy of the Services Survey, and staff had the option of completing the Staff Survey online.

After extensive follow-up activity to maximise participation and clarify responses, data were consolidated, cleaned and weighted for analysis.

### 2.2 Response summary

Table 2.2.1 summarises the overall response to the National ECEC Workforce Census. It was estimated that 17,312 services were operational during the reference week, and were considered as in-scope for the Service Survey. Of these, 13,876 (80.2 per cent) services responded.



The Service Survey response rate, defined as responding services as a percentage of estimated in-scope services as at the reference week, was 83.7 per cent for child care services and 70.5 per cent for preschools.

Some 70,286 worker responses to the Staff Survey were received, with representation from 12,270 participating services. Overall, 70.9 per cent of all services had at least one staff member respond to the Staff Survey. This was comprised of 69.3 per cent of child care services and 75.0 per cent of preschools.

**Table 2.2.1: National ECEC Workforce Census response summary<sup>(a)</sup>**

	Service Survey			Staff Survey	
	Estimated in-scope services during reference week	Responding services <sup>(a)</sup>	Response rate per cent	Participating services	Participating services per cent
Total Services	17,312	13,876	80.2	12,270	70.9
<b>Service type</b>					
Long day care	6,148	5,310	86.4	5,087	82.7
Family day care	422	355	84.1	334	79.1
In home care	71	65	91.5	58	81.7
Occasional care	117	108	92.3	102	87.2
Outside school hours care	3,506	3,092	88.2	2,197	62.7
Vacation care	2,383	1,655	69.5	991	41.6
<b>Subtotal childcare</b>	<b>12,647</b>	<b>10,585</b>	<b>83.7</b>	<b>8,769</b>	<b>69.3</b>
Preschool	4,665	3,291	70.5	3,501	75.0
<b>State/Territory</b>					
New South Wales	5,468	4,399	80.4	4,006	73.3
Victoria	4,070	3,358	82.5	2,835	69.7
Queensland	3,315	2,718	82.0	2,332	70.3
South Australia	1,330	1,065	80.1	994	74.7
Western Australia	1,929	1,466	76.0	1,336	69.3
Tasmania	543	431	79.4	389	71.6
Northern Territory	293	180	61.4	144	49.1
Australian Capital Territory	364	259	71.2	234	64.3

(a) Excludes 1,189 services which partially completed the Service Survey, for example, by logging in to the online version of the Service Survey without completing the full survey.

The 83.7 per cent response rate for child care services for the Service Survey was lower than that achieved for similar collections in 2006 (86 per cent) and 2004 (88 per cent), but higher than in 2010 (81.4 per cent).

Whilst 70.9 per cent of services had at least one staff member respond to the Staff Survey, a Staff Survey response rate, defined as responding staff as a per cent of total staff, is not provided, given that no definitive estimate of the total number of staff can be established.

## 2.3 About the data presented in this report

### ***Weighted services data***

Unless otherwise stated, all data relating to services in of this report has been weighted to the estimated in-scope population of operating services as at the reference week.

Although the weighting process corrects for minor imbalances in the achieved sample with respect to service type (long day care, family day care/in home care, occasional care, outside school hours care, vacation care and preschools) within jurisdiction and remoteness area (major city, inner regional, outer regional, remote/very remote), weighted estimates should be used with caution.

Weighted estimates can be used indicatively to make comparisons between service types, jurisdictions and to derive estimates of actual usage.

### ***Weighted workforce and staff data***

The ECEC workforce data presented in Section 3 of this report is based on worker information provided by services as part of the Service Survey. It relates specifically to individual staff members who worked during the reference week. It excludes those workers who were absent for the entire reference week (e.g. workers on extended sick leave, annual or long service leave) and workers not based at the service location and who had no involvement in the day to day management of the service.

In this report, the estimated length of experience of a worker in the ECEC sector and years of experience are not necessarily continuous. Periods of absence of three months or more are subtracted from their total estimated experience.

Workforce data in Section 3 has been weighted by assigning a modified version of the service-level weight to each staff member reported by the service. This modification adjusted for services which did not provide data on their workers. It also adjusted for family day care and in-home care services with contact worker-to-child ratios that were deemed unrealistic, with all worker data provided by these services excluded from the analysis.

The ECEC workforce data presented in Section 6 of this report is based solely on responses to the Staff Survey. Staff responded in respect of the service they *mainly* worked in. Note that due to the potential for time lag between the reference week for the completion of the Service Survey and the distribution and completion of Staff Surveys, the staff who responded to the Staff Survey may differ from staff reported by services in the Service Survey.

Staff Survey data have been weighted using a rim weighting procedure, which adjusts for proportions within the achieved sample size. As noted above, weighted estimates should be used with caution.

In addition, results based on small numbers of services or staff in this report should be interpreted with caution.

### ***Preschool programme data***

The Early Childhood Education and Care National Minimum Dataset (ECEC NMDS) defines Preschool Programmes as being comprised of a structured, play-based learning programme usually provided by a qualified teacher on a sessional basis. It is primarily aimed at children in the year or two before they commence formal schooling, irrespective of the type of institution that provides the programme or whether the programme is government funded or privately provided.

The data presented in Section 5 of this report is based on the responses of long day care and preschool services which reported that they deliver a Preschool Programme as part of the Service Survey. No attempt has been made to construct a teacher/Preschool Programme classification in the presentation of Preschool Programme data in this report.

## 3 ECEC workforce

### 3.1 ECEC workforce overview

The data presented in sections 3.1 to 3.4 is based on staff information collected from services as part of the Service Survey. Section 3.5 shows only staff information collected from child care services as this staff data was not collected from preschool services.

A total of 153,155 staff were employed in the sector at the reference week (although this may include some double counting of staff with more than one part-time position).

Overall, 89.9 per cent of the workforce was engaged in a contact role, with 79.0 per cent in a 'primary contact' role and 10.8 per cent in an 'other contact' role. A small proportion of the workforce (0.6 per cent) worked in an unpaid capacity.

Some 49.4 per cent of workers in the sector were engaged by long day care services, with 17.6 per cent by preschool services, 11.8 per cent by outside school hours care, 10.3 per cent by vacation care and 9.2 per cent engaged by family day care services.

**Table 3.1.1: Size of ECEC workforce in the National ECEC Workforce Census<sup>(a)</sup>**

	PS	LDC	FDC	IHC	OCC	OSHC	VAC	Total	Total per cent
NSW	8,284	24,792	4,496	327	296	5,436	4,557	48,188	31.5
Vic	6,840	17,490	4,114	447	339	4,102	2,729	36,061	23.5
Qld	3,527	18,260	2,516	550	90	4,031	4,090	33,065	21.6
SA	2,051	5,388	975	115	2	1,785	1,935	12,250	8.0
WA	4,399	5,533	1,130	218	108	1,310	1,295	13,993	9.1
Tas	882	1,477	447	145	18	364	362	3,695	2.4
NT	456	734	260	0	0	221	228	1,898	1.2
ACT	513	1,972	117	7	19	837	541	4,005	2.6
<b>Total</b>	<b>26,952</b>	<b>75,646</b>	<b>14,054</b>	<b>1,809</b>	<b>872</b>	<b>18,086</b>	<b>15,737</b>	<b>153,155</b>	<b>100.0</b>
<b>Total per cent</b>	<b>17.6</b>	<b>49.4</b>	<b>9.2</b>	<b>1.2</b>	<b>0.6</b>	<b>11.8</b>	<b>10.3</b>	<b>100.0</b>	

(a) Totals may not equal sum of components due to rounding of weighted data.

## 3.2 Workforce demographics

Table 3.2.1 shows demographic information for the ECEC workforce by service type.

Males and younger workers were more likely to be employed in outside school hours care and vacation care services. Over half of the vacation care (56.3 per cent) and outside school hours care (55.2 per cent) workforce were aged 29 or under.

Long day care was the next youngest group, followed by in home care, with occasional care and family day care services and preschools employing an older group of workers. Almost two thirds of the workers in preschools (65.5 per cent) and family day care services (62.8 per cent) were aged 40 and over.

Male workers tended to be younger on average than women: the median age was 26 for men and 36 for women.

The proportion of Indigenous workers was highest among the preschool workforce (3.3 per cent) and lowest among family day carers (0.7 per cent).

**Table 3.2.1: Age, Gender and Indigenous status by service type<sup>(a) (b)</sup>**

	PS	LDC	FDC	IHC	OCC	OSHC	VAC	Total
<b>Age group</b>								
<b>Percentage</b>								
15-19	1.4	5.7	0.2	1.6	2.2	10.8	10.3	5.5
20-24	5.2	19.0	2.4	19.5	10.5	31.9	31.2	17.7
25-29	6.5	16.8	6.3	16.0	8.9	12.5	14.8	13.3
30-34	8.6	12.7	12.1	8.7	9.7	7.3	8.2	10.8
35-39	12.8	11.0	16.2	9.6	10.4	6.2	6.4	10.7
40-44	17.8	10.5	16.1	7.7	16.6	6.8	7.1	11.5
45-49	16.0	8.6	14.3	9.3	14.2	6.8	6.7	10.1
50-54	15.3	7.5	12.7	12.5	11.8	7.4	6.6	9.3
55 and over	16.4	8.2	19.7	15.3	15.7	10.2	8.7	11.1
<b>Number</b>								
<b>Total specified</b>	<b>26,211</b>	<b>74,512</b>	<b>14,020</b>	<b>1,753</b>	<b>864</b>	<b>17,653</b>	<b>15,519</b>	<b>150,531</b>
Total not specified	742	1134	34	56	8	433	217	2,624
<b>Gender</b>								
<b>Percentage</b>								
Male	2.7	2.7	2.8	2.3	1.5	16.0	17.0	5.7
Female	97.3	97.3	97.2	97.7	98.5	82.7	81.7	94.0
Intersex	0	0	0	0	0	1.3	1.3	0.3
<b>Number</b>								
<b>Total specified</b>	<b>26,854</b>	<b>75,548</b>	<b>14,051</b>	<b>1,806</b>	<b>871</b>	<b>18,023</b>	<b>15,733</b>	<b>152,887</b>
Total not specified	98	98	3	3	1	62	3	268
<b>Indigenous status</b>								
<b>Percentage</b>								
Yes	3.3	1.9	0.7	1.7	2.5	2.2	2.2	2.1
No	96.7	98.1	99.3	98.3	97.5	97.8	97.8	97.9
<b>Number</b>								
<b>Total specified</b>	<b>24,436</b>	<b>66,025</b>	<b>12,942</b>	<b>1,222</b>	<b>751</b>	<b>13,300</b>	<b>11,967</b>	<b>130,644</b>
Total not specified	2,516	9,621	1,111	587	122	4,785	3,769	22,512
<b>TOTAL STAFF</b>	<b>26,952</b>	<b>75,646</b>	<b>14,054</b>	<b>1,809</b>	<b>872</b>	<b>18,086</b>	<b>15,737</b>	<b>153,155</b>

(a) Totals may not equal sum of components due to rounding of weighted data.

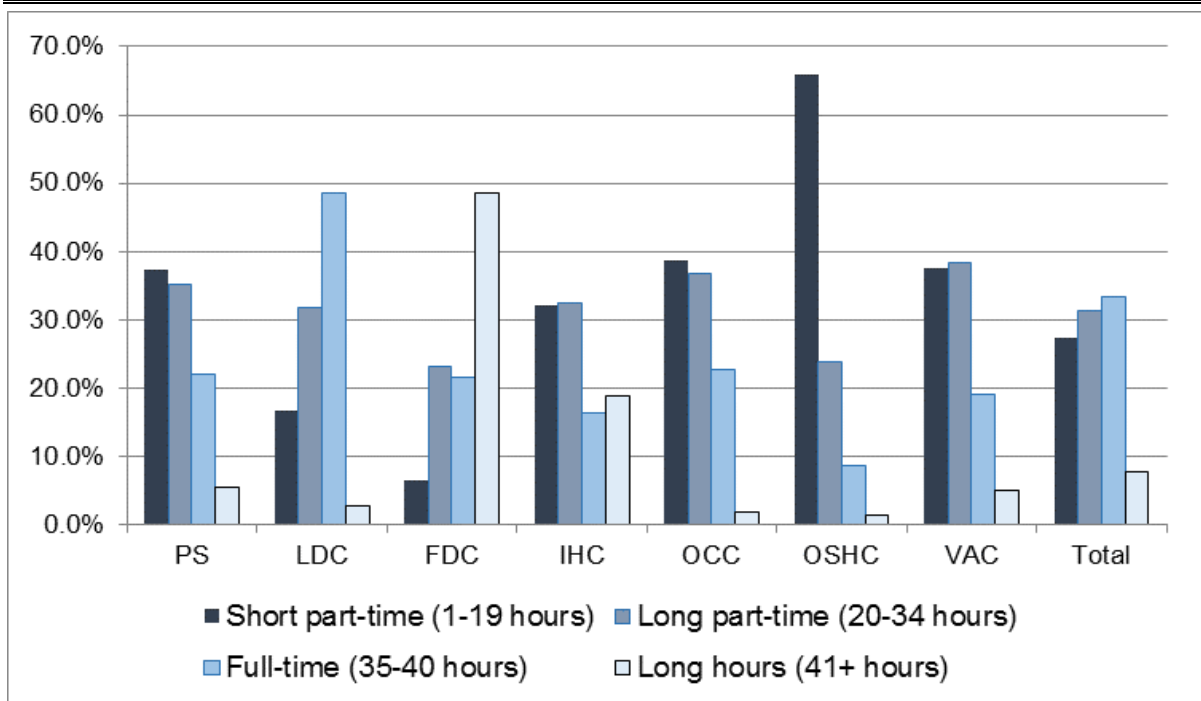
(b) Services were asked to report the Indigenous status, i.e. the Aboriginal or Torres Strait Islander origin, of each worker.

**Hours of work**

Figure 3.2.2 shows the hours worked by service type. Overall, hours worked in the sector were evenly balanced between short part-time hours (0 to 19 hours, 27.4 per cent), long part-time hours (20 to 34 hours, 31.3 per cent) and full-time hours (35 to 40 hours 33.5 per cent), with a relatively small proportion of the workforce working long hours (41 or more hours, 7.8 per cent).

The workforce in family day care (48.5 per cent) and in home care services (18.9 per cent) were more likely to work long hours, whilst outside school hours care workers were more likely to work short part time hours (66.0 per cent). A large proportion of the outside school hours care (89.8 per cent), vacation care (75.9 per cent), occasional care (75.4 per cent) and preschool (72.4 per cent) services workforce worked part-time hours, which is consistent with the sessional nature of these services.

