

2016 Early Childhood Education and Care National Workforce Census

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Executive Summary

Background

The Early Childhood Education and Care (ECEC) National Workforce Census 2016 ('The ECEC National Workforce Census') was commissioned by the Department of Education and Training ('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 programs.

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 and 2013, the Australian Government Census of Child Care Services (AGCCCS) and the 2008-09 Child Care Provider Survey (CCPS).

The ECEC National 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 programs and children with additional needs in child care.

ECEC National 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.

Information from the ECEC National Workforce Census will be used to inform on-going process on the implementation of the National Quality Agenda, inform the department's contribution to the Report on Government Services (RoGS), assist in evaluation of programs and other policy analysis. Subject to the data protocol, which sets out the principles, rules and procedures governing data access, use and dissemination of the ECEC National Workforce Census, data may also be released to external stakeholders, other government departments and researchers.

Overview of ECEC sector

ECEC workforce

Size of the workforce

A total of 194,994 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).

Long day care services employed over half the ECEC workforce (55.7 per cent), followed by family day care services (16.7 per cent), outside school hours care (14.1 per cent) and vacation care services (12.1 per cent).

Nine-in-ten workers were engaged in a contact role, with 82.6 per cent in a 'primary contact' role and 7.1 per cent in an 'other contact' role. A small proportion of the workforce (0.9 per cent) worked in an unpaid capacity.

Workforce demographics

The majority of the workforce (91.1 per cent) was female, with males most strongly represented amongst vacation care (19 per cent) and outside school hours care (18.3 per cent) services.

Median age was 28 years for male workers and 34 years for female workers.

Over half of vacation care (55.8 per cent) and outside school hours care (52.8 per cent) staff were aged 29 or under, while occasional care (56.5 per cent) and family day care (48.8 per cent) services were the largest employers of workers aged 40 years and over.

Indigenous workers comprised 2 per cent of the total ECEC workforce.

Changes in workforce size and demographics

The largest increases in ECEC workforce size between the 2013 and 2016 data collections were for:

- Family day care: up **131.8 per cent** to 32,580 ECEC workers
- Outside school hours care: up **52 per cent** to 27,491 ECEC workers
- Vacation care: up **49.7 per cent** to 23,563 ECEC workers; and
- Long day care: up **43.5 per cent** to 108,521 ECEC workers

The age distribution of the ECEC workforce remained stable between the 2010, 2013 and 2016 waves of the National Workforce Census. Changes in the proportion of different age groups in the ECEC workforce were within 1-2 percentage points between 2013 and 2016. The proportion of males increased 2.5 percentage points between 2013 and 2016, from 6.4 per cent to 8.9 per cent, while the proportion of Indigenous workers in the ECEC workforce increased marginally between 2013 and 2016.

Hours of work

Across the ECEC sector the hours worked were evenly distributed between short part-time (zero to 19 hours, 27.3 per cent), long part-time hours (20 to 34 hours, 28.6 per cent) and full-time hours (35 to 40 hours 32.9 per cent), with a relatively small proportion of the workforce working long hours (41 or more hours, 11.2 per cent).

Qualifications

Over four fifths (85.2 per cent) of paid contact staff in the ECEC workforce had an ECEC-related qualification, including 11.9 per cent with a Bachelor degree and above and 13.3 per cent with a degree in a teaching field. One quarter (27.1 per cent) of paid contact staff were studying during the reference week.

The proportion of paid contact staff without an ECEC-related qualification was 14.8 per cent, down 4.9 percentage points since 2013. Paid contact staff were increasingly qualified at the Advanced Diploma / Diploma level (34.1 per cent, up 3.8 percentage points since 2013).

Years of experience

Average years experience in the ECEC sector for paid contact staff was 6.6 years. Paid contact staff with ECEC-related qualifications averaged 7.4 years experience in the ECEC sector, compared to 2.1 years for paid contact staff without an ECEC-related qualification.

Paid contact staff working in occasional care and long day care services were most experienced in the ECEC sector compared to other service types.

Job tenure

Average years tenure for paid contact staff at their current child care service was 3.3 years. Paid contact staff with ECEC-related qualifications averaged 3.6 years tenure at their current service, compared to 1.6 years tenure for paid contact staff not similarly qualified.

Paid contact staff in occasional care services had longer job tenure compared to other service types.

Children participating in child care

In 2016, 1,268,822 children attended a child care service during the reference week – an increase of around 130,000 children compared to 2013. This figure, however, may include double counting where a child attended more than one service during the reference week (e.g. if child attended an outside school hours care service during the school term then attended a vacation care service during the school holidays).

Around half (48.8 per cent) of total children in child care during the reference week attended long day care, followed by less than one quarter (23.6 per cent) in outside school hours care, one-in-seven (14.4 per cent) in family day care and one-in-eight (12.5 per cent) in vacation care.

Three per cent of children attending child care services during the reference week were Indigenous – around one third (32.8 per cent) of Indigenous children had access to at least one Indigenous worker during the reference week.

An estimated 277,611 (or 21.9 per cent of) children attending child care services during the reference week had parents or guardians who spoke a language other than English (LOTE) at home, 44,350 (or 3.5 per cent of) children had a disability or underlying long term health condition and 17,221 (or 1.4 per cent of) children were from (or had parents / guardians from) a refugee or special humanitarian program background.

Preschool Programs in long day care centres

Three quarters (77.6 per cent) of long day services based their Preschool Program exclusively on the Early Years Learning Framework, and a further one-in-six (16.6 per cent) based their Preschool Program on the Early Years Learning Framework in combination with another curriculum or framework.

Exclusive use of the Early Years Learning Framework in long day care services was highest in Tasmania (96.4 per cent), New South Wales (90.4 per cent) and South Australia (90.1 per cent). Use of a State / Territory curriculum or framework was most popular in Queensland (41.8 per cent) and Victoria (20.9 per cent), while use of another curriculum or framework was most popular in Queensland (13.8 per cent).

1. Introduction

1.1. Methodology

Data for the 2016 ECEC National Workforce Census was collected through the **Service Survey**, which involved the collection of site level information from approved child care services. In 2010 and 2013, a second Staff Survey was completed by individual workers at all child care services, however, this survey was not conducted in 2016.

Child care services provided information on service capacity, usage and the number of children with additional needs in child care. All services provided information on the delivery of and participation in Preschool Programs, 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 1 provides details of the reference week by service type and jurisdiction.

Table 1 **Collection dates**

Service type ^(a)	Jurisdiction	Reference week (2016) ^(b)
Long day care (LDC)		
Family day care (FDC)		
In home care (IHC)	All States / Territories	Mon 23 to Sun 29 May
Occasional care (OCC)		
Outside school hours care (OSHC)		
Vacation care (VAC)	Vic, Qld, NT	Mon 1 to Sun 7 July
Vacation care (VAC)	NSW, SA, WA, Tas, ACT	Mon 8 to Sun 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.

All 2016 ECEC National Workforce Census data were collected using a self-completion methodology, with the predominant mode being online (services could request a paper copy of the Services Survey).

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

1.2. Response summary

Table 2 summarises the overall response to the 2016 ECEC National Workforce Census. It was estimated that 14,226 services were operational during the reference week, and were considered as in-scope for the Service Survey. Of these, 13,505 (94.9 per cent) services responded to the Service Section and 13,367 (94 per cent) services responded to the Staff Section of the survey.

Table 2 Achieved sample for 2016 ECEC National Workforce Census

	Estimated in-scope services during reference week No.	Service Section		Staff Section	
		Responding services ^(a) No.	Response rate %	Responding services ^(b) No.	Response rate %
Total Services	14,226	13,505	94.9	13,367	94.0
Service type					
LDC	6,768	6,558	96.9	6,495	96.0
FDC	775	718	92.6	695	89.7
IHC	64	61	95.4	61	95.4
OCC	108	107	99.1	107	99.1
OSHC	3,947	3,808	96.5	3,778	95.7
VAC	2,564	2,253	87.9	2231	87.0
State / Territory					
NSW	5,052	4,819	95.4	4,762	94.3
Vic	3,139	2,979	94.9	2,942	93.7
Qld	2,953	2,810	95.2	2,792	94.5
SA	987	952	96.5	947	95.9
WA	1,296	1,209	93.3	1,194	92.1
Tas	325	317	97.5	317	97.5
NT	165	154	93.3	153	92.7
ACT	309	265	85.8	260	84.1

(a) Excludes services that did not have any children attending during the reference week or that partially completed the Service Survey (e.g. by answering at least one question without completing question B1 of the Services Survey).

(b) Excludes services that did not have staff or did not indicate if any workers were working at the service during the reference week, or where the number of workers was obviously under-reported (e.g. child to staff ratio >100).

The response rate for the 2016 ECEC National Workforce Census Services Survey – 94.9 per cent – was the highest response rate achieved compared to similar collections in 2013 (83.7 per cent), 2010 (81.4 per cent), 2006 (86 per cent) and 2004 (88 per cent). Response rates were highest for occasional care services (99.1 per cent) and services in Tasmania (97.5 per cent), and lowest for vacation care services (87.9 per cent) and WA and NT services (93.3 per cent).

Response rates for services completing the Service and Staff Sections of the Services Survey were broadly similar, although the response rate of family day care services responding to Staff Section of the Services Survey was 89.7 per cent compared to 92.6 per cent responding to the Service Section.

1.3. About the data presented in this report

1.3.1. Structure of report

This report contains seven main sections – each section uses 2016 data from different sections of the Services Survey and includes time series data from 2010 and 2013 where possible:

- Sections 3, 4, 5 and 6: weighted services data (from Services Section of the Services survey)
- Sections 2 and 4: weighted workforce data (from Staff Section of the Services Survey)
- Section 7: Preschool Program data (from Services Section of the Services survey)

Appendix 1 contains further time series data tables, and Appendix 2 contains common abbreviations and terms used in this report.

1.3.2. Weighted services data

Unless otherwise stated, all data relating to services in 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 and vacation care) within state 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.

1.3.3. Weighted workforce data

The ECEC workforce data is based on staff information provided by services as part of the Service Survey. It relates specifically to individual workers who worked during the reference week. It excludes staff who were absent for the entire reference week (e.g. staff on extended sick leave, annual or long service leave) and staff 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 workers' experience in the ECEC sector and years of experience are not necessarily continuous. Periods of absence of 3 months or more are subtracted from their total estimated experience.

Workforce data has been weighted by assigning a modified version of the service-level weight to each worker reported by the service. This modification adjusted for services which did not provide workforce data, or where the number of workers was obviously under-reported (e.g. child to staff ratio >100).

1.3.4. Preschool Program data

The National Partnership Agreement on Universal Access to Early Childhood Education 2016 and 2017 defines a Quality Early Childhood Education Program (referred to as Preschool Program) as being a program delivered in the year before full-time school in a diversity of settings, including long day care centre based services, stand-alone preschools and preschools that are part of schools. The program is to provide structured, play-based early childhood education delivered by a qualified early childhood teacher in accordance with the Early Years Learning Framework and the National Quality Framework. Section 7 includes Preschool Program data for long day care services which reported that they deliver a Preschool Program in the Service Survey. No attempt has been made to construct

a teacher / Preschool Program classification in the presentation of Preschool Program data in this report.

2. ECEC workforce

2.1. ECEC workforce overview

The data presented in this section is based on staff information collected from services as part of the Service Survey.

A total of 194,994 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).

Long day care services employed over half the ECEC workforce (55.7 per cent). Family day care services were the next largest employer (16.7 per cent) followed by outside school hours care (14.1 per cent) and vacation care services (12.1 per cent). In home care (1 per cent) and occasional care (0.5 per cent) services were relatively small employers of the ECEC workforce.

Most of the ECEC workforce was employed in New South Wales (34.1 per cent), Victoria (26 per cent) and Queensland (20.4 per cent) – this is expected as staffing levels for the ECEC workforce are likely to reflect the population distribution of Australia. See Table 3 for further details.

Table 3 Size of ECEC workforce in the ECEC National Workforce Census ^(a)

	LDC No.	FDC No.	IHC No.	OCC No.	OSHC No.	VAC No.	Total No.	Total %
NSW	37,393	11,732	650	356	9,004	7,270	66,406	34.1
Vic	26,747	12,315	410	364	6,311	4,528	50,674	26.0
Qld	23,766	4,720	537	44	5,283	5,409	39,760	20.4
SA	6,624	1,141	42	27	2,287	2,546	12,668	6.5
WA	7,915	1,840	185	107	2,334	2,192	14,573	7.5
Tas	1,924	479	71	25	756	582	3,838	2.0
NT	1,070	105	6	0	412	312	1,904	1.0
ACT	3,081	247	0	13	1,104	725	5,170	2.7
Total No.	108,521	32,580	1,901	936	27,491	23,563	194,994	100.0
Total %	55.7	16.7	1.0	0.5	14.1	12.1	100.0	

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

Nine-in-ten (89.7 per cent) workers were engaged in a contact role, with 82.6 per cent in a 'primary contact' role and 7.1 per cent in an 'other contact' role. A small proportion of the workforce (0.9 per cent) worked in an unpaid capacity.