**Figure 3.2.2: Hours worked by service type<sup>(a) (b)</sup>**



(a) Totals may not equal sum of components due to rounding of weighted data.  
 (b) Includes workers whose hours of work during the reference week were reported by a service.

### 3.3 Highest relevant qualifications of paid contact staff

Over four fifths (82.0 per cent) of paid contact staff had an ECEC-related qualification, of which one in six (16.0 per cent) had a Bachelor degree pass (3 years or equivalent) and above.

Paid contact staff in preschool (90.3 per cent), occasional care (90.1 per cent), long day care (88.3 per cent) and family day care (83.1 per cent) services were most likely to have an ECEC-related qualification.

Paid contact staff (38.8 per cent) in preschools were more likely to have an ECEC-related Bachelor degree and above. The highest level of qualification completed for over half of paid contact staff in family day care services (53.3 per cent) was Certificate III/IV.

**Table 3.3.1: Highest level of ECEC-related qualifications of paid contact staff, by service type<sup>(a) (b)</sup>**

Highest level of qualification completed	PS	LDC	FDC	IHC	OCC	OSHC	VAC	Total
<b>Percentage</b>								
Bachelor degree and above	38.8	11.5	3.9	6.9	7.5	12.0	16.2	16.0
Bachelor degree pass (4 years or equivalent) and above	29.2	7.6	2.2	4.6	4.1	8.6	12.3	11.4
Bachelor degree pass (3 years or equivalent)	9.6	3.9	1.8	2.4	3.4	3.4	4.0	4.6
Advanced Diploma/Diploma	19.4	35.4	24.3	21.7	42.0	21.2	20.1	28.4
Certificate III/IV	30.5	40.1	53.3	32.1	38.6	23.7	23.0	36.2
Below Certificate III	1.6	1.2	1.5	3.4	2.0	2.3	1.9	1.5
Total staff with an ECEC-related qualification <sup>(c)</sup>	90.3	88.3	83.1	64.1	90.1	59.1	61.2	82.0
Total staff without an ECEC-related qualification	9.7	11.7	16.9	35.9	9.9	40.9	38.8	18.0
<b>Number</b>								
Bachelor degree and above	8,697	7,505	494	99	55	1,648	2,121	20,619
Bachelor degree pass (4 years or equivalent) and above	6,548	4,967	270	66	30	1,176	1,605	14,662
Bachelor degree pass (3 years or equivalent)	2,149	2,537	224	34	25	473	516	5,958
Advanced Diploma/Diploma	4,346	23,075	3,053	310	309	2,908	2,618	36,619
Certificate III/IV	6,833	26,134	6,695	459	283	3,252	3,005	46,660
Below Certificate III	359	792	194	49	15	314	245	1,968
Total staff with an ECEC-related qualification <sup>(c)</sup>	20,235	57,506	10,437	918	662	8,122	7,988	105,867
Total staff without an ECEC-related qualification	2,167	7,621	2,117	513	73	5,613	5,065	23,168
<b>Total specified</b>	<b>22,401</b>	<b>65,127</b>	<b>12,553</b>	<b>1,431</b>	<b>735</b>	<b>13,735</b>	<b>13,054</b>	<b>129,035</b>
Total not specified	1,000	1,367	345	213	15	2,878	1,721	7,539
<b>TOTAL STAFF</b>	<b>23,401</b>	<b>66,494</b>	<b>12,898</b>	<b>1,644</b>	<b>749</b>	<b>16,613</b>	<b>14,775</b>	<b>136,574</b>

(a) Totals may not equal the sum of components due to rounding of weighted data.

(b) Table includes paid contact staff only. Paid contact staff refers to those workers who are paid and doing primary or other contact work.

(c) Relevant ECEC qualifications include early childhood teaching, primary teaching, other teaching, child care, nursing (including mothercraft nursing), other human welfare studies, behavioural science and other early childhood education and care related qualifications.

### 3.4 Levels of teaching qualification in ECEC

Table 3.4.1 shows the qualification level of paid contact staff whose highest ECEC-related qualification was in a teaching field. The qualifications of staff delivering Preschool Programmes is covered in Chapter 5.

The largest proportion of paid contact staff with an ECEC-related qualification in a teaching field was in preschools (44.4 per cent). Some 14.9 per cent of all paid contact staff had a Bachelor degree pass (3 year or equivalent) and above in a teaching field, of which preschool staff (38.1 per cent) were most likely to hold a Bachelor degree pass (3 years or equivalent) or above in a teaching field.

**Table 3.4.1: Highest level of ECEC-related qualifications of paid contact staff in a teaching field, by service type<sup>(a) (b)</sup>**

Highest level of ECEC-related qualification completed	PS	LDC	FDC	IHC	OCC	OSHC	VAC	Total
<b>Percentage</b>								
Bachelor degree and above	38.1	10.7	3.1	3.9	7.2	9.8	14.2	14.9
Bachelor degree pass (4 years or equivalent) and above	28.7	7.1	1.8	2.8	3.8	7.5	11.2	10.7
Bachelor degree pass (3 years or equivalent)	9.4	3.6	1.2	1.0	3.4	2.3	3.0	4.1
Other <sup>(c)</sup>	6.4	2.5	0.6	1.3	2.6	2.1	2.3	2.9
Total qualifications in a teaching field	44.4	13.2	3.7	5.1	9.8	11.9	16.5	17.8
Total qualifications in other ECEC-related field <sup>(d)</sup>	45.9	75.1	79.5	59.0	80.3	47.2	44.6	64.3
Total without qualifications	9.7	11.7	16.9	35.9	9.9	40.9	38.8	18.0
<b>Number</b>								
Bachelor degree and above	8,529	6,970	388	55	53	1,346	1,860	19,200
Bachelor degree pass (4 years or equivalent) and above	6,421	4,647	231	41	28	1,027	1,467	13,862
Bachelor degree pass (3 years or equivalent)	2,108	2,323	157	15	25	319	393	5,338
Other <sup>(c)</sup>	1,425	1,610	75	18	19	294	300	3,742
Total qualifications in a teaching field	9,954	8,580	463	73	72	1,640	2,160	22,942
Total qualifications in other ECEC-related field <sup>(d)</sup>	10,281	48,926	9,974	844	590	6,482	5,828	82,925
Total without qualifications	2,167	7,621	2,117	513	73	5,613	5,065	23,168
<b>Total specified</b>	<b>22,401</b>	<b>65,127</b>	<b>12,553</b>	<b>1,431</b>	<b>735</b>	<b>13,735</b>	<b>13,054</b>	<b>129,035</b>
Total not specified	1,000	1,367	345	213	15	2,878	1,721	7,539
<b>TOTAL STAFF</b>	<b>23,401</b>	<b>66,494</b>	<b>12,898</b>	<b>1,644</b>	<b>749</b>	<b>16,613</b>	<b>14,775</b>	<b>136,574</b>

(a) Totals may not equal the sum of components due to rounding of weighted data.

(b) Teaching fields include early childhood teaching, primary teaching and other teaching.

(c) 'Other' includes Advanced Diploma/Diploma, Certificate III/IV and Below Certificate III qualifications in a teaching field.

(d) Other ECEC-related qualifications include child care, nursing (including mothercraft nursing), other human welfare studies and services, behavioural science and other ECEC-related qualifications.



### **3.5 Experience and tenure of child care workforce**

Information on the length of time that workers had worked in the ECEC sector and at their particular service was collected for all child care workers and was not collected from those working in a preschool.

As can be seen from Table 3.5.1, paid contact staff with relevant ECEC qualifications were generally more experienced than paid contact staff without qualifications. Occasional care (48.4 per cent) and family day care (43.2 per cent) had the greatest proportion of paid contact staff with relevant ECEC qualifications with 10 or more years experience. Staff without relevant ECEC qualifications were most likely (47.8 per cent) to have been working in the ECEC sector for one to three years.

Information was also collected on the length of time that each paid contact worker had been with their service as a contact worker. Table 3.5.2 summarises this information. Generally, qualified staff had spent longer as a contact worker with their service than non-qualified staff.

Family day care (25.1 per cent) and occasional care (20.5 per cent) had the greatest proportion of all staff with ten or more years experience in their service, with all services having a large proportion of staff with one to three years of experience.

**Table 3.5.1: Years of experience in the ECEC sector of paid contact staff, by service type<sup>(a)</sup>**

Years of experience	Long day care		Family day care		In home care		Occasional care		Out of school hours care		Vacation care		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
<b>Staff with relevant ECEC qualification<sup>(b)</sup></b>														
<1 year tenure	1,987	3.5	465	4.5	43	4.7	20	3.1	304	3.8	347	4.3	3,168	3.7
1-3 years tenure	16,149	28.2	2,290	22.1	269	29.3	130	19.7	2,268	28.0	2,210	27.7	23,316	27.3
4-6 years tenure	14,076	24.6	1,913	18.4	216	23.6	116	17.5	1,846	22.8	1,959	24.5	20,126	23.6
7-9 years tenure	7,585	13.3	1,229	11.8	108	11.7	75	11.3	978	12.1	942	11.8	10,916	12.8
10+ years tenure	17,442	30.5	4,483	43.2	282	30.7	320	48.4	2,697	33.3	2,530	31.7	27,753	32.5
Not specified <sup>(c)</sup>	267		57		0		1		28		0		353	
<b>Total staff with relevant ECEC qualification</b>	<b>57,506</b>		<b>10,437</b>		<b>918</b>		<b>662</b>		<b>8,122</b>		<b>7,988</b>		<b>85,633</b>	
<b>Staff with no ECEC qualification</b>														
<1 year tenure	2,784	36.7	391	18.6	111	21.6	21	29.8	1,328	23.7	1,218	24.0	5,854	27.9
1-3 years tenure	3,124	41.2	861	40.9	232	45.3	19	26.3	3,068	54.7	2,701	53.3	10,006	47.8
4-6 years tenure	712	9.4	265	12.6	90	17.6	15	20.4	706	12.6	721	14.2	2,509	12.0
7-9 years tenure	310	4.1	131	6.2	25	4.9	2	2.8	188	3.4	168	3.3	824	3.9
10+ years tenure	650	8.6	458	21.7	55	10.7	15	20.8	317	5.7	257	5.1	1,751	8.4
Not specified <sup>(c)</sup>	41		11		0		1		6		0		58	
<b>Total staff with no ECEC qualification</b>	<b>7,621</b>		<b>2,117</b>		<b>513</b>		<b>73</b>		<b>5,613</b>		<b>5,065</b>		<b>21,001</b>	
<b>All staff</b>														
<1 year tenure	4,771	7.4	857	6.9	154	10.7	42	5.7	1,633	11.9	1,565	12.0	9,021	8.5
1-3 years tenure	19,274	29.7	3,151	25.2	502	35.1	149	20.3	5,336	38.9	4,911	37.6	33,322	31.4
4-6 years tenure	14,788	22.8	2,177	17.4	307	21.4	130	17.8	2,553	18.6	2,681	20.5	22,635	21.3
7-9 years tenure	7,895	12.2	1,360	10.9	133	9.3	77	10.5	1,166	8.5	1,110	8.5	11,740	11.1
10+ years tenure	18,092	27.9	4,940	39.6	336	23.5	335	45.7	3,014	22.0	2,787	21.4	29,505	27.8
Not specified <sup>(c)</sup>	307		68		0		2		34		0		411	
<b>Total specified</b>	<b>65,127</b>		<b>12,553</b>		<b>1,431</b>		<b>735</b>		<b>13,735</b>		<b>13,054</b>		<b>106,634</b>	
Total not specified <sup>(d)</sup>	1,367		345		213		15		2,878		1,721		6,539	
<b>TOTAL STAFF</b>	<b>66,494</b>		<b>12,898</b>		<b>1,644</b>		<b>749</b>		<b>16,613</b>		<b>14,775</b>		<b>113,173</b>	

- (a) Totals may not equal the sum of components due to rounding of weighted data and table only includes paid contact staff.  
 (b) Relevant ECEC qualifications include early childhood teaching, primary teaching, other teaching, child care, nursing (including mothercraft nursing), other human welfare studies, behavioural science and other ECEC-related qualifications.  
 (c) Includes those contact staff whose years of experience in the ECEC sector were not specified.  
 (d) Includes those contact staff where services did not specify the qualifications of staff.

**Table 3.5.2: Tenure as a paid contact staff in current service, by service type<sup>(a)</sup>**

Years of tenure as contact worker	Long day care		Family day care		In home care		Occasional care		Out of school hours care		Vacation care		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
<b>Staff with relevant ECEC qualification<sup>(b)</sup></b>														
<1 year tenure	9,392	16.4	1,588	15.4	222	24.2	106	16.1	1,531	18.9	1,574	19.7	14,413	16.9
1-3 years tenure	26,520	46.4	3,016	29.3	477	52.0	243	36.7	3,554	43.9	3,423	42.9	37,233	43.7
4-6 years tenure	11,411	19.9	1,857	18.0	134	14.6	111	16.8	1,448	17.9	1,530	19.2	16,491	19.4
7-9 years tenure	4,790	8.4	1,103	10.7	39	4.3	59	8.9	677	8.4	670	8.4	7,338	8.6
10+ years tenure	5,099	8.9	2,739	26.6	45	4.9	142	21.5	879	10.9	792	9.9	9,696	11.4
Not specified <sup>(c)</sup>	294		134		0		1		33		0		462	
<b>Total staff with relevant ECEC qualification</b>	<b>57,506</b>		<b>10,437</b>		<b>918</b>		<b>662</b>		<b>8,122</b>		<b>7,988</b>		<b>85,633</b>	
<b>Staff with no ECEC qualification</b>														
<1 year tenure	3,445	45.5	517	26.0	187	36.4	33	45.8	1,803	32.2	1,618	31.9	7,602	36.5
1-3 years tenure	3,056	40.4	859	43.2	231	45.1	21	29.0	2,945	52.5	2,668	52.7	9,780	47.0
4-6 years tenure	530	7.0	169	8.5	71	13.9	6	9.1	559	10.0	552	10.9	1,889	9.1
7-9 years tenure	214	2.8	101	5.1	13	2.6	3	4.5	149	2.7	128	2.5	608	2.9
10+ years tenure	324	4.3	341	17.2	11	2.1	8	11.7	150	2.7	99	2.0	934	4.5
Not specified <sup>(c)</sup>	51		130		0		1		6		0		188	
<b>Total staff with no ECEC qualification</b>	<b>7,621</b>		<b>2,117</b>		<b>513</b>		<b>73</b>		<b>5,613</b>		<b>5,065</b>		<b>21,001</b>	
<b>All staff</b>														
<1 year tenure	12,837	19.8	2,105	17.1	409	28.6	139	19.0	3,334	24.3	3,192	24.5	22,015	20.8
1-3 years tenure	29,577	45.7	3,875	31.5	709	49.5	263	36.0	6,499	47.5	6,091	46.7	47,013	44.4
4-6 years tenure	11,941	18.4	2,027	16.5	205	14.3	118	16.1	2,007	14.7	2,082	16.0	18,380	17.3
7-9 years tenure	5,004	7.7	1,204	9.8	52	3.7	62	8.5	826	6.0	797	6.1	7,946	7.5
10+ years tenure	5,424	8.4	3,080	25.1	56	3.9	150	20.5	1,030	7.5	891	6.8	10,630	10.0
Not specified <sup>(c)</sup>	345		264		0		2		39		0		650	
<b>Total specified</b>	<b>65,127</b>		<b>12,553</b>		<b>1,431</b>		<b>735</b>		<b>13,735</b>		<b>13,054</b>		<b>106,634</b>	
Total not specified <sup>(d)</sup>	1,367		345		213		15		2,878		1,721		6,539	
<b>TOTAL STAFF</b>	<b>66,494</b>		<b>12,898</b>		<b>1,644</b>		<b>749</b>		<b>16,613</b>		<b>14,775</b>		<b>113,173</b>	

(a) Totals may not equal the sum of components due to rounding of weighted data and table only includes contact staff.

(b) Relevant ECEC qualifications include early childhood teaching, primary teaching, other teaching, child care, nursing (including mothercraft nursing), other human welfare studies, behavioural science and other ECEC-related qualifications.

(c) Includes those contact staff whose years of experience in the ECEC sector were not specified.

(d) Includes those contact staff where services did not specify the qualifications of staff.

## 4 Selected characteristics of child care services

This section describes selected characteristics of child care services such as hours of operation, and number of children attending, as well as selected characteristics of the children attending each service type, such as age and the presence of special needs groups. The data presented in this section was provided by child care services as part of the Service Survey.

### 4.1 Hours of operation

Most services (94.4 per cent) that specified opening hours between Monday and Friday reported they maintained consistent opening hours throughout the week, with occasional care services the most likely to offer variable hours of operation by day of week (37.7 per cent).

Table 4.1.1 shows the number of hours that services were open in the reference week by service type. There was general consistency in weekly opening hours within long day care and vacation care.

Outside school hours care operated, on average, for 23 hours and 45 minutes per week, while in home care operated for the highest average number of hours per week (89 hours 15 minutes).

Approximately three quarters (75.9 per cent) of outside school hours care services offered both before and after school sessions, and approximately one fifth (21.8 per cent) offered after school sessions only. The median duration of the morning session was two hours, while the median duration of the afternoon session was three hours.

The only service type where a significant proportion of services offered weekend care was in home care, with 8.2 per cent of services offering care on both Saturday and Sunday, and a further 4.4 per cent of services offering care on Saturday only.

**Table 4.1.1: Median and quartile weekly opening hours by service type<sup>(a)</sup>**

	LDC	FDC	IHC	OCC	OSHC	VAC
<b>Opening hours</b>						
	<b>Hours</b>					
Median	55:00	na	89:15	37:30	23:45	55:00
25 <sup>th</sup> percentile	52:30	na	70:00	18:00	18:45	50:00
75 <sup>th</sup> percentile	57:30	na	91:00	42:30	26:15	56:15
<b>Number of services</b>						
<b>Total specified</b>	<b>6,141</b>	<b>na</b>	<b>75</b>	<b>116</b>	<b>3,497</b>	<b>2,376</b>
Not specified	7	na	0	1	9	7
<b>TOTAL SERVICES</b>	<b>6,148</b>	<b>na</b>	<b>75</b>	<b>117</b>	<b>3,506</b>	<b>2,383</b>

(a) Totals may not equal the sum of components due to rounding of weighted data

### 4.2 Children participating in child care

#### *Children attending child care*

Table 4.2.1 summarises the number of children attending child care services during the reference week, by service type.

In 2013 it is estimated that 1,140,573 children attended a child care service during the reference week, although it should be noted that this figure will include some double counting where a child attended more than one service.

Over half (51.3 per cent) of the total children in care at the reference week attended long day care, with smaller proportions of children in outside school hours care (22.9 per cent), vacation care (12.9 per cent) and family day care (11.8 per cent). A relatively small proportion of children in care were in occasional care (0.6 per cent) or in home care (0.5 per cent).

**Table 4.2.1: Number of children attending child care in the reference week, by service type<sup>(a) (b)</sup>**

Service Type	No of children	Per cent
Long day care	585,069	51.3
Family day care	134,036	11.8
In home care	5,730	0.5
Occasional care	7,257	0.6
Outside school hours care	261,110	22.9
Vacation care	147,371	12.9
<b>Total</b>	<b>1,140,573</b>	<b>100.0</b>

(a) Totals may not equal the sum of components due to rounding of weighted data.

(b) Data includes double counting where children attend more than one service type.

### Attendance by age

Table 4.2.2 shows the number of children in each type of care by age group.

Child care attendance was most common for children aged 3-5 years, of which children aged 3 had the highest attendance (185,236).

**Table 4.2.2: Number of children attending per week by age and service type<sup>(a)</sup>**

	LDC	FDC	IHC	OCC	OSHC	VAC	Total
<b>Children</b>							
Aged 0-2 years services <sup>(b)</sup>	94.8	99.4	93.8	98.2	1.0	0.5	
Children attending	250,417	49,753	1,754	3,451	947	410	306,732
<b>Aged 3-5 years</b>							
services <sup>(b)</sup>	98.5	99.7	92.5	98.2	93.3	90.9	
Children attending	321,806	44,586	1,880	3,774	48,789	25,559	446,393
<b>Aged 6-9 years</b>							
services <sup>(b)</sup>	16.6	94.2	90.9	1.8	97.3	95.5	
Children attending	11,202	24,617	1,314	19	164,729	93,769	295,651
<b>Aged 10+ years</b>							
services <sup>(b)</sup>	8.3	86.3	76.5	1.8	94.3	93.3	
Children attending	1,644	15,080	782	13	46,645	27,633	91,797
<b>All ages</b>							
Children attending	585,069	134,036	5,730	7,257	261,110	147,371	1,140,573
<b>Services</b>							
<b>Total specified</b>	<b>6,143</b>	<b>417</b>	<b>75</b>	<b>117</b>	<b>3,502</b>	<b>2,383</b>	<b>12,637</b>
Total not specified	5	1	0	0	4	0	10
<b>TOTAL SERVICES</b>	<b>6,148</b>	<b>418</b>	<b>75</b>	<b>117</b>	<b>3,506</b>	<b>2,383</b>	<b>12,647</b>

(a) Totals may not equal the sum of components due to rounding of weighted data.

(b) Refers to the proportion of services, by service type, that offered care to children in the specified age ranges.

### Children in special needs groups

Tables 4.2.3 to 4.2.5 show the number of children in special needs groups, aged 0 to 12, attending child care services in the reference week.

Table 4.2.3 shows that Indigenous children comprised some 2.1 per cent of all children attending child care services in the reference week, with in home care services reporting the highest proportion of attendance by Indigenous children (3.4 per cent).

Almost one third (32.7 per cent) of Indigenous children attended a service with at least one Indigenous staff member.

**Table 4.2.3: Indigenous children aged 0 to 12 attending child care, by service type<sup>(a)</sup>**

	LDC	FDC	IHC	OCC	OSHC	VAC	Total
<b>Children</b>							
<b>Indigenous</b>							
No. of children	12,909	1,984	194	167	4,806	3,449	23,508
Per cent of all children <sup>(b)</sup>	2.2	1.5	3.4	2.3	1.8	2.3	2.1
<b>Services</b>							
<b>Indigenous</b>							
<b>Total specified<sup>(c)</sup></b>	<b>6,065</b>	<b>412</b>	<b>72</b>	<b>115</b>	<b>3,432</b>	<b>2,315</b>	<b>12,412</b>
Total not specified	83	6	3	2	74	68	235
<b>All special needs groups</b>							
<b>Total specified<sup>(c)</sup></b>	<b>6,143</b>	<b>417</b>	<b>75</b>	<b>117</b>	<b>3,502</b>	<b>2,383</b>	<b>12,637</b>
Total not specified	5	1	0	0	4	0	10
<b>TOTAL SERVICES</b>	<b>6,148</b>	<b>418</b>	<b>75</b>	<b>117</b>	<b>3,506</b>	<b>2,383</b>	<b>12,647</b>

- a) Totals may not equal the sum of components due to rounding of weighted data.  
b) Refers to children in special needs groups as a proportion of all children attending that child care service type in the reference week. Note that this includes a small number of services who did not specify the number of special needs children.  
c) Includes services where there was a response to children attending in at least one age group.

Table 4.2.4 shows that the proportion of children attending child care services in the reference week, whose parents or guardian spoke a language other than English (LOTE) at home, was 17.5 per cent, with family day care services (36.2 per cent), occasional care services (19.4 per cent) and long day care services (17.7 per cent) reporting the highest proportion of children whose parents or guardian spoke a language other than English at home.

**Table 4.2.4: LOTE children aged 0 to 12 attending child care, by service type<sup>(a)</sup>**

	LDC	FDC	IHC	OCC	OSHC	VAC	Total
<b>Language other than English</b>							
<b>Children</b>							
Number of children	103,605	48,506	418	1,411	28,188	17,499	199,627
Per cent of all children <sup>(b)</sup>	17.7	36.2 <sup>(d)</sup>	7.3	19.4	10.8	11.9	17.5
<b>Language other than English</b>							
<b>Services</b>							
<b>Total specified<sup>(c)</sup></b>	<b>6,067</b>	<b>410</b>	<b>72</b>	<b>115</b>	<b>3,445</b>	<b>2,315</b>	<b>12,425</b>
Total not specified	81	8	3	2	61	68	222
<b>All special needs groups</b>							
<b>Total specified<sup>(c)</sup></b>	<b>6,143</b>	<b>417</b>	<b>75</b>	<b>117</b>	<b>3,502</b>	<b>2,383</b>	<b>12,637</b>
Total not specified	5	1	0	0	4	0	10
<b>TOTAL SERVICES</b>	<b>6,148</b>	<b>418</b>	<b>75</b>	<b>117</b>	<b>3,506</b>	<b>2,383</b>	<b>12,647</b>

- a) Totals may not equal the sum of components due to rounding of weighted data.  
b) Refers to children in special needs groups as a proportion of all children attending that child care service type in the reference week. Note that this includes a small number of services which did not specify the number of special needs children.  
c) Includes services where there was a response to children attending in at least one age group.  
d) Estimate may be impacted by a small number of large family day care services, which cater specifically for children of a LOTE background.

Overall, almost two thirds (63.0 per cent) of responding services cared for at least one child with a disability or underlying long term health condition. The median number of children with a disability or underlying long term health condition per service was one.

Disabilities or underlying long term health conditions in interpersonal interactions and relationships (1.8 per cent), communication (1.7 per cent), and learning (1.6 per cent) were most common in children attending child care in the reference week. In home care had the highest percentage of children with disabilities (9.6 per cent).

**Table 4.2.5: Children aged 0 to 12 with disabilities or underlying long term health conditions attending child care, by service type<sup>(a)</sup>**

	LDC	FDC	IHC	OCC	OSHC	VAC	Total
<b>Children</b>							
<b>All disabilities or underlying long term health conditions<sup>(b)</sup></b>							
Number of children	17,366	2,729	550	275	8,262	6,900	36,083
Per cent of all children <sup>(b)</sup>	3.0	2.0	9.6	3.8	3.2	4.7	3.2
<b>Learning</b>							
Number of children	8,876	1,106	303	179	3,978	3,847	18,289
Per cent of all children <sup>(b)</sup>	1.5	0.8	5.3	2.5	1.5	2.6	1.6
<b>Communication</b>							
Number of children	11,545	1,207	236	188	3,170	3,399	19,745
Per cent of all children <sup>(b)</sup>	2.0	0.9	4.1	2.6	1.2	2.3	1.7
<b>Mobility</b>							
Number of children	2,595	235	159	51	656	974	4,671
Per cent of all children <sup>(b)</sup>	0.4	0.2	2.8	0.7	0.3	0.7	0.4
<b>Self-care</b>							
Number of children	5,766	363	205	103	1,469	2,104	10,010
Per cent of all children <sup>(b)</sup>	1.0	0.3	3.6	1.4	0.6	1.4	0.9
<b>Interpersonal</b>							
Number of children	9,519	667	254	153	4,929	4,959	20,482
Per cent of all children <sup>(b)</sup>	1.6	0.5	4.4	2.1	1.9	3.4	1.8
<b>Other</b>							
Number of children	7,200	869	246	125	3,262	3,798	15,500
Per cent of all children <sup>(b)</sup>	1.2	0.6	4.3	1.7	1.2	2.6	1.4
<b>Services</b>							
<b>All special needs groups</b>							
<b>Total specified<sup>(d)</sup></b>	<b>6,143</b>	<b>417</b>	<b>75</b>	<b>117</b>	<b>3,502</b>	<b>2,383</b>	<b>12,637</b>
Total not specified	5	1	0	0	4	0	10
<b>TOTAL SERVICES</b>	<b>6,148</b>	<b>418</b>	<b>75</b>	<b>117</b>	<b>3,506</b>	<b>2,383</b>	<b>12,647</b>

(a) Totals may not equal the sum of components due to rounding of weighted data.

(b) Due to the presence of children with multiple disabilities or long term health conditions, the sum of individual disabilities may not equal 'All disabilities'.

(c) Refers to children in special needs groups as a proportion of all children attending that child care service type in the reference week. Note that this includes a small number of services who did not specify the number of special needs children.

(d) Includes services where there was a response to children attending in at least one age group.



## 5 Selected characteristics of services offering Preschool Programmes

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This section contains analysis of Preschool Programmes reported as being delivered in long day care and preschool services. A Preschool Programme is defined in the Early Childhood Education and Care National Minimum Dataset (ECEC NMDS) as a structured, play based learning programme, delivered by a degree qualified teacher aimed at children in the year or two before they commence full-time schooling, irrespective of the type of institution that provides it or whether it is government funded or privately provided

### 5.1 Services offering a Preschool Programme

Table 5.1 shows the number of preschool and long day care services offering Preschool Programmes based on a curriculum or framework in the reference week.