Changes over time

Figure 1 shows the ECEC workforce size increased for all service types between the 2010, 2013 and 2016 ECEC National Workforce Census data collections (see also Appendix 1). The largest increases in ECEC workforce size between the 2013 and 2016 data collections were for:

- Family day care: up **131.8 per cent** to 32,580 ECEC workers
- Outside school hours care: up **52 per cent** to 27,491 ECEC workers
- Vacation care: up **49.7 per cent** to 23,563 ECEC workers; and
- Long day care: up **43.5 per cent** to 108,521 ECEC workers

ECEC workforce size remained at low levels for Occasional care and In home care services.

Figure 1 Size of workforce by service type, 2010 to 2016

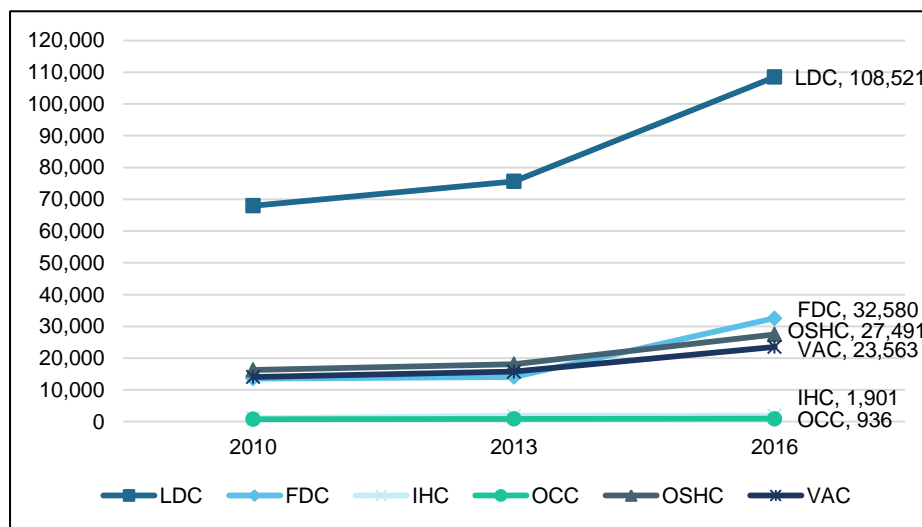
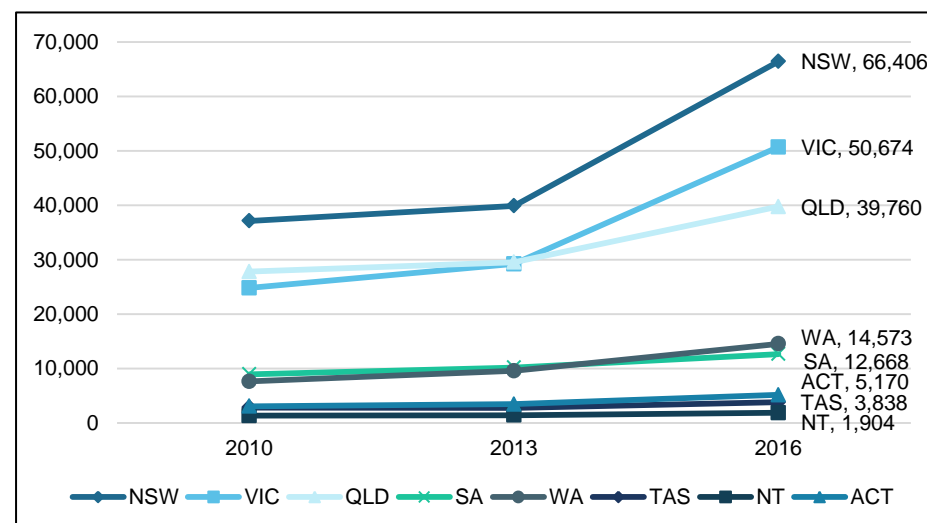


Figure 2 shows that between 2013 and 2016, Victoria (up 73.4 per cent) and New South Wales (up 66.4 per cent) had the largest growth in ECEC workforce size, followed by Western Australia (up 51.9 per cent) and the ACT (48 per cent). The growth rate for all other States and Territories was within the range of 20-30 percentage points.

Figure 2 Size of workforce by state, 2010 to 2016



2.2. Workforce demographics

Table 4 shows demographic information for the ECEC workforce by service type.

Outside school hours care and vacation care services were the largest employers of younger workers (particularly workers aged 20-24 years old) – over half of vacation care (55.8 per cent) and outside school hours care (52.8 per cent) staff were aged 29 or under.

Occasional care (56.5 per cent) and family day care (48.8 per cent) services were the largest employers of workers aged 40 years and over.

Around one-in-five workers at outside school hours care and vacation care services were male, whereas almost all workers at in home care, occasional care and long day care services were female. Median age was 28 years for male workers and 34 years for female workers.

Indigenous workers were most commonly employed in vacation care and in home care services (2.6 per cent each), and least commonly employed in family day care services (1.1 per cent).

Table 4 Age, Gender and Indigenous status of workforce by service type ^(a)

	LDC	FDC	IHC	OCC	OSHC	VAC	Total
Age group (percentage)							
15-19	4.7	1.2	3.0	2.5	8.3	8.7	5.1
20-24	17.5	8.2	18.2	8.7	31.1	31.6	19.6
25-29	16.8	11.2	16.6	11.0	13.4	15.5	15.2
30-34	14.0	14.5	11.8	9.8	8.5	9.2	12.7
35-39	11.4	16.1	7.3	11.5	6.8	6.7	10.9
40-44	10.6	15.2	9.1	14.4	7.3	6.9	10.5
45-49	8.7	12.1	8.6	13.0	6.6	6.6	8.7
50-54	7.2	9.4	8.7	11.7	6.9	6.1	7.4
55 and over	9.1	12.1	16.7	17.5	11.1	8.7	10.0
Age group (number)							
Total specified	108,017	32,559	1,898	924	27,437	23,522	194,357
Total not specified	504	21	3	12	55	41	637
Gender (percentage)							
Male	3.9	10.8	2.5	3.2	18.3	19.0	8.9
Female	96.1	89.1	97.5	96.8	81.7	80.9	91.1
Intersex	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Gender (number)							
Total specified	108,521	32,579	1,901	936	27,475	23,563	194,976
Total not specified	0	1	0	0	17	0	18
Indigenous status (percentage) ^(b)							
Yes	2.2	1.1	2.6	1.8	2.0	2.6	2.0
No	97.8	98.9	97.4	98.2	98.0	97.4	98.0
Indigenous status (number) ^(b)							
Total specified	85,903	28,934	971	895	18,886	16,654	152,243
Total not specified	22,618	3,646	930	41	8,606	6,909	42,750
TOTAL STAFF	108,521	32,580	1,901	936	27,491	23,563	194,994

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

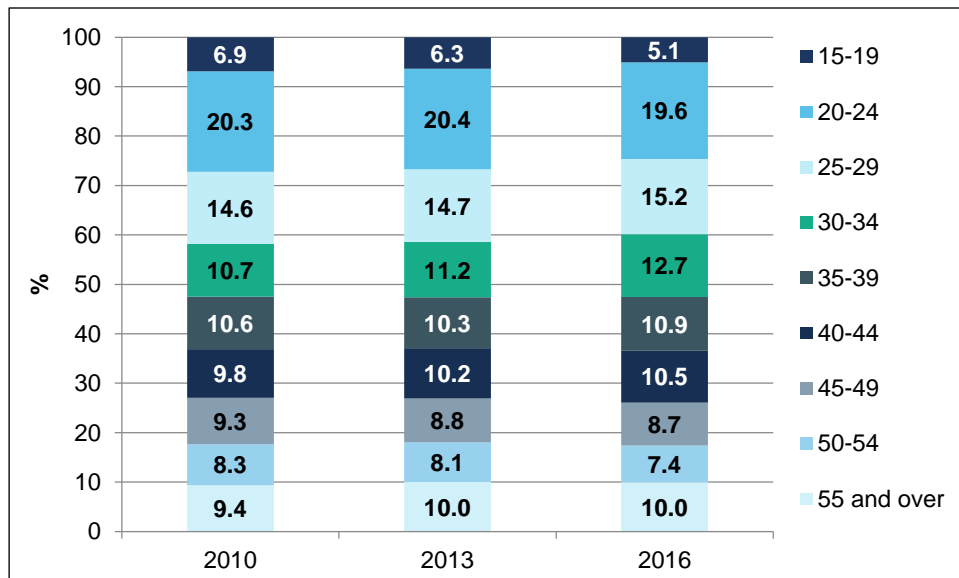
(b) Services were asked to report the Indigenous status of each worker.

Changes over time

Figures 3 to 5 show demographic information of the ECEC workforce over time (see also Appendix 1).

The age distribution of the ECEC workforce has remained unchanged between the 2010, 2013 and 2016 waves of the National Workforce Census. In 2016, one-in-eight (12.7 per cent) staff were aged 30-34 years old (up 1.5 percentage points since 2013) and 5.1 per cent were aged 15-19 years old (down 1.2 percentage points). Changes in the proportion of other age groups in the ECEC workforce were within 1 percentage point between 2013 and 2016.

Figure 3 Age of workforce, 2010 to 2016



The proportion of males increased 2.5 percentage points between 2013 and 2016, from 6.4 per cent to 8.9 per cent (after increasing marginally between 2010 and 2013), while the proportion of Indigenous workers in the ECEC workforce increased marginally between 2013 and 2016.

Figure 4 Gender of workforce, 2010 to 2016

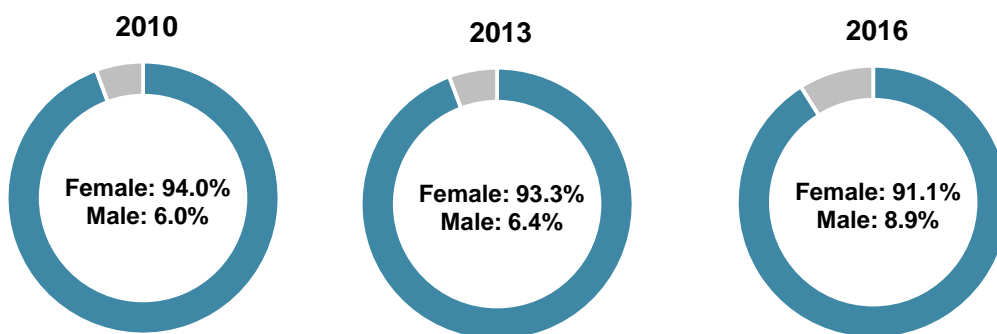
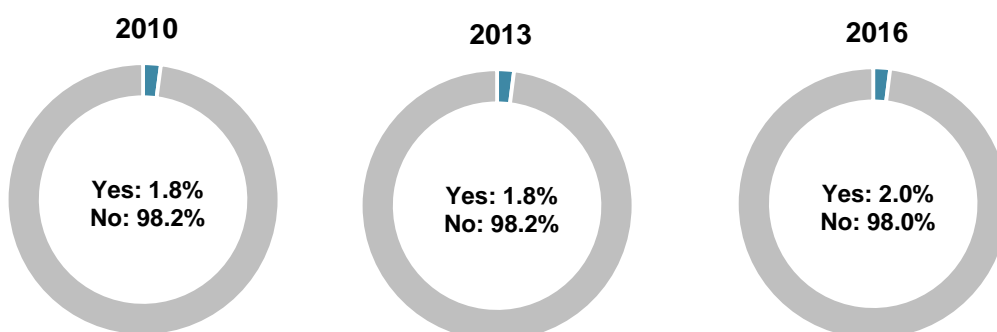