Almost all (99.8 per cent) preschool services had a Preschool Programme based on a curriculum or framework in the reference week, including all preschools in Victoria, South Australia, Tasmania, the Northern Territory and the ACT.

Similarly, almost all (99.6 per cent) long day care services offered a Preschool Programme based on a curriculum or framework during the reference week, including all long day care centres in Western Australia, the Northern Territory and the ACT.

### 5.2 Curriculum or framework on which Preschool Programmes are based

Tables 5.2.1 and 5.2.2 show the curricula or frameworks on which Preschool Programmes were based for preschool and long day care services respectively, noting that services may specify that their Preschool Programme is based on multiple curricula.

Reference to Table 5.2.1 shows that 71.0 per cent of preschool services nationally based their Preschool Programme exclusively on the Early Years Learning Framework, and a further 21.0 per cent based their Preschool Programme on the Early Years Learning Framework in combination with another curriculum or framework.

Exclusive use of the Early Years Learning Framework was highest in preschools in South Australia (96.1 per cent), New South Wales (93.8 per cent) and Tasmania (88.4 per cent).

Net usage of the Early Years Learning Framework, whether exclusively or in combination with another curriculum or framework, was universal amongst preschools in South Australia and the ACT, and high in New South Wales (99.3 per cent), the Northern Territory (97.8 per cent), Tasmania (97.2 per cent) and Victoria (94.4 per cent).

A relatively high proportion of preschool services in Western Australia (39.9 per cent) followed a State/Territory curriculum or framework, and a relatively high proportion of preschool services (44.1 per cent) in Queensland followed an 'Other' curriculum or framework.

**Table 5.1: Number and proportion of services offering a Preschool Programme based on a curriculum, by service type and State/Territory<sup>(a) (b)</sup>**

	New South Wales		Victoria		Queensland		South Australia		Western Australia		Tasmania		Northern Territory		Australian Capital Territory		Australia	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
<b>Preschool</b>	<b>Services</b>																	
<b>Total based on a curriculum or framework</b>	<b>1,016</b>	<b>99.6</b>	<b>1,319</b>	<b>100.0</b>	<b>581</b>	<b>99.3</b>	<b>410</b>	<b>100.0</b>	<b>862</b>	<b>99.6</b>	<b>214</b>	<b>100.0</b>	<b>133</b>	<b>100.0</b>	<b>94</b>	<b>100.0</b>	<b>4,630</b>	<b>99.8</b>
No curriculum or framework	4	0.4	0	0.0	4	0.7	0	0.0	3	0.4	0	0.0	0	0.0	0	0.0	11	0.2
<b>Total specified</b>	<b>1,020</b>	<b>100.0</b>	<b>1,319</b>	<b>100.0</b>	<b>585</b>	<b>100.0</b>	<b>410</b>	<b>100.0</b>	<b>866</b>	<b>100.0</b>	<b>214</b>	<b>100.0</b>	<b>133</b>	<b>100.0</b>	<b>94</b>	<b>100.0</b>	<b>4,641</b>	<b>100.0</b>
Not specified <sup>(c)</sup>	1		4		3		0		8		5		3		0		24	
	<b>Long day care services</b>																	
<b>Total based on a curriculum or framework</b>	<b>2,035</b>	<b>99.8</b>	<b>844</b>	<b>99.9</b>	<b>958</b>	<b>99.1</b>	<b>169</b>	<b>99.4</b>	<b>176</b>	<b>100.0</b>	<b>14</b>	<b>86.6</b>	<b>17</b>	<b>100.0</b>	<b>82</b>	<b>100.0</b>	<b>4,295</b>	<b>99.6</b>
No curriculum or framework	4	0.2	1	0.1	9	0.9	1	0.6	0	0.0	2	13.4	0	0.0	0	0.0	17	0.4
<b>Total specified</b>	<b>2,039</b>	<b>100.0</b>	<b>845</b>	<b>100.0</b>	<b>967</b>	<b>100.0</b>	<b>170</b>	<b>100.0</b>	<b>176</b>	<b>100.0</b>	<b>16</b>	<b>100.0</b>	<b>17</b>	<b>100.0</b>	<b>82</b>	<b>100.0</b>	<b>4,312</b>	<b>100.0</b>
Not specified <sup>(c)</sup>	5		0		1		2		0		0		0		0		8	
	<b>Total preschool and long day care services</b>																	
<b>Total based on a curriculum or framework</b>	<b>3,051</b>	<b>99.8</b>	<b>2,163</b>	<b>99.9</b>	<b>1,539</b>	<b>99.1</b>	<b>579</b>	<b>99.8</b>	<b>1,038</b>	<b>99.7</b>	<b>228</b>	<b>99.1</b>	<b>150</b>	<b>100.0</b>	<b>176</b>	<b>100.0</b>	<b>8,925</b>	<b>99.7</b>
No curriculum or framework	7	0.2	1	0.1	13	0.9	1	0.2	3	0.3	2	0.9	0	0.0	0	0.0	28	0.3
<b>Total specified</b>	<b>3,058</b>	<b>100.0</b>	<b>2,164</b>	<b>100.0</b>	<b>1,552</b>	<b>100.0</b>	<b>580</b>	<b>100.0</b>	<b>1,041</b>	<b>100.0</b>	<b>230</b>	<b>100.0</b>	<b>150</b>	<b>100.0</b>	<b>176</b>	<b>100.0</b>	<b>8,953</b>	<b>100.0</b>
Not specified <sup>(c)</sup>	6		4		4		2		8		5		3		0		32	

(a) Totals may not equal the sum of components due to rounding of weighted data.

(b) Includes services that have specified the curriculum or framework types that the preschool programme is based on.

(c) Includes 'don't know' responses and not stated.

**Table 5.2.1: Curriculum or framework on which Preschool Programmes in preschools are based, by State/Territory<sup>(a) (b)</sup>**

	New South Wales		Victoria		Queensland		South Australia		Western Australia		Tasmania		Northern Territory		Australian Capital Territory		Australia	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
<b>Preschool</b>	<b>Services</b>																	
Early Years Learning Framework only	953	93.8	941	71.3	223	38.4	394	96.1	407	47.2	190	88.4	109	81.3	69	74.2	3,286	71.0
State/Territory curriculum or framework only	0	0.0	69	5.2	38	6.6	0	0.0	82	9.5	1	0.5	0	0.0	0	0.0	190	4.1
Other curriculum or framework only	7	0.7	5	0.4	115	19.8	0	0.0	41	4.8	5	2.3	3	2.2	0	0.0	176	3.8
<i>Subtotal one framework only</i>	<i>960</i>	<i>94.5</i>	<i>1,015</i>	<i>77.0</i>	<i>376</i>	<i>64.8</i>	<i>394</i>	<i>96.1</i>	<i>530</i>	<i>61.5</i>	<i>196</i>	<i>91.2</i>	<i>112</i>	<i>83.6</i>	<i>69</i>	<i>74.2</i>	<i>3,652</i>	<i>78.9</i>
Early Years Learning Framework and State/Territory curriculum or framework	22	2.2	274	20.8	62	10.7	5	1.2	211	24.5	15	7.0	19	14.2	10	10.8	618	13.4
Early Years Learning Framework and Other curriculum or framework	28	2.8	15	1.1	132	22.8	11	2.7	70	8.1	2	0.9	3	2.2	10	10.8	271	5.9
State/Territory curriculum or framework and Other curriculum or framework	0	0.0	0	0.0	1	0.2	0	0.0	2	0.2	0	0.0	0	0.0	0	0.0	3	0.1
Early Years Learning Framework, State/Territory and Other curriculum	6	0.6	15	1.1	9	1.6	0	0.0	49	5.7	2	0.9	0	0.0	4	4.3	85	1.8
<i>Subtotal two or more frameworks</i>	<i>56</i>	<i>5.5</i>	<i>304</i>	<i>23.0</i>	<i>204</i>	<i>35.2</i>	<i>16</i>	<i>3.9</i>	<i>332</i>	<i>38.5</i>	<i>19</i>	<i>8.8</i>	<i>22</i>	<i>16.4</i>	<i>24</i>	<i>25.8</i>	<i>977</i>	<i>21.1</i>
Total Early Years Learning Framework	1,009	99.3	1,245	94.4	426	73.4	410	100.0	737	85.5	209	97.2	131	97.8	93	100.0	4,260	92.0
Total State/Territory curriculum or framework	28	2.8	358	27.1	110	19.0	5	1.2	344	39.9	18	8.4	19	14.2	14	15.1	896	19.4
Total Other curriculum or framework	41	4.0	35	2.7	257	44.3	11	2.7	162	18.8	9	4.2	6	4.5	14	15.1	535	11.6

(a) Totals may not equal the sum of components due to rounding of weighted data.

(b) Includes services that have specified the curriculum or framework types that the preschool programme is based on. Services may specify multiple curricula or framework types.

**Table 5.2.2: Curriculum or framework on which Preschool Programmes in long day care services are based, by State and Territory<sup>(a) (b)</sup>**

	New South Wales		Victoria		Queensland		South Australia		Western Australia		Tasmania		Northern Territory		Australian Capital Territory		Australia	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
<b>Long day care</b>	<b>Services</b>																	
Early Years Learning Framework only	1,890	92.9	648	76.9	435	45.4	154	91.1	167	94.9	11	78.6	16	94.1	76	92.7	3,397	79.1
State/Territory curriculum or framework only	2	0.1	25	3.0	171	17.8	1	0.6	0	0.0	0	0.0	0	0.0	0	0.0	199	4.6
Other curriculum or framework only	7	0.3	2	0.2	35	3.7	1	0.6	0	0.0	1	7.1	0	0.0	1	1.2	47	1.1
<i>Subtotal one framework only</i>	<i>1,899</i>	<i>93.3</i>	<i>675</i>	<i>80.1</i>	<i>641</i>	<i>66.9</i>	<i>156</i>	<i>92.3</i>	<i>167</i>	<i>94.9</i>	<i>12</i>	<i>85.7</i>	<i>16</i>	<i>94.1</i>	<i>77</i>	<i>93.9</i>	<i>3,643</i>	<i>84.8</i>
Early Years Learning Framework and State/Territory curriculum or framework	55	2.7	145	17.2	229	23.9	1	0.6	4	2.3	1	7.1	1	5.9	4	4.9	440	10.2
Early Years Learning Framework and Other curriculum or framework	63	3.1	11	1.3	72	7.5	11	6.5	5	2.8	1	7.1	0	0.0	0	0.0	163	3.8
State/Territory curriculum or framework and Other curriculum or framework	0	0.0	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0
Early Years Learning Framework, State/Territory and Other curriculum	18	0.9	11	1.3	16	1.7	1	0.6	0	0.0	0	0.0	0	0.0	1	1.2	47	1.1
<i>Subtotal two or more frameworks</i>	<i>136</i>	<i>6.7</i>	<i>168</i>	<i>19.9</i>	<i>317</i>	<i>33.1</i>	<i>13</i>	<i>7.7</i>	<i>9</i>	<i>5.1</i>	<i>2</i>	<i>14.3</i>	<i>1</i>	<i>5.9</i>	<i>5</i>	<i>6.1</i>	<i>651</i>	<i>15.2</i>
Total Early Years Learning Framework	2,026	99.6	815	96.7	752	78.5	167	98.8	176	100.0	13	92.9	17	100.0	81	98.8	4,047	94.2
Total State Territory curriculum or framework	75	3.7	182	21.6	416	43.4	3	1.8	4	2.3	1	7.1	1	5.9	5	6.1	687	16.0
Total Other curriculum or framework	88	4.3	25	3.0	123	12.8	13	7.7	5	2.8	2	14.3	0	0.0	2	2.4	258	6.0

(a) Totals may not equal the sum of components due to rounding of weighted data.

(b) Includes services that have specified the curriculum or framework types that the preschool programme is based on. Services may specify multiple curricula or framework types.

Table 5.2.2 shows that 79.1 per cent of long day care services nationally based their Preschool Programme exclusively on the Early Years Learning Framework, and a further 15.1 per cent based their Preschool Programme on the Early Years Learning Framework in combination with another curriculum or framework.

Exclusive use of the Early Years Learning Framework was highest in long day care services in Western Australia (94.9 per cent), the Northern Territory (94.1 per cent), New South Wales (92.9 per cent), the ACT (92.7 per cent) and South Australia (91.1 per cent).

Net usage of the Early Years Learning Framework, whether exclusively or in combination with another curriculum or framework, was universal amongst long day care services in Western Australia and the Northern Territory, and high in New South Wales (99.6 per cent), South Australia (98.8 per cent), the ACT (98.8 per cent) and Victoria (96.7 per cent).

A relatively high proportion of long day care services in Queensland (43.0 per cent) and Victoria (21.6 per cent) followed a State/Territory curriculum or framework. The use of an 'Other' curriculum or framework was highest in Tasmania (13.4 per cent<sup>1</sup>) and Queensland (12.8 per cent).

### **5.3 Qualifications of staff delivering Preschool Programmes**

The highest level of relevant qualification for paid contact workers (staff) who were reported as delivering Preschool Programmes during the reference week, is shown at Tables 5.3.1 and 5.3.2, for preschool and long day care services respectively.

Of the 17,955 staff with a relevant qualification who delivered Preschool Programmes in preschool services, approximately one third (33.7 per cent) had a Bachelor degree pass (4 years or equivalent) and above. A further 11.1 per cent had a Bachelor degree pass (3 years or equivalent).

The proportion of bachelor degree-qualified staff delivering a Preschool Programme in preschool services varied widely across Australia. Approximately two thirds of staff delivering a Preschool Programme in preschool services in Tasmania (67.2 per cent) and the Northern Territory (67.2 per cent) were degree qualified, compared with just over one third (35.5 per cent) in New South Wales, where there was a higher proportion (25.5 per cent) of Diploma level qualified staff in an ECEC-related field, relative to other jurisdictions.

Overall, approximately one third (32.4 per cent) of staff delivering a Preschool Programme in preschool services had their highest level of qualification at the Certificate level, in an ECEC-related field.