Figure 5 Indigenous status of workforce, 2010 to 2016

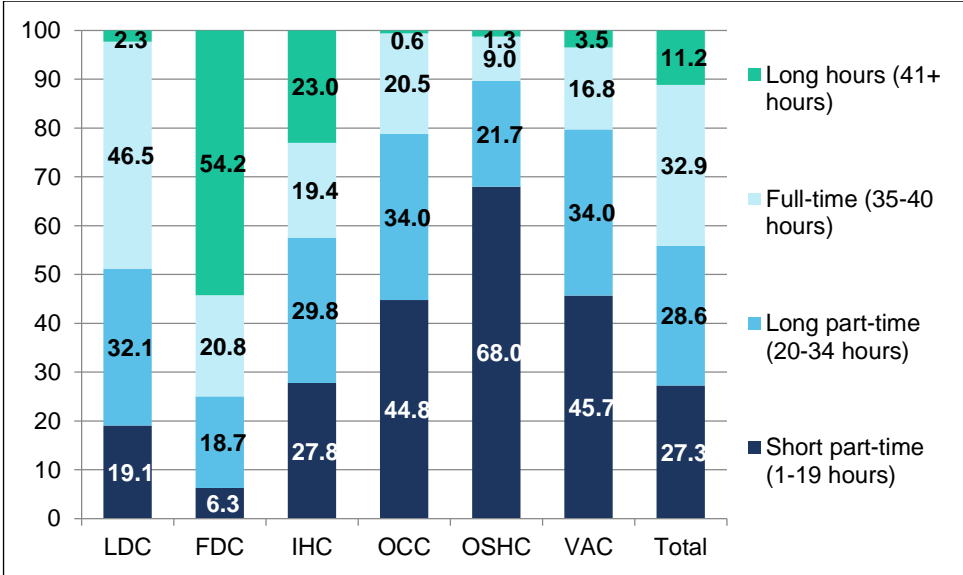


2.3. Hours of work

Figure 6 shows the proportion of hours worked during the reference week by service type. Overall, hours worked in the sector were evenly balanced between short part-time hours (one to 19 hours, 27.3 per cent), long part-time hours (20 to 34 hours, 28.6 per cent) and full-time hours (35 to 40 hours 32.9 per cent), with a relatively small proportion of the workforce working long hours (41 or more hours, 11.2 per cent).

The workforce in family day care (54.2 per cent) and in home care (23 per cent) services worked more long hours than other service types. Outside school hours care services most often employed staff on a short part-time basis (68 per cent) followed by vacation care (45.7 per cent) and occasional care (44.8 per cent) services. The large proportion of the outside school hours care, vacation care and occasional care services workforce working short and long part-time hours is consistent with the sessional nature of these services.

Figure 6 Hours worked during reference week by service type ^{(a) (b)}



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

2.4. Highest relevant qualifications of paid contact staff

2.4.1. Level of highest qualification

Table 5 shows that over four fifths (85.2 per cent) of paid contact staff in the ECEC workforce had an ECEC-related qualification – 38 per cent had a Certificate III / IV, 34.1 per cent had an Advanced Diploma or Diploma, and 11.9 per cent had a Bachelor degree and above in an ECEC-related field.

Almost all paid contact staff in occasional care (95 per cent), family day care (93.2 per cent) and long day care (91.8 per cent) services had an ECEC-related qualification. Paid contact staff were most likely qualified at the Certificate III / IV level in family day care services (54.3 per cent) and the Advanced Diploma / Diploma level in occasional care services (47.5 per cent).

Table 5 Highest level of ECEC-related qualifications of paid contact staff by service type ^{(a) (b)}

Highest level of qualification completed	LDC	FDC	IHC	OCC	OSHC	VAC	Total
Percentage							
Bachelor degree and above	12.9	3.0	8.9	9.8	14.0	18.7	11.9
Bachelor degree pass (4 years or equivalent) and above	8.6	1.9	5.3	7.8	10.6	15.1	8.3
Bachelor degree pass 3 years (or equivalent)	4.4	1.1	3.7	2.1	3.4	3.5	3.6
Advanced Diploma / Diploma	38.8	34.6	22.4	47.5	22.5	21.4	34.1
Certificate III / IV	39.1	54.3	31.9	35.8	23.1	21.9	38.0
Below Certificate III	1.0	1.3	3.0	1.9	1.8	1.7	1.2
Total staff with an ECEC-related qualification ^(c)	91.8	93.2	66.2	95.0	61.4	63.7	85.2
Total staff without an ECEC-related qualification	8.2	6.8	33.8	5.0	38.6	36.3	14.8
Number							
Bachelor degree and above	11,632	825	107	73	2,576	3,190	18,403
Bachelor degree pass 4 years (or equivalent) and above	7,717	516	63	58	1,957	2,586	12,898
Bachelor degree pass 3 years (or equivalent)	3,915	309	44	15	619	604	5,506
Advanced Diploma / Diploma	34,843	9,530	268	355	4,145	3,655	52,796
Certificate III / IV	35,189	14,966	381	267	4,258	3,731	58,792
Below Certificate III	888	349	36	14	331	294	1,913
Total staff with an ECEC-related qualification ^(c)	82,553	25,671	792	709	11,309	10,870	131,904
Total staff without an ECEC-related qualification	7,338	1,867	404	37	7,099	6,200	22,945
Total specified	89,891	27,538	1,197	747	18,407	17,070	154,849
Total not specified	5,822	3,028	459	4	5,615	4,233	19,160
TOTAL STAFF	95,713	30,566	1,655	751	24,022	21,303	174,010

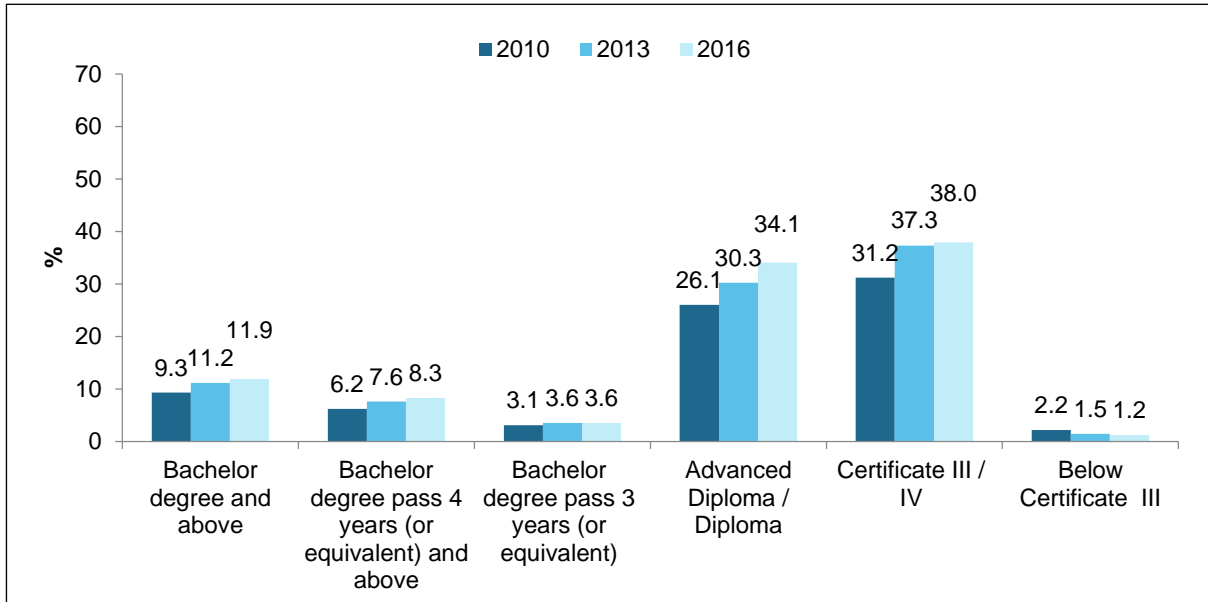
(a) Totals may not equal the sum of components due to rounding of weighted data.