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<sup>1</sup> Small base (two services)

**Table 5.3.1: Number and proportion of preschool staff delivering a Preschool Programme, by qualification level and State/Territory<sup>(a) (b) (c)</sup>**

Preschool	New South Wales		Victoria		Queensland		South Australia		Western Australia		Tasmania		Northern Territory		Australian Capital Territory		Australia	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Teaching field <sup>(c)</sup>	<b>Staff</b>																	
Bachelor degree pass (4 years or equivalent) and above <sup>(d)</sup>	1,103	19.9	1,601	33.2	690	36.5	564	40.1	1,351	44.1	363	64.3	156	59.9	231	57.2	6,060	33.7
Bachelor degree pass (3 years or equivalent)	866	15.6	600	12.5	128	6.8	132	9.3	226	7.4	16	2.9	19	7.4	11	2.8	1,998	11.1
<i>Subtotal bachelor degree qualified</i>	<i>1,969</i>	<i>35.5</i>	<i>2,201</i>	<i>45.7</i>	<i>818</i>	<i>43.3</i>	<i>696</i>	<i>49.4</i>	<i>1,577</i>	<i>51.5</i>	<i>380</i>	<i>67.2</i>	<i>175</i>	<i>67.2</i>	<i>242</i>	<i>60.0</i>	<i>8,058</i>	<i>44.9</i>
Advanced Diploma/Diploma	184	3.3	322	6.7	91	4.8	122	8.6	151	4.9	15	2.6	16	6.0	11	2.8	911	5.1
Other ECEC-related field, at Diploma level <sup>(e)</sup>	1,412	25.5	737	15.3	369	19.5	165	11.7	155	5.1	16	2.9	8	3.0	34	8.3	2,895	16.1
Other ECEC-related field, at Certificate level	1,923	34.7	1,530	31.7	588	31.2	399	28.3	1,078	35.2	127	22.5	57	21.9	108	26.7	5,809	32.4
Any ECEC field - qualification unknown	57	1.0	32	0.7	23	1.2	27	1.9	103	3.4	27	4.8	5	1.8	9	2.2	283	1.6
Total delivering Preschool Programmes in preschool	5,544	100.0	4,821	100.0	1,889	100.0	1,408	100.0	3,064	100.0	565	100.0	261	100.0	403	100.0	17,955	100.0

(a) Totals may not equal the sum of components due to rounding of weighted data.

(b) Data only includes those staff (paid contact workers) whose qualifications were specified.

(c) Only includes staff who were reported by services to be delivering an in-house preschool programme during the reference week, and with ECEC-related qualifications in the fields of early childhood related teaching, or other teaching qualifications.

(d) Includes Bachelor degree (4 years or equivalent), Bachelor degree honours, Graduate diploma or Graduate certificate and Post graduate degree

(e) Other ECEC-related qualifications include child care, nursing (including mothercraft nursing), other human welfare studies and services, behavioural science and other ECEC-related qualifications, at the Diploma level or above.

**Table 5.3.2: Number and proportion of long day care staff delivering a Preschool Programme, by qualification level and State/Territory<sup>(a) (b) (c)</sup>**

Long day care	New South Wales		Victoria		Queensland		South Australia		Western Australia		Tasmania		Northern Territory		Australian Capital Territory		Australia	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
<b>Staff</b>																		
Teaching field <sup>(d)</sup>																		
Bachelor degree pass (4 years or equivalent) and above <sup>(d)</sup>	1,475	15.8	659	31.7	897	41.8	172	27.9	66	16.5	14	28.9	5	18.4	55	20.6	3,343	22.4
Bachelor degree pass (3 years or equivalent)	1,135	12.1	267	12.9	113	5.3	30	4.9	26	6.4	1	2.2	1	5.3	28	10.5	1,601	10.7
<i>Subtotal bachelor degree qualified</i>	<i>2,610</i>	<i>27.9</i>	<i>926</i>	<i>44.6</i>	<i>1,010</i>	<i>47.0</i>	<i>202</i>	<i>32.8</i>	<i>92</i>	<i>22.9</i>	<i>15</i>	<i>31.1</i>	<i>6</i>	<i>23.6</i>	<i>83</i>	<i>31.1</i>	<i>4,944</i>	<i>33.1</i>
Advanced Diploma/Diploma	335	3.6	58	2.8	18	0.9	23	3.8	12	2.9	1	2.2	0	0.0	12	4.6	460	3.1
Other ECEC-related field, at Diploma level <sup>(e)</sup>	3,159	33.7	550	26.5	446	20.8	218	35.3	164	40.9	19	37.7	9	37.8	88	32.8	4,653	31.1
Other ECEC-related field, at Certificate level	3,180	34.0	533	25.7	641	29.9	165	26.7	126	31.3	13	26.7	10	38.5	80	30.1	4,748	31.8
Any ECEC field - qualification unknown	77	0.8	8	0.4	32	1.5	9	1.4	8	1.9	1	2.2	0	0.0	4	1.4	138	0.9
Total delivering Preschool Programmes in long day care	9,360	100.0	2,075	100.0	2,147	100.0	618	100.0	402	100.0	50	100.0	25	100.0	267	100.0	14,943	100.0
Total delivering Preschool Programmes	14,904		6,896		4,035		2,026		3,466		615		285		670		32,898	

(a) Totals may not equal the sum of components due to rounding of weighted data.

(b) Data only includes those staff (paid contact workers) whose qualifications were specified.

(c) Only includes staff who were reported by services to be delivering an in-house preschool programme during the reference week, and with ECEC-related qualifications in the fields of early childhood related teaching, or other teaching qualifications.

(d) Includes Bachelor degree (4 years or equivalent), Bachelor degree honours, Graduate diploma or graduate certificate and Post graduate degree

(e) Other ECEC-related qualifications include child care, nursing (including mothercraft nursing), other human welfare studies and services, behavioural science and other ECEC-related qualifications, at the Diploma level or above.

Table 5.3.2 shows that of the 14,943 staff with a relevant qualification who delivered Preschool Programmes in long day care services, approximately one in five (22.4 per cent) had a Bachelor degree pass (4 years or equivalent) and above. This is lower than the proportion of staff in preschool services with a Bachelor degree pass (4 years or equivalent) and above (33.7 per cent). A similar proportion of long day care staff (10.7 per cent) to preschools (11.1 per cent) had a Bachelor degree pass (3 years or equivalent).

The proportion of bachelor degree-qualified staff delivering a Preschool Programme in long day care services varied widely across Australia. Approximately half the staff delivering a Preschool Programme in long day care services in Queensland (47.0 per cent) and Victoria (44.6 per cent) were bachelor degree-qualified, compared with less than one quarter in Western Australia (22.9 per cent) and the Northern Territory (23.6 per cent). In Queensland, the proportion of bachelor degree-qualified staff delivering a Preschool Programme in long day care services (47.0 per cent) was higher than for preschool services (43.3 per cent).

Overall, approximately one third (31.1 per cent) of staff delivering a Preschool Programme in long day care services held their highest qualification at Diploma level in an ECEC-related field, and a further third (31.8 per cent) held their highest qualification at Certificate level, in an ECEC-related field.

#### **5.4 Hours worked by staff delivering Preschool Programmes**

Table 5.4.1 shows the hours worked by staff delivering a Preschool Programme in preschools and long day care services in the reference week. The table also shows the qualifications of staff who delivered a Preschool Programme.

In preschool services, most staff delivering a Preschool Programme worked short part-time hours (57.1 per cent) or long part-time hours (35.7 per cent), with little variation in the pattern of hours worked by staff with different qualifications.

For long day care services, the hours worked by staff delivering a Preschool Programme was more evenly spread across short part-time hours, long part-time hours and full-time hours (30.5 per cent, 38.1 per cent and 30.7 per cent respectively). As for preschools, there was only minor variation in the hours worked by staff with different qualification levels.



**Table 5.4.1: Number of staff delivering a Preschool Programme, by hours worked, qualification level and service type<sup>(a) (b)</sup>**

	Hours worked									
	1 to 19 Short part-time		20 to 34 Long part-time		35 to 40 Full-time		41 or more Long hours		Total	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
<b>Preschool</b>										
Teaching field <sup>(c)</sup>										
Bachelor degree pass (4 years or equivalent) and above <sup>(d)</sup>	3,425	56.5	2,249	37.1	339	5.6	46	0.8	6,060	100.0
Bachelor degree pass (3 years or equivalent)	1,131	56.6	714	35.7	140	7.0	13	0.7	1,998	100.0
Advanced Diploma/Diploma	536	58.9	318	34.9	54	5.9	3	0.3	911	100.0
Other ECEC-related field, at Diploma level <sup>(e)</sup>	1,512	52.2	1,090	37.7	280	9.7	13	0.4	2,895	100.0
Other ECEC-related field, at Certificate level	3,454	59.4	1,975	34.0	368	6.3	12	0.2	5,809	100.0
Any ECEC field - qualification unknown	202	71.5	63	22.2	16	5.8	1	0.5	283	100.0
Total delivering preschool programmes in preschools	10,260	57.1	6,408	35.7	1,198	6.7	90	0.5	17,955	100.0
<b>Long day care</b>										
Teaching field <sup>(c)</sup>										
Bachelor degree pass (4 years or equivalent) and above <sup>(d)</sup>	886	26.5	1,391	41.6	1,045	31.3	21	0.6	3,343	100.0
Bachelor degree pass (3 year or equivalent)	546	34.1	658	41.1	384	24.0	14	0.8	1,601	100.0
Advanced Diploma/Diploma	132	28.8	188	40.8	135	29.4	5	1.0	460	100.0
Other ECEC-related field, at Diploma level <sup>(e)</sup>	1,396	30.0	1,745	37.5	1,475	31.7	36	0.8	4,653	100.0
Other ECEC-related field, at Certificate level	1,557	32.8	1,670	35.2	1,500	31.6	21	0.4	4,748	100.0
Any ECEC field - qualification unknown	48	34.5	40	28.8	51	36.7	0	0.0	138	100.0
Total delivering preschool programmes in long day care	4,565	30.5	5,692	38.1	4,590	30.7	97	0.6	14,943	100.0
<b>Total delivering preschool and long day care programmes</b>	<b>14,825</b>	<b>45.1</b>	<b>12,099</b>	<b>36.8</b>	<b>5,788</b>	<b>17.6</b>	<b>186</b>	<b>0.6</b>	<b>32,898</b>	<b>100.0</b>

(a) Totals may not equal the sum of components due to rounding of weighted data.

(b) Table only includes those staff whose qualifications were specified.

(c) Only includes staff who were reported by services to be delivering an in-house preschool programme during the reference week, and with ECEC-related qualifications in the fields of early childhood related teaching, or other teaching qualifications

(d) Includes Bachelor degree (4 years or equivalent), Bachelor degree honours, Graduate diploma or graduate certificate and Post graduate degree.

(e) Other ECEC-related qualifications include child care, nursing (including mothercraft nursing), other human welfare studies and services, behavioural science and other ECEC-related qualifications, at the level of Diploma or above.

## 6 Preschool and child care Staff Survey highlights

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### 6.1 Overview

The analysis presented in this section is based on data collected directly from staff in the Staff Survey. It covers job satisfaction, plans to stay within the sector, whether staff received recognition of prior learning when completing their child care qualifications, current study, attitudes to study and income.

### 6.2 Job satisfaction and career in ECEC sector

Whilst most respondents (refer to Table 6.2.1) were satisfied with their job (87.0 per cent), a lower proportion (48.9 per cent) were satisfied with their pay and conditions. Dissatisfaction with pay and conditions was most acute for long day care (37.5 per cent), occasional care (34.4 per cent) and preschool (33.3 per cent) workers.

At least three quarters of respondents agreed that there was good team spirit and morale in the workplace (79.9 per cent) and that management was supportive (80.1 per cent).

Just over half of respondents felt that their job had a high social status (52.9 per cent), while over half indicated that their job was stressful (51.3 per cent).

Outside school hours care (35.6 per cent) and vacation care (36.6 per cent) respondents were less likely to agree that their job was stressful than workers in other service types.

In keeping with overall levels of job satisfaction, a relatively small proportion of respondents (11.2 per cent) indicated that if they could, they would leave the sector today, with family day care workers (14.8 per cent), long day care workers (12.8 per cent) and occasional care workers (11.4 per cent) the most likely to want to leave.

Workers generally entered the sector because they wanted to work with children (83.4 per cent) and not because it was their only available opportunity (15.0 per cent). Most respondents expressed an interest to further their career in the sector (61.4 per cent) and would recommend a career in the sector to others (66.2 per cent).

Although family day care workers were most likely to indicate that they entered the sector because it was the only opportunity available at the time (22.3 per cent), they were still likely to be willing to recommend a career in the sector to others (72.1 per cent).

**Table 6.2.1: Agreement with attitude statements<sup>(a) (b)</sup>**

Statement		PS	LDC	FDC	IHC	OCC	OSHC	VAC	Total
<b>Job Satisfaction</b>									
I am satisfied with my job	Per cent agree	89.6	84.7	88.4	86.0	89.1	89.5	89.5	87.0
	Per cent disagree	3.0	3.7	3.1	1.7	2.6	2.2	2.3	3.2
I am satisfied with my pay and conditions	Per cent agree	46.7	39.8	58.0	59.5	48.9	67.7	68.6	48.9
	Per cent disagree	33.3	37.5	20.2	20.5	34.4	15.5	14.7	30.4
There is a good spirit and team morale in my workplace	Per cent agree	83.8	75.6	76.9	78.9	82.8	87.5	86.5	79.9
	Per cent disagree	5.3	7.2	5.4	2.6	4.3	2.7	3.4	5.7
Management are supportive	Per cent agree	80.8	77.8	81.2	78.0	82.0	83.8	85.1	80.1
	Per cent disagree	6.1	6.8	5.2	5.9	6.9	5.0	4.2	6.1
My job is important to me because it has high status and I receive positive recognition in the community	Per cent agree	48.1	52.7	59.3	54.0	52.5	56.2	54.8	52.9
	Per cent disagree	19.5	18.8	15.3	16.2	20.2	13.9	15.3	17.7
The job is stressful	Per cent agree	54.5	57.0	52.3	41.6	51.1	35.6	36.6	51.3
	Per cent disagree	18.1	14.6	19.9	25.3	17.0	31.1	29.8	19.3
<b>Career in ECEC Sector</b>									
If I could I'd leave the sector today	Per cent agree	9.4	12.8	14.8	5.3	11.4	7.9	8.2	11.2
	Per cent disagree	76.2	69.1	68.7	80.0	71.6	78.4	75.6	72.3
I entered the sector because I always wanted to work with children	Per cent agree	83.8	85.9	83.9	83.7	83.7	77.6	77.1	83.4
	Per cent disagree	4.5	3.7	4.5	6.0	3.6	5.9	6.7	4.5
I entered the sector because it was the only opportunity available at the time	Per cent agree	10.5	14.3	22.3	17.2	18.5	17.3	18.4	15.0
	Per cent disagree	78.2	72.4	59.5	73.7	66.8	65.5	62.6	70.7
I am interested in furthering my career in the sector	Per cent agree	54.5	64.6	59.7	56.2	56.0	61.3	59.8	61.4
	Per cent disagree	15.3	11.9	14.4	11.6	13.8	12.5	14.6	13.0
I would recommend a career in the sector to others	Per cent agree	65.6	62.4	72.1	70.4	62.0	74.5	72.3	66.2
	Per cent disagree	9.9	10.5	7.8	3.6	13.2	5.3	6.3	9.1

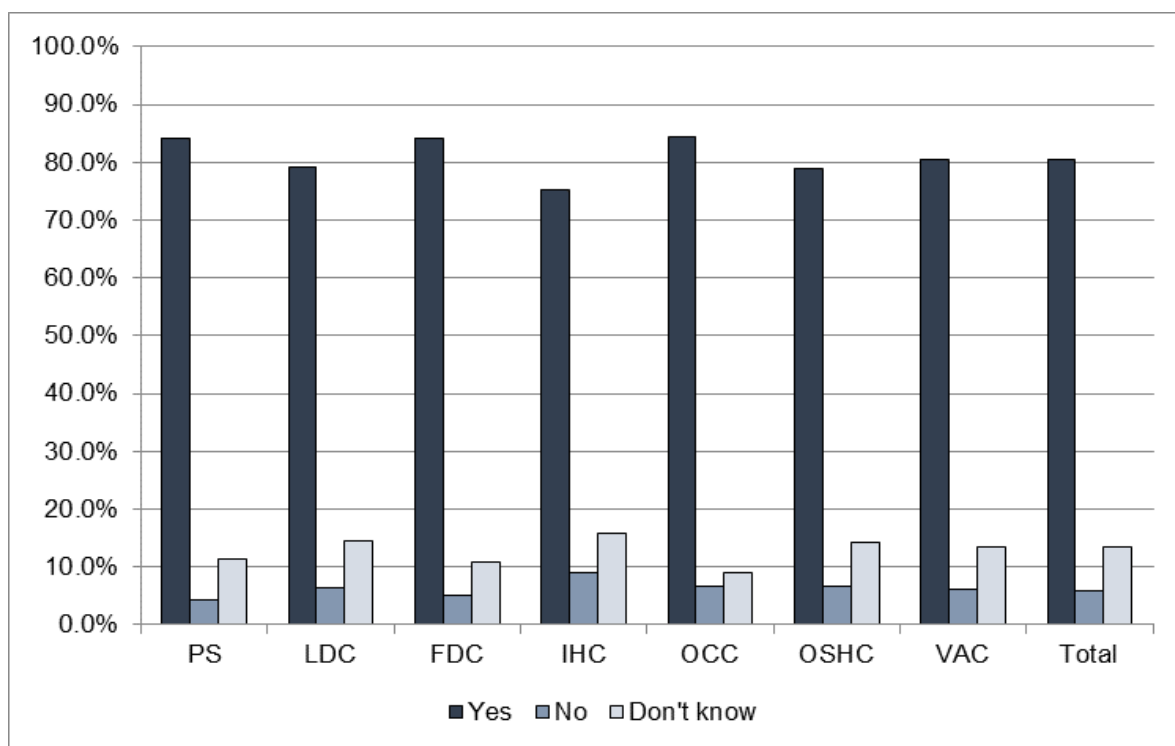
(a) Table excludes the proportion of staff who indicated neutral agreement to the statements.

(b) Table excludes unpaid staff.

### 6.3 Retention

Most workers (80.4 per cent) expected to still be employed with the same employer or business in 12 months time (Figure 6.3.1). This was consistent across all service types.

**Figure 6.3.1: Expectation of being employed by the same service in 12 months time<sup>(a) (b)</sup>**



- (a) Chart only includes workers who indicated their expectations of being employed.  
(b) Chart excludes unpaid staff.

Table 6.3.2 shows the main reasons why staff thought they might not or would not be with the same employer in 12 months time.

The main reasons were reported as the nature of the work and conditions in the sector, such as seeking employment outside the sector (30.2 per cent), dissatisfaction with pay or conditions (28.5 per cent) or stress (20.5 per cent). Some reasons were due to external factors, such as personal reasons (22.4 per cent), maternity leave (8.4 per cent) or retirement (5.7 per cent).

Seeking employment outside the sector was least common among preschool workers (17.8 per cent) and in home care workers (17.9 per cent), and most common among outside school hours care workers (43.5 per cent) and vacation care workers (41.5 per cent).

In home care workers, outside school hours care workers and vacation care workers were less likely to say that their reason for leaving was due to the stress levels of their job (9.4 per cent, 11.0 per cent and 11.8 per cent respectively) and more likely to say that their reason for leaving related to a return to study, travel or a family reason (31.1 per cent, 26.6 per cent and 26.4 per cent respectively).

Preschool workers and in home care workers were most likely to say that they were leaving due to temporary work arrangements (27.3 per cent and 37.4 per cent respectively), while relatively large proportions of family day care workers (13.3 per cent) and occasional care workers (13.6 per cent)

were leaving due to retirement. A higher proportion of family day care workers (8.5 per cent) relative to workers in other service types expected to leave due to the employer downsizing or closing down.

**Table 6.3.2: Main reasons why staff may finish their current job in the next 12 months<sup>(a) (b)</sup>**

	PS	LDC	FDC	IHC	OCC	OSHC	VAC	Total
<b>Percentage</b>								
Seeking other employment outside of sector	17.8	28.7	25.6	17.9	27.4	43.5	41.5	30.2
Dissatisfaction with pay/conditions	22.7	35.8	26.8	27.2	27.6	16.7	14.8	28.5
Returning to study/travel/family reasons	13.5	23.3	18.0	31.1	17.5	26.6	26.4	22.4
The job is stressful	19.3	24.4	25.6	9.4	21.8	11.0	11.8	20.5
Seasonal/temporary job/fixed contract finishing	27.3	7.8	6.0	27.4	14.7	3.7	7.0	10.1
Maternity leave	6.7	11.1	5.5	5.1	10.2	3.8	4.6	8.4
Workplace culture	10.2	13.3	7.6	2.4	6.7	8.4	7.0	11.1
Retiring	10.7	4.1	13.3	3.3	13.6	5.0	3.6	5.7
Difficulty in managing children's behaviour	3.3	4.4	1.5	3.9	2.8	3.4	4.4	3.9
Employer/business closing down/downsizing	3.9	3.1	8.5	1.9	2.3	2.6	3.7	3.5
Unable/Unwilling to complete qualification requirements	4.4	2.5	6.6	0.4	6.0	4.6	3.9	3.4
Other	26.6	25.5	31.2	25.1	25.1	29.2	26.1	26.5
<b>Number</b>								
<b>Total specified</b>	<b>1,952</b>	<b>7,164</b>	<b>671</b>	<b>107</b>	<b>61</b>	<b>1,763</b>	<b>1,384</b>	<b>13,102</b>
Total – reason not specified	55	270	43	4	3	51	38	464
<b>Total not expecting to stay with their service</b>	<b>2,007</b>	<b>7,435</b>	<b>714</b>	<b>111</b>	<b>64</b>	<b>1,814</b>	<b>1,422</b>	<b>13,566</b>

(a) Survey respondents could indicate more than one reason for expecting to finish their current job in the next 12 months.

(b) Table excludes unpaid staff.

## 6.4 Recognition of prior learning

Recognition of Prior Learning (RPL) allows a person to receive recognition and credit for the knowledge and skills they have, no matter how these were attained, including overseas. This can include skills from:

- Previous study, including courses at school and at college, through adult education classes or training programmes at work
- Work experience, including work that is paid or unpaid
- Life experience, including leisure pursuits or voluntary work.

Just over one third of the respondents (37.8 per cent) had received some recognition of prior learning when completing their qualification (Table 6.4.1), with RPL most common among family day care respondents (46.8 per cent).

RPL was most commonly on the basis of study at TAFE (49.4 per cent of all those who received RPL) or assessed skills and experience (27.8 per cent).

**Table 6.4.1: Proportion of staff receiving RPL for qualifications in current job, by service type<sup>(a)</sup>**

	PS	LDC	FDC	IHC	OCC	OSHC	VAC	Total
<b>RPL status</b>								
<b>Percentage</b>								
Any RPL	36.7	38.3	46.8	36.2	40.4	35.1	34.5	37.8
No RPL	52.7	54.9	45.1	50.8	52.8	50.7	51.4	52.9
RPL not applicable	10.6	6.8	8.1	13	6.8	14.2	14.1	9.3
<b>Basis for RPL<sup>(b)</sup></b>								
Study at university	27.7	15.2	9.2	12.1	12.3	27.9	28.6	19.7
Study at a TAFE/technical college	43.9	54.7	46.9	43.0	56.1	43.0	40.9	49.4
Other study	12.1	17.1	22.2	20.2	15.5	13.3	14.2	15.9
Assessed skills and experience	30.7	23.6	38.9	47.0	32.1	30.8	31.1	27.8
Other	5.6	5.9	7.9	9.2	6.8	6.7	7.4	6.3
Had RPL, basis not stated	2.4	2.2	2.5	0.2	3.5	2.4	2.3	2.3
<b>Number</b>								
<b>Total specified</b>	<b>12,459</b>	<b>35,105</b>	<b>4,374</b>	<b>454</b>	<b>400</b>	<b>8,530</b>	<b>7,237</b>	<b>68,559</b>
Total not specified <sup>(c)</sup>	314	897	191	2	18	200	106	1,727
<b>TOTAL STAFF</b>	<b>12,773</b>	<b>36,002</b>	<b>4,565</b>	<b>456</b>	<b>417</b>	<b>8,729</b>	<b>7,343</b>	<b>70,286</b>

(a) Totals may not equal sum of components due to rounding of weighted data.

(b) Totals may not sum to 100% as staff could report more than one basis for RPL.

(c) Includes unpaid staff who were not asked to report on RPL.

## 6.5 Current study

Almost one third (29.8 per cent) of Staff Survey respondents were currently studying for a qualification in an ECEC-related field (Table 6.5.1).

Study was most common for staff employed by outside school hours care (36.1 per cent), vacation care services (34.9 per cent) and long day care services (33.1 per cent), and least common for preschool services (16.7 per cent).

Outside school hours care staff (51.3 per cent of those currently studying) and vacation care staff (50.0 per cent) were most likely to be studying for a university degree.

A majority (61.1 per cent) of respondents were studying in a child care or children services field, with early childhood teaching (20.9 per cent) and primary teaching (12.9 per cent) the next most popular fields.

**Table 6.5.1: Level of study for staff currently studying in an ECEC-related field, by service type<sup>(a)</sup>**

Level of qualification currently studying	PS	LDC	FDC	IHC	OCC	OSHC	VAC	Total
<b>Study status</b>								
<b>Percentage</b>								
Studying	16.7	33.1	21.8	15.9	22.2	36.1	34.9	29.8
Not studying	83.3	66.9	78.2	84.1	77.8	63.9	65.1	70.2
<b>Study level</b>								
Bachelor degree and above	26.7	17.7	11.3	27.7	17.9	51.3	50.0	27.4
Bachelor degree pass (4 years or equivalent) and above	22.4	13.5	7.1	18.0	13.1	47.0	45.1	23.1
Bachelor degree pass (3 years or equivalent)	4.3	4.2	4.2	9.7	4.8	4.2	4.9	4.3
Advanced Diploma/Diploma	34.2	48.8	31.5	41.2	51.2	22.5	24.6	39.6
Certificate III/IV	34.5	29.2	47.1	28.8	27.5	21.1	20.1	28.2
Below Certificate III	1.3	0.8	3.3	0.0	0.6	1.1	1.1	1.1
Level not specified	3.3	3.4	6.7	2.4	2.7	4.1	4.1	3.7
<b>Number</b>								
<b>Total specified</b>	<b>12,575</b>	<b>35,530</b>	<b>4,437</b>	<b>451</b>	<b>405</b>	<b>8,608</b>	<b>7,264</b>	<b>69,270</b>
Total not specified <sup>(b)</sup>	199	472	128	5	12	121	80	1016
<b>TOTAL STAFF</b>	<b>12,773</b>	<b>36,002</b>	<b>4,565</b>	<b>456</b>	<b>417</b>	<b>8,729</b>	<b>7,343</b>	<b>70,286</b>

(a) Totals may not equal sum of components due to rounding of weighted data.

(b) Includes unpaid staff who were not asked about their current study.

Respondents were also asked why they were studying for their qualification. Staff generally undertook study for professional development reasons: The three most common responses were to upgrade skills or qualifications (69.7 per cent), their own motivation (42.8 per cent), and the desire to improve their effectiveness in their role (41.7 per cent).

Respondents not currently studying for a qualification in an ECEC-related field were asked to rate their agreement with seven statements about the reasons they were not studying (Table 6.5.2).

Less than one third of respondents agreed that they were not interested in further education (29.2 per cent), with time (48.5 per cent), lack of value in terms of wage increases (47.0 per cent) and cost (42.5 per cent) seen as the main barriers to further study. Lack of time (58.1 per cent) was a particularly common reason for family day care respondents.

A relatively small proportion of respondents cited difficulty in accessing education (12.0 per cent), undertaking the Recognition Assessment Process (9.6 per cent), and getting support from their managers and colleagues (4.2 per cent) as reasons for not studying.