(b) Table includes paid contact staff only (staff who are paid and doing primary or other contact work).

(c) ECEC-related 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.

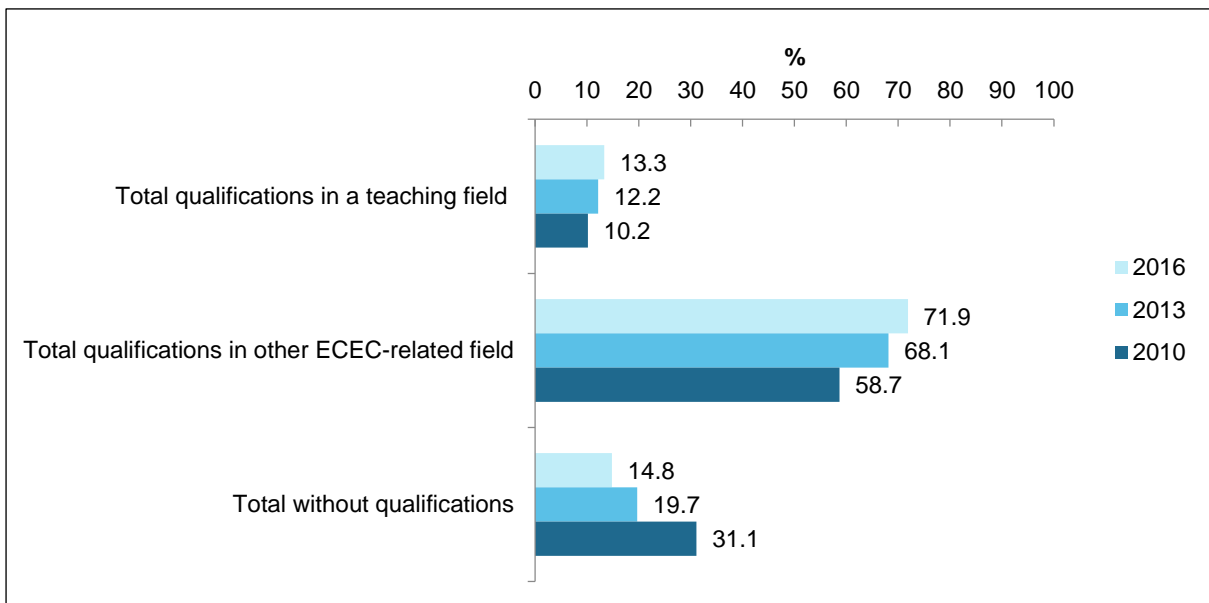
Figure 7 shows that in 2016, paid contact staff were increasingly qualified at the Advanced Diploma / Diploma level (34.1 per cent, up 3.8 percentage points since 2013) and the Certificate III / IV level (38 per cent, up 0.7 percentage points since 2013). Paid contact staff were comparatively more qualified at the Bachelor degree and above level by 2016 (11.9 per cent, up 0.7 percentage points since 2013).

Figure 7 Highest level of ECEC-related qualifications for paid contact staff, 2010 to 2016



Overall, Figure 8 shows that in 2016, one-in-eight (13.3 per cent) paid contact staff were qualified in a teaching field (up 1.1 percentage points since 2013), around three quarters (71.9 per cent) were qualified in another ECEC-related field (up 3.8 percentage points since 2013) and another one-in-seven (14.8 per cent) were without qualifications (down 4.9 percentage points since 2013).

Figure 8 Qualification attainment of paid contact staff, 2010 to 2016



2.4.2. Qualifications in teaching field

Table 6 shows the qualification level of paid contact staff whose highest ECEC-related qualification was in a teaching field. Qualifications of staff delivering Preschool Programs is covered in Chapter 7.

The largest proportion of paid contact staff with an ECEC-related qualification in a teaching field was in vacation care services (18.9 per cent), including almost one-in-six (16 per cent) who had attained at least a Bachelor degree in a teaching field. Long day care and outside school hours care services were also common employers of staff with qualifications in a teaching field.

Table 6 Highest level of ECEC-related qualifications of paid contact staff in a teaching field, by service type ^{(a) (b)}

Highest level of qualification completed in a teaching field	LDC	FDC	IHC	OCC	OSHC	VAC	Total
Percentage							
Bachelor degree and above	11.9	1.9	5.0	9.3	11.2	16.0	10.4
Bachelor degree pass 4 years (or equivalent) and above	7.9	1.2	3.5	7.2	9.0	13.4	7.4
Bachelor degree pass 3 years (or equivalent)	4.0	0.7	1.6	2.1	2.2	2.7	3.0
Other ^(c)	2.9	2.8	1.6	3.5	2.8	2.9	2.9
Total qualifications in a teaching field	14.9	4.7	6.6	12.8	14.0	18.9	13.3
Total qualifications in other ECEC-related field ^(d)	77.0	88.6	59.6	82.2	47.4	44.8	71.9
Total staff with an ECEC-related qualification ^(e)	91.8	93.2	66.2	95.0	61.4	63.7	85.2
Total staff without an ECEC-related qualification	8.2	6.8	33.8	5.0	38.6	36.3	14.8
Number							
Bachelor degree and above	10,715	527	60	69	2,066	2,737	16,174
Bachelor degree pass 4 years (or equivalent) and above	7,079	341	41	54	1,659	2,279	11,454
Bachelor degree pass 3 years (or equivalent)	3,636	186	19	15	407	458	4,721
Other ^(c)	2,643	758	19	26	511	494	4,451
Total qualifications in a teaching field	13,358	1,285	79	95	2,577	3,231	20,625
Total qualifications in other ECEC-related field ^(d)	69,194	24,386	713	614	8,732	7,640	111,280
Total staff with an ECEC-related qualification ^(e)	82,553	25,671	792	709	11,309	10,870	131,904
Total staff without an ECEC-related qualification	7,338	1,867	404	37	7,099	6,200	22,945
Total specified	89,891	27,538	1,197	747	18,407	17,070	154,849
Total not specified	5,822	3,028	459	4	5,615	4,233	19,160
TOTAL STAFF	95,713	30,566	1,655	751	24,022	21,303	174,010

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

(b) Table includes paid contact staff only (staff who are paid and doing primary or other contact work).

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

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

(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.