**Table 6.5.2: Agreement with statements about future study for staff not currently studying in an ECEC-related field<sup>(a)</sup>**

Statement		PS	LDC	FDC	IHC	OCC	OSHC	VAC	Total
I would like to further my studies, but the cost is too high	Per cent agree	39.9	46.0	47.8	44.4	41.5	36.3	34.6	42.5
	Per cent disagree	27.6	25.6	24.9	29.7	23.1	33.5	33.8	27.7
I would like to further my studies, but I don't have enough spare time	Per cent agree	50.5	51.4	58.1	41.9	47.2	36.5	37.3	48.5
	Per cent disagree	22.4	23.5	20.0	32.9	24.2	32.7	33.4	25.1
It's not worth the time and money to study further – any resulting wage increase is too small	Per cent agree	50.0	50.8	48.4	38.2	52.1	35.8	34.1	47.0
	Per cent disagree	21.8	23.7	25.6	36.0	20.3	32.3	33.2	25.4
It is the difficulty in accessing training facilities that stops me from further studies	Per cent agree	11.5	12.1	16.7	17.0	11.7	10.3	11.1	12.0
	Per cent disagree	52.4	53.5	50.1	51.8	47.1	55.9	54.8	53.4
It is the difficulty in undertaking the Recognition Assessment Processes (RAP) that stops me from further study	Per cent agree	8.8	9.7	12.4	13.7	11.1	8.5	9.2	9.6
	Per cent disagree	47.6	50.5	48.3	49.5	43.7	52.4	52.5	50.1
I would like to further my studies, but am not supported by managers/colleagues	Per cent agree	3.2	4.8	3.7	2.6	6.9	3.6	4.2	4.2
	Per cent disagree	72.8	74.8	73.4	72.5	67.6	74.0	73.1	73.9
I am not interested in further studies or going back to study	Per cent agree	34.6	29.1	32.3	26.1	35.8	28.9	28.1	30.4
	Per cent disagree	35.8	42.3	41.5	46.3	34.7	40.8	41.9	40.6

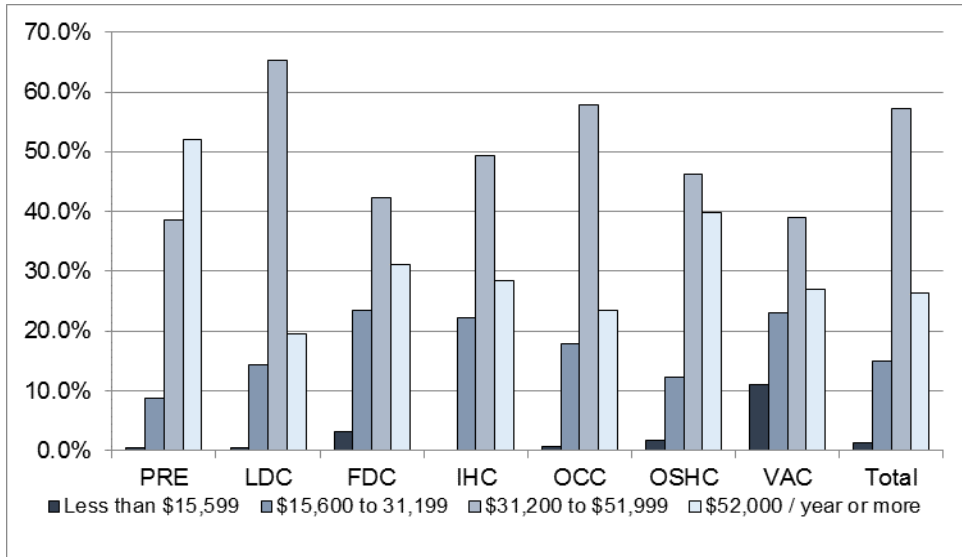
(a) Table excludes the proportion of staff who indicated neutral agreement to the statements.



## 6.6 Income

Figure 6.6.1 shows the annual income distribution of paid full time workers by service type. The majority of full time workers in preschools (52.1 per cent) earned \$52,000 or more per year and over half of full time workers (57.2 per cent) earned between \$31,200 and \$51,999 per year.

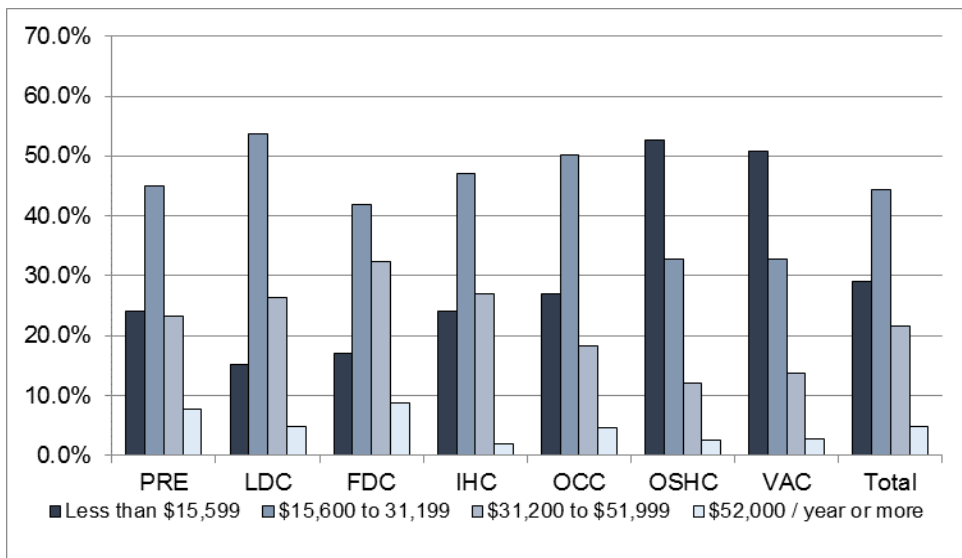
**Figure 6.6.1: Income distribution of paid full time workers by service type<sup>(a) (b) (c)</sup>**



- (a) Income figures refer to pre-tax incomes for the worker's early childhood education and care job.
- (b) Excludes those paid workers who did not report their income in the Staff Survey.
- (c) Where full time is defined as paid hours of 35 hours or more per week.

Across all service types (refer to Figure 6.6.2), most part-time workers (73.5 per cent) earned less than \$32,000 per year. The largest proportion of part-time workers in long day care (53.6 per cent), occasional care (50.2 per cent), in home care (47.1 per cent), preschools (45.1 per cent) and family day care (41.9 per cent) earned between \$15,600 and \$31,199 per year. In outside school hours care (52.6 per cent) and vacation care (50.8 per cent) over half of part-time workers earned less than \$15,600 per year.

**Figure 6.6.2: Income distribution of paid part-time workers by service type<sup>(a) (b) (c)</sup>**



- (a) Income figures refer to pre-tax incomes for the worker's early childhood education and care job.
- (b) Excludes those paid workers who did not report their income in the Staff Survey.
- (c) Where part time is defined as paid hours of 0 to less than 35 hours per week.

## 7 Changes since the 2010 National ECEC Workforce Census

### 7.1 Workforce size and demographics

Table 7.1 shows changes in the ECEC workforce size and demographics, based on staff information collected from services as part of the Service Survey in 2010 and 2013.

The sector employed 13,968 more workers in 2013 than in 2010, representing growth of 10.0 per cent. In home care services recorded the highest growth (72.1 per cent), and there was above average growth in the number of workers across all service types except preschool (5.8 per cent) and family day care (3.5 per cent).

**Table 7.1: Changes in workforce size and demographics, 2010 to 2013**

Characteristic	Total	2010		2013		Change	
		No.	Per cent	No.	Per cent	No.	Per cent
		<b>139,187</b>	<b>100.0</b>	<b>153,155</b>	<b>100.0</b>	<b>13,968</b>	<b>10.0</b>
<b>Service type</b>	Preschool	25,475	18.3	26,952	17.6	1,477	5.8
	Long day care	67,975	48.8	75,646	49.4	7,671	11.3
	Family day care	13,575	9.8	14,054	9.2	479	3.5
	In home care	1,051	0.8	1,809	1.2	758	72.1
	Occasional care	769	0.6	872	0.6	103	13.4
	Outside school hours care	16,273	11.7	18,086	11.8	1,813	11.1
	Vacation care	14,069	10.1	15,737	10.3	1,668	11.9
<b>Jurisdiction</b>	New South Wales	44,744	32.1	48,188	31.5	3,444	7.7
	Victoria	32,116	23.1	36,061	23.5	3,945	12.3
	Queensland	29,729	21.4	33,065	21.6	3,336	11.2
	South Australia	11,630	8.4	12,250	8.0	620	5.3
	Western Australia	11,737	8.4	13,993	9.1	2,256	19.2
	Tasmania	3,929	2.8	3,695	2.4	N/A	N/A
	Northern Territory	1,740	1.3	1,898	1.2	158	9.1
	Australian Capital Territory	3,562	2.6	4,005	2.6	443	12.4
<b>Age group</b>	15-19	8,066	5.8	8,233	5.5	167	2.1
	20-24	24,001	17.3	26,713	17.7	2,712	11.3
	25-29	18,030	13.0	19,947	13.3	1,917	10.6
	30-34	14,032	10.1	16,214	10.8	2,182	15.6
	35-39	15,216	11.0	16,163	10.7	947	6.2
	40-44	15,056	10.8	17,327	11.5	2,271	15.1
	45-49	14,729	10.6	15,162	10.1	433	2.9
	50-54	13,020	9.4	14,031	9.3	1,011	7.8
	55 and over	14,146	10.2	16,740	11.1	2,594	18.3
<b>Gender</b>	Male	7,756	5.6	8,767	5.7	1,011	13.0
	Female	131,039	94.4	143,669	94.0	12,631	9.6
<b>Indigenous status</b>	Yes	2,367	2.1	2,738	2.1	371	15.7
	No	111,809	97.9	127,906	97.9	16,097	14.4

Note: Direct comparisons should not be made between the 2010 and 2013 data for Tasmania as the change in the Tasmanian workforce size may partly reflect the underreporting of the number of workers in the 2013 National Workforce Census.

The strongest growth in the size of the workforce was recorded in Western Australia (19.2 per cent), with above average growth in Victoria, Queensland and the ACT.

In terms of the age of the workforce, there was strong growth (18.3 per cent) in the number of workers aged 55 and over. Whilst there was above average growth in the number of workers aged 20 to 34, there was only a small increase (2.1 per cent) in the size of the workforce aged 15 to 19.

There was above average growth (13.0 per cent) in the number of males in the workforce.

## 7.2 Qualifications

Table 7.2 shows changes in the qualifications of paid contact staff for all service types, based on staff information collected from services as part of the Service Survey in 2010 and 2013.

Whilst 30.2 per cent of paid contact staff in 2010 did not have an ECEC-related qualification, this proportion fell to 18.0 per cent in 2013. There was strong, above average growth in the number of paid contact staff with qualifications at Certificate III/IV and above (39.2 per cent), and for bachelor degree pass (4 years or equivalent) in particular (28.6 per cent).

The pattern for the highest level of qualification completed in a teaching field for paid contact staff was similar, with strong growth recorded across all levels of qualification.

**Table 7.2: Changes in qualifications of paid contact staff (all service types), 2010 to 2013**

	2010		2013		Change	
	No.	Per cent	No.	Per cent	No.	Per cent
<b>Total</b>	<b>116,195</b>	<b>100.0</b>	<b>129,034</b>	<b>100.0</b>	<b>12,839</b>	<b>11.0</b>
<b>Highest level of qualification completed</b>						
Bachelor degree and above	16,263	14.0	20,619	16.0	4,356	26.8
Bachelor degree pass (4 years or equivalent) and above	11,404	9.8	14,662	11.4	3,258	28.6
Bachelor degree pass (3 years or equivalent)	4,859	4.2	5,958	4.6	1,099	22.6
Advanced Diploma/Diploma	28,571	24.6	36,619	28.4	8,048	28.2
Certificate III/IV	33,517	28.8	46,660	36.2	13,143	39.2
Below Certificate III	2,717	2.3	1,968	1.5	-749	-27.6
Total staff with an ECEC-related qualification	81,068	69.8	105,867	82.0	24,799	30.6
Total staff without an ECEC-related qualification	35,127	30.2	23,168	18.0	-11,959	-34.0
<b>Highest level of qualification completed in a teaching field</b>						
Bachelor degree and above	15,091	13.0	19,200	14.9	4,109	27.2
Bachelor degree pass (4 years or equivalent) and above	10,689	9.2	13,862	10.7	3,173	29.7
Bachelor degree pass (3 years or equivalent)	4,402	3.8	5,338	4.1	936	21.3
Other	3,170	2.7	3,742	2.9	572	18.0
Total qualifications in a teaching field	18,261	15.7	22,942	17.8	4,681	25.6
Total qualifications in other ECEC-related field	62,806	54.1	82,925	64.3	20,119	32.0
Total without qualifications	35,127	30.2	23,168	18.0	-11,959	-34.0

### 7.3 Preschool Programmes

#### **Changes in curriculum or framework on which Preschool Programmes are based**

Table 7.3.1 shows changes in preschool and long day care services offering a Preschool Programme based on a curriculum or framework, using responses from the 2010 and 2013 Service Surveys.

The proportion of preschools offering a Preschool Programme not based on a curriculum or framework dropped from 2.7 per cent in 2010 to 0.2 per cent in 2013. There was strong uptake of the Early Years Learning Framework, with the proportion of preschools using the Early Years Learning Framework (either exclusively or in combination with another curriculum or framework) increasing from 57.5 per cent in 2010 to 91.8 per cent in 2013. There was a corresponding fall in the proportion of preschools basing their Preschool Programme on a State/Territory curriculum or framework, or an 'Other' curriculum or framework.

The overall pattern for long day care services was similar, with a drop in the proportion of long day care services offering a Preschool Programme not based on a curriculum or framework from 7.2 per cent in 2010 to 0.4 per cent in 2013. As for preschools, there was strong uptake of the Early Years Learning Framework, from 66.5 per cent in 2010 to 93.8 per cent in 2013, and a corresponding fall in the proportion of long day care services basing their Preschool Programme on a State/Territory curriculum or framework, or an 'Other' curriculum or framework. There was also a sharp increase (34.4 per cent) in the number of long day care services (1,103) offering a Preschool Programme based on a curriculum or framework.

**Table 7.3.1: Changes in services offering a Preschool Programme based on a curriculum or framework, 2010 to 2013**

		2010		2013		Change	
		No.	Per cent	No.	Per cent	No.	Per cent
<b>Preschools offering a Preschool Programme</b>	Early Years Learning Framework	2,701	57.5	4,261	91.8	1,560	57.8
	State/Territory curriculum or framework	2,426	51.7	896	19.3	-1,529	-63.0
	Other curriculum or framework	772	16.4	535	11.5	-238	-30.8
	Total offering Preschool Programme	4,570	97.3	4,630	99.8	59	1.3
	No programme	126	2.7	11	0.2	-115	-91.1
	Total	4,696	100.0	4,641	100.0	-55	-1.2
<b>Long day care services offering a Preschool Programme</b>	Early Years Learning Framework	2,135	66.5	4,047	93.8	1,912	89.6
	State/Territory curriculum or framework	882	27.5	688	16.0	-193	-21.9
	Other curriculum or framework	557	17.4	260	6.0	-297	-53.3
	Total offering Preschool Programme	2,979	92.8	4,295	99.6	1,316	44.2
	No programme	231	7.2	17	0.4	-214	-92.6
	Total	3,209	100.0	4,312	100.0	1,103	34.4

### **Changes in qualifications of staff delivering Preschool Programmes**

Table 7.3.2 shows changes in the qualifications of staff delivering Preschool Programmes in preschools and long day care services, based on staff information collected from services as part of the Service Survey in 2010 and 2013.

Whilst there was an increase in the number of degree qualified preschool staff delivering Preschool Programmes (by 928 and 231 staff for bachelor degree 4 and 3 year pass respectively), the biggest change for preschools was in the number of workers delivering Preschool Programmes with qualifications in other ECEC-related fields, at Certificate level, up by 66.8 per cent from 3,482 in 2010 to 5,809 in 2013.

For long day care services, there was also strong growth in the number of degree qualified staff delivering Preschool Programmes (up by 52.8 per cent from 3,235 in 2010 to 4,944 in 2013).

There was a fall in the number of long day care services staff delivering Preschool Programmes with qualifications in other ECEC-related fields, at Certificate level, from 5,068 in 2010 to 4,653 in 2013.

**Table 7.3.2: Changes in qualifications of staff delivering Preschool Programmes, 2010 to 2013**

		2010		2013		Change	
		No.	Per cent	No.	Per cent	No.	Per cent
<b>Preschools – qualifications of workers delivering Preschool Programmes</b>	Bachelor degree pass (4 years or equivalent) and above	5,131	36.4	6,060	33.7	928	18.1
	Bachelor degree pass (3 years or equivalent)	1,767	12.5	1,998	11.1	231	13.1
	Advanced Diploma/Diploma	1,068	7.6	911	5.1	-158	-14.8
	Other ECEC-related field, at Diploma level	2,235	15.9	2,895	16.1	660	29.5
	Other ECEC-related field, at Certificate level	3,482	24.7	5,809	32.4	2,327	66.8
	Any ECEC field - qualification unknown	404	2.9	283	1.6	-121	-30.0
	Total delivering Preschool Programmes in preschools	14,087	100.0	17,955	100.0	3,868	27.5
<b>Long day care services – qualifications of workers delivering Preschool Programmes</b>	Bachelor degree pass (4 years or equivalent) and above	2,108	15.0	3,343	22.4	1,236	58.6
	Bachelor degree pass (3 years or equivalent)	1,127	8.0	1,601	10.7	474	42.0
	Advanced Diploma/Diploma	353	2.5	460	3.1	107	30.2
	Other ECEC-related field, at Diploma level	5,068	36.2	4,653	31.1	-415	-8.2
	Other ECEC-related field, at Certificate level	5,299	37.8	4,748	31.8	-551	-10.4
	Any ECEC field - qualification unknown	56	0.4	138	0.9	82	144.6
	Total delivering Preschool Programmes in long day care	14,011	100.0	14,943	100.0	932	6.6

## 7.4 Staff job satisfaction, retention and current study

Whilst the overall pattern of responses to the Staff Survey was broadly similar in 2013, relative to 2010, Table 7.4 suggests that there was a small but statistically significant decrease in the proportion of staff satisfied with their job and satisfied with their pay and conditions.

The decrease in job satisfaction was most marked amongst in home care and preschool staff, and the decrease in satisfaction with pay and conditions was most marked among occasional care, preschool and long day care services staff.

There were small but statistically significant changes towards more negative views on the sector, as evidenced by an increase in the proportion of staff agreeing that they would leave the sector today, if they could, and a decrease in the proportion of staff interested in furthering their career in the sector and recommending the sector to others. The increased dissatisfaction was most prominent amongst family day care, preschool and long day care staff.

The proportion of staff survey respondents currently studying dropped marginally from 30.8 per cent in 2010 to 29.8 per cent in 2013. As a proportion of staff currently studying, there was a marked increase (21.6 per cent) in staff studying for a bachelor degree pass (4 years or equivalent) and above, and a reduction (11.6 per cent) in staff currently studying for a qualification at Certificate III/IV level.

**Table 7.4: Changes in staff job satisfaction, retention, and current study, 2010 to 2013**

	2010	2013	Percentage change
<b>Base (number of responses)</b>	61,941	70,286	13.5
<b>Job satisfaction ( per cent agree)</b>			
I am satisfied with my job	88.0	87.0	-1.1
I am satisfied with my pay and conditions	51.7	48.9	-5.4
There is a good spirit and team morale in my workplace	80.6	79.9	-0.9
Management are supportive	78.8	80.1	1.6
My job is important to me because it has high status and I receive positive recognition in the community	52.1	52.9	1.5
The job is stressful	52.2	51.3	-1.7
<b>Career in ECEC sector ( per cent agree)</b>			
If I could I'd leave the sector today	9.9	11.2	13.1
I entered the sector because I always wanted to work with children	83.3	83.4	0.1
I entered the sector because it was the only opportunity available at the time	14.6	15.0	2.7
I am interested in furthering my career in the sector	63.3	61.4	-3.0
I would recommend a career in the sector to others	69.2	66.2	-4.3
<b>Retention</b>			
Expect to be employed by the same service in 12 months' time - Yes	80.3	80.4	0.1
<b>Study</b>			
Currently studying - Yes	30.8	29.8	-3.2
Bachelor degree pass (4 years or equivalent) and above	19.0	23.1	21.6
Bachelor degree pass (3 years or equivalent)	4.5	4.3	-4.4
Advanced Diploma/Diploma	39.4	39.6	0.5
Certificate III/IV	31.9	28.2	-11.6
Below Certificate III	1.4	1.1	-21.4

## Abbreviations

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<b>ABS</b>	Australian Bureau of Statistics
<b>AGCCCS</b>	Australian Government Census of Child Care Services (2006)
<b>ASC</b>	After school hours care
<b>BSC</b>	Before school hours care
<b>CCB</b>	Child Care Benefit
<b>CCMS</b>	Child Care Management System
<b>CCPS</b>	Child Care Provider Survey (2008-09)
<b>ECEC</b>	Early Childhood Education and Care
<b>FDC</b>	Family day care
<b>IHC</b>	In home care
<b>LDC</b>	Long day care
<b>N</b>	Population
<b>n</b>	Achieved sample size
<b>OCC</b>	Occasional care
<b>OSHC</b>	Outside school hours care
<b>PS</b>	Preschool
<b>ROGS</b>	Report on Government Services
<b>SCH</b>	Statistical Clearing House
<b>VAC</b>	Vacation care



## Glossary

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**Approved child care services** - Approved child care services are 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.

The service provider is approved to participate in Child Care Benefit under provisions set out in *A New Tax System (Family Assistance) (Administration) Act 1999* and *A New Tax System (Family Assistance) Act 1999*, which sponsors the service and signs the funding agreement. For more information on the types of child care services, refer to the Child Care Service Handbook.

**After school hours care (ASC)** – refer to OSHC

**Before school hours care (BSC)** – refer to OSHC

**Child Care Management System (CCMS)** – the department’s administrative system from which the child care services contact list for the National ECEC Workforce Census was generated.

**Child care services** – refers to ASC, BSC, FDC, IHC, LDC, OCC and VAC services.

**Disability or long term health condition** – The National ECEC Workforce Census collected data on the following areas:

**Learning and applying knowledge, education** – intentionally using senses to experience certain stimuli (e.g. watching, listening, touching, smelling and tasting); ability to imitate actions or behaviours; learning to read and write; ability to solve problems, make decisions or think; and ability to focus and maintain attention to specific stimuli or tasks.

**Communication** – understanding and/or responding to spoken messages or non-verbal messages such as symbols, signs or drawings; speaking and/or singing; making self-understood in their most effective method of communication or language if applicable.

**Mobility** – ability to roll, crawl, walk, climb and move around within and outside of buildings; being able to stay in the same body position (e.g. sitting and standing) to play or carry out a task; performing coordinated actions of handling objects (such as picking something up, grasping a toy, or throwing).

**Self-care** – caring for oneself by performing activities appropriate to age, such as washing and drying oneself, dressing, eating, drinking and toileting.

**Interpersonal interactions and relationships** – carrying out the tasks required for appropriate, basic and/or complex interactions with other people (including family members, friends, relatives, adults and strangers); creating and maintaining relationships in formal settings (such as child centre); behaving within acceptable limits; responding to the feelings of others and coping with own emotions.

**Other** – including general tasks (such as undertaking and carrying out single or multiple tasks or being able to follow and adapt to changes in routine, or managing behaviours or emotions in completing tasks); domestic life; community and social life (such as ability to engage in groups or clubs for children that undertake activities such as play, games, sport and/or other hobbies).

**Early Childhood Education and Care National Minimum Dataset (ECEC NMDS)** - the Early Childhood Education and Care National Minimum Dataset (ECEC NMDS) has been developed to support the collection of data under the National Information Agreement for Early Childhood Education and Care. Responsibility for early childhood learning and care is shared between the Australian Government and the state and territory governments, and involves a wide range of service providers including government, local government, community, schools and the private sector.

**Family Day Care (FDC)** - refers to services in receipt of the Child Care Benefit where a network of individual carers provide flexible care, typically in their own home, for other people's children and as part of coordinated home-based care schemes. Care is predominantly provided for children from birth to 6 years old who are not yet at school, but may also be provided for school-aged children. Both not-for-profit and for-profit providers may operate a FDC service.

A FDC service is responsible for the effective operation of all components of FDC, including recruiting, training and supporting carers; monitoring care provision; and providing advice, support and information for parents. The service also assists parents to select an appropriate FDC carer for their child. A FDC service can provide flexible care, including all-day care, part-time, casual, before and after school care, and care during school holidays. FDC services may provide access to preschool programmes for eligible children.

**In home care (IHC)** - similar to FDC but the professional care is provided in the child's own home. IHC is funded by the Australian Government, is not widely available and is usually an option where other forms of care are not suitable. This usually arises in circumstances where it is difficult for the child to be cared for outside the home; for example if the child has a disability and the home is structured especially for them.

**Integrated Centres** – these centres provide integrated services to children from birth to 8 years of age. The combination of services provided may include preschool to Year 2, child care, family support and other services that support children's learning, health and well-being. Most will be captured as a subset of the above services.

**Long Day Care (LDC)** - a centre-based form of child care service in receipt of Child Care Benefit. LDC services provide all-day or part-time care for children from birth to 6 years old who attend the centre on a regular basis. Care is generally provided in a building, or part of a building, that has been created or redeveloped specifically for use as a child care centre, and children are usually grouped together in rooms according to age. Centres, in the majority of cases, operate between 7:30 am and 6:00 pm on normal working days for 48 weeks per year, so that parents can manage both the care of their children and demands of employment. Private operators, local councils, community organisations, employers or non-profit organisations may run these services.

Services may provide respite care and other non work-related child care but must ensure care is offered to families in line with the Priority of Access Guidelines. Services may offer access to preschool programmes for children of eligible age (age varies between jurisdictions) and provide care for school children before and after school and during school holidays.

**Non mainstream services** - these services are out of scope of this project and the following description is provided for information only. Non mainstream services are provided by not-for-profit organisations and are delivered mainly in rural, remote or Indigenous communities, providing access to ECEC where the market would otherwise fail to deliver. These services are generally subject to relevant children's services state and territory regulations. Types of non-mainstream services may include: mobile ECEC services; Multifunctional Aboriginal Children's Services; Indigenous playgroups; Indigenous OSHC and enrichment programmes; crèches including Jobs, Education and Training (JET) crèches; neighbourhood models of occasional care and rural care services.

**Occasional care (OCC)** - centre-based child care service that supports families by providing flexible care for children from birth to five years. Families can access occasional care either hourly, on a sessional basis for short periods or at irregular intervals. OCC services are run by community organisations, non-profit organisations or local councils.

**Other contact** – an 'other contact worker' has some duties involving direct contact with children, but deals mainly with staffing or management issues such as supervising staff and handling queries from parents. This may include, but is not limited to, principals, deputy principals, centre managers and coordinators.

**Outside school hours care (OSHC)** - services in receipt of Child Care Benefit provide care for primary school-aged children (typically aged 5 to 12 years) before and/or after school care and can also operate during school

holidays (vacation care) and on pupil free days. OSHC services are usually provided from primary school premises. Services may also be located in child care centres, community facilities or other OSHC centres located near the primary school. Both not-for-profit and for-profit providers may operate OSHC services.

**Participation rate** – a service is considered to have participated in the National ECEC Workforce Census either by completing the Service Survey, or by having a least one staff member complete a Staff Survey. Participation rate is defined as participating services as a per cent of estimated in scope services.

**Preschools (PS)** - services licensed and/or funded by state or territory governments to deliver preschool services at a particular location. Preschool comprises a structured educational programme provided by a qualified teacher in a variety of settings, usually aimed at children in the year before they commence formal schooling. The terminology for preschool varies between jurisdictions, with the most commonly used terms being:

- Kindergarten in Queensland, Tasmania, Victoria and Western Australia
- Preschool in Australian Capital Territory, New South Wales, Northern Territory and South Australia.

***For the purposes of this report, preschool refers to both kindergarten and preschool.***

Educational programmes or curricula may be provided in long day care and other settings. For the purposes of this report, long day care and other child care settings which run a preschool programme are not included in the definition of preschools, to avoid double counting.

**Preschool programme** - the Early Childhood Education and Care National Minimum Dataset (ECEC NMDS) defines preschool programmes as being a structured, play based learning programme, delivered by a degree qualified teacher aimed at children in the year or two before they commence full-time schooling, irrespective of the type of institution that provides it or whether it is government funded or privately provided. Programmes may be delivered in a variety of service settings including separate preschools or kindergartens, long day care centres, in association with a school etc.

**Preschool programme delivery** - where a paid contact worker (staff) has been reported by a preschool or long day care service as delivering at least one hour of a preschool programme during the reference week.

**Primary contact** – a ‘primary contact worker’ mainly has direct contact with children. This may include, but is not limited to, teachers, teachers’ assistants/aides, specialist teachers and therapists.

**Response rate** – completed Service Survey returns as a per cent of estimated in scope services.

**Rim weighting** - rim weighting is usually used when there is a need to weight according to various characteristics, but the relationship of those characteristics is not known and/or when weighting needs to take into account multiple characteristics at the same time.

Rim weighting is also used when there are not enough respondents to adequately fill all the possible cells of the weighting matrix.

**Service Survey** – refers to the first of the two surveys which are part of the National ECEC Workforce Census, where services provided information on usage, the number of children with additional needs in child care, and the provision of access to preschool programmes in relation to a seven day period or ‘reference week’.

**Staff information collected from services** - part of the Service Survey, whereby services were also asked to provide information about their workforce at the individual worker level, including the role of staff, length of service, qualifications (including exemptions), current study and employment status.

**Staff Survey** – refers to the second of the two surveys which are part of the National ECEC Workforce Census, which involved the collection of information directly from individual ECEC staff.