2.5. ECEC-related qualifications currently studying

2.5.1. Service type

Table 7 shows rates of paid contact staff 'currently' studying (i.e. during the reference week) and if so, what qualification level was being undertaken, by service type. One quarter (27.1 per cent) of paid contact staff were studying during the reference week – mostly at the Advanced Diploma or Diploma level. Bachelor degrees and above and Certificate IIIs were popular qualifications currently being studied by the ECEC workforce.

Rates of current study for paid contact staff were within a 20-30 per cent range for all service types, except in home care (8.6 per cent).

Table 7 Level of ECEC-related qualification paid contact staff currently studying, by service type ^{(a) (b)}

Level of ECEC-related qualification ^(c) currently studying	LDC	FDC	IHC	OCC	OSHC	VAC	Total
Percentage							
Bachelor degree and above	5.8	1.0	2.6	5.1	17.4	18.8	8.0
Advanced Diploma or Diploma	14.2	14.5	2.6	12.0	7.0	6.7	12.3
Certificate IV	0.2	0.8	0.1	0.8	1.3	1.3	0.6
Certificate III	6.3	11.4	3.4	4.1	2.4	2.3	6.2
Certificate I, II or other certificate	0.0	0.0	0.0	0.0	0.1	0.1	0.0
Total currently studying	26.7	27.6	8.6	22.0	28.1	29.1	27.1
Total not currently studying	73.3	72.4	91.4	78.0	71.9	70.9	72.9
Number							
Bachelor degree and above	5,529	297	43	38	3,888	3,729	13,523
Advanced Diploma or Diploma	13,526	4,379	43	90	1,564	1,329	20,931
Certificate IV	221	227	1	6	298	261	1,015
Certificate III	5,990	3,447	56	31	527	459	10,510
Certificate I, II or other certificate	42	9	0	0	12	12	75
Total currently studying	25,308	8,361	142	165	6,288	5,791	46,054
Total not currently studying	69,635	21,903	1,508	585	16,097	14,087	123,815
Total specified	94,942	30,264	1,650	751	22,384	19,877	169,869
Total not specified	770	302	5	0	1,638	1,426	4,141
TOTAL STAFF	95,713	30,566	1,655	751	24,022	21,303	174,010

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

(b) Table includes paid contact staff only (staff who are paid and doing primary or other contact work).

(c) ECEC-related 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.

2.5.2. Service State

Table 8 shows rates of paid contact staff 'currently' studying (i.e. during the reference week) and if so, what qualification level was being undertaken, by service state. Three states had over three-in-ten paid contact staff currently studying – NT (35.8 per cent), ACT (34.4 per cent) and Queensland (31.3 per cent), mostly at the Advanced Diploma / Diploma level. Only 22.5 per cent of paid contact staff were currently studying in Victoria.

Table 8 Level of ECEC-related qualification paid contact staff currently studying, by service state ^{(a) (b)}

Level of ECEC-related qualification ^(c) currently studying	NSW	Vic	Qld	SA	WA	Tas	ACT	NT	Australia
Percentage									
Bachelor degree and above	8.4	6.1	8.8	12.4	5.6	4.3	11.9	8.2	8.0
Advanced Diploma or Diploma	11.2	12.0	15.3	10.9	11.2	11.2	12.2	14.1	12.3
Certificate IV	0.6	0.7	0.3	0.5	1.1	0.7	1.0	1.2	0.6
Certificate III	7.6	3.7	6.8	2.4	7.3	8.1	9.2	12.2	6.2
Certificate I, II or other certificate	0.1	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0
Total currently studying	27.9	22.5	31.3	26.3	25.4	24.2	34.4	35.8	27.1
Total not currently studying	72.1	77.5	68.7	73.7	74.6	75.8	65.6	64.2	72.9
Number									
Bachelor degree and above	4,863	2,642	3,141	1,366	703	132	548	129	13,523
Advanced Diploma or Diploma	6,488	5,220	5,490	1,199	1,405	345	561	222	20,931
Certificate IV	336	301	108	50	137	21	44	19	1,015
Certificate III	4,417	1,619	2,435	265	911	248	423	192	10,510
Certificate I, II or other certificate	32	16	9	5	10	0	4	0	75
Total currently studying	16,136	9,797	11,183	2,886	3,166	746	1,579	562	46,054
Total not currently studying	41,645	33,781	24,599	8,103	9,324	2,337	3,017	1,010	123,815
Total specified	57,780	43,578	35,782	10,989	12,490	3,083	4,595	1,572	169,869
Total not specified	640	2,040	591	353	337	22	61	96	4,141
TOTAL STAFF	58,421	45,618	36,373	11,342	12,826	3,105	4,656	1,668	174,010

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

(b) Table includes paid contact staff only (staff who are paid and doing primary or other contact work).

(c) ECEC-related 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.

2.5.3. Worker Age

Table 9 shows rates of paid contact staff 'currently' studying (i.e. during the reference week) and if so, what qualification level was being undertaken, by worker age. Younger paid contact staff were studying at higher rates than their older colleagues – almost half (47.5 per cent) of paid contact staff aged 15-24 years old were currently studying, compared to around one-in-eight (12.4 per cent) paid contact staff aged 45 years and over – over one third of paid contact staff aged 15-24 years old were studying at the Diploma level and above.

Table 9 Level of ECEC-related qualification paid contact staff currently studying, by worker age ^{(a) (b)}

Level of ECEC-related qualification ^(c) currently studying	15-24	25-34	35-44	45+	Total
Percentage					
Bachelor degree and above	17.9	7.3	3.6	1.8	8.0
Advanced Diploma or Diploma	17.2	13.3	11.4	6.8	12.3
Certificate IV	0.9	0.5	0.6	0.4	0.6
Certificate III	11.5	4.9	4.8	3.3	6.2
Certificate I, II or other certificate	0.1	0.0	0.0	0.0	0.0
Total currently studying	47.5	26.1	20.5	12.4	27.2
Total not currently studying	52.5	73.9	79.5	87.6	72.8
Number					
Bachelor degree and above	7,877	3,586	1,279	755	13,497
Advanced Diploma or Diploma	7,579	6,484	4,058	2,774	20,895
Certificate IV	379	246	206	183	1,014
Certificate III	5,047	2,399	1,698	1,357	10,501
Certificate I, II or other certificate	37	12	15	11	75
Total currently studying	20,920	12,726	7,255	5,080	45,981
Total not currently studying	23,160	36,082	28,216	35,894	123,352
Total specified	44,080	48,808	35,471	40,974	169,333
Total not specified	1,944	1,261	518	403	4,126
TOTAL STAFF	46,024	50,069	35,989	41,377	173,460

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

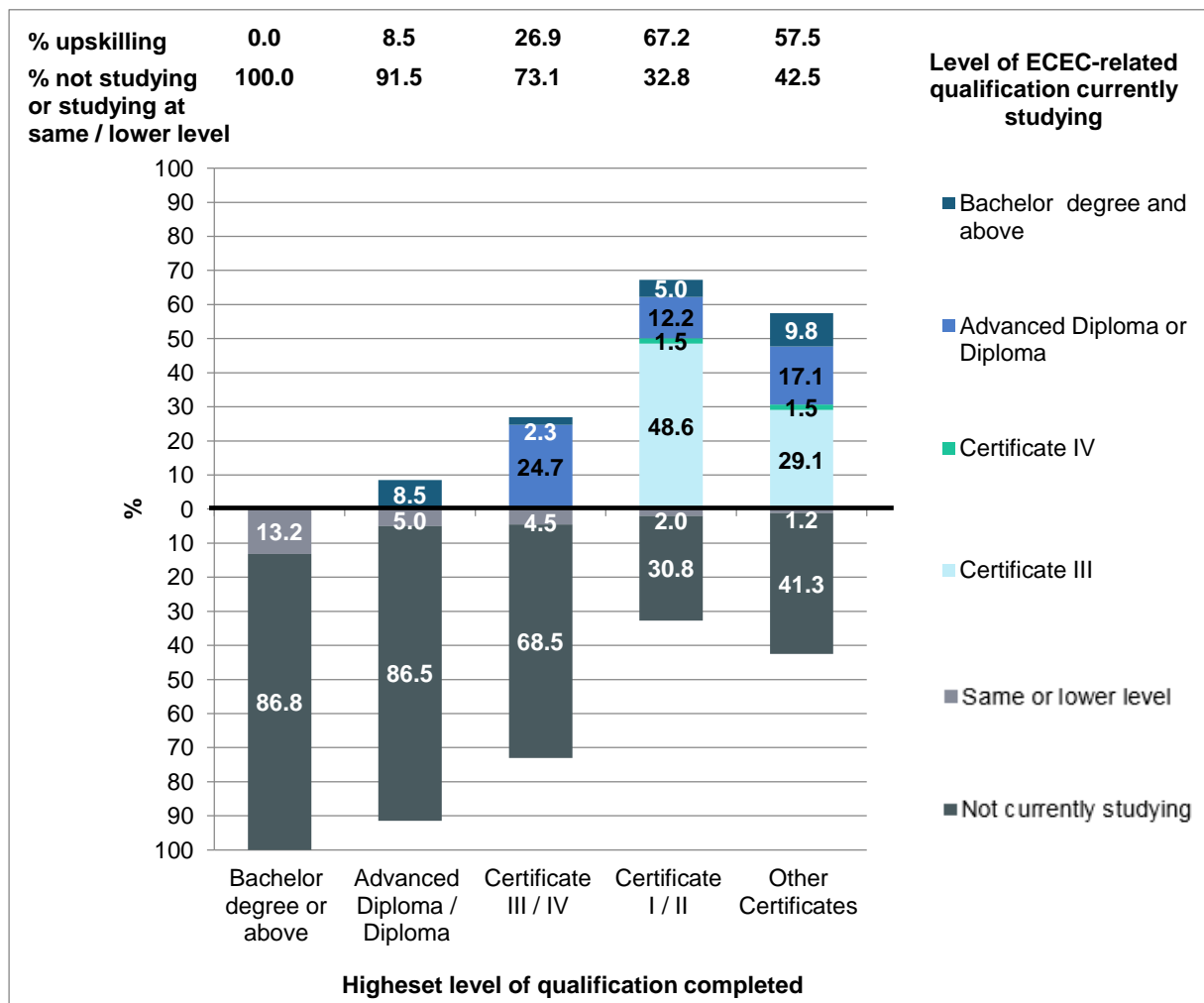
(b) Table includes paid contact staff only (staff who are paid and doing primary or other contact work).

(c) ECEC-related 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.

2.5.4. Rate of upskilling

Figure 9 shows the qualification level paid contact staff were studying during the reference week, by the highest level of ECEC-related qualification already attained. Two thirds (67.2 per cent) of paid contact staff whose highest qualification was a Certificate I or II were 'upskilling', that is, studying at a higher level (e.g. a Certificate III and above) – mostly a Certificate III. Over half (57.5 per cent) of paid contact staff qualified in other certificates (e.g. below the Certificate I level) were studying at a higher level and one quarter (26.9 per cent) qualified at the Certificate III / IV level were studying at a higher level – mostly an Advanced Diploma or Diploma. Only 8.5 per cent of Advanced Diploma / Diploma qualified paid contact staff were studying at a higher level (i.e. Bachelor degree and above).

Figure 9 Rate of upskilling for paid contact staff



2.6. Experience and tenure of child care workforce

Information on number of years' experience in the ECEC sector (see Table 10) and at their particular service (see Table 11) was collected for paid contact staff who had worked during the reference week.

Average years experience in the ECEC sector for paid contact staff was 6.6 years. Paid contact staff with ECEC-related qualifications averaged 7.4 years experience in the ECEC sector, compared to 2.1 years for paid contact staff without an ECEC-related qualification. Paid contact staff (regardless of qualifications completed) working in occasional care (10.8 years) and long day care (7.3 years) services were most experienced in the ECEC sector compared to other service types – at the other end, staff at family day care (5.5 years) and vacation care (5.7 years) services were least experienced.

Average years tenure for paid contact staff at their current child care service was 3.3 years. Paid contact staff with ECEC-related qualifications averaged 3.6 years tenure at their current service, compared to 1.6 years tenure for paid contact staff not similarly qualified.

Paid contact staff employed in occasional care services averaged 5.6 years at their current service, compared to 2.3 years for paid contact staff employed in home care services and 2.8 years for paid contact staff employed in vacation care services.

Table 10 Years of experience in the ECEC sector of paid contact staff, by service type ^(a)

Years of experience in ECEC sector	Long day care		Family day care		In home care		Occasional care		Out of school hours care		Vacation care		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Staff with ECEC-related qualification ^(b)														
<1 year experience	4,117	5.3	3,053	11.9	76	9.6	26	3.7	614	5.4	618	5.7	8,505	6.7
1-3 years experience	21,822	27.8	11,766	45.8	245	31.0	117	16.5	3,189	28.2	3,160	29.1	40,300	31.5
4-6 years experience	19,143	24.4	3,945	15.4	162	20.4	145	20.4	2,582	22.8	2,640	24.3	28,618	22.4
7-9 years experience	9,465	12.1	1,678	6.5	81	10.2	92	13.0	1,250	11.0	1,115	10.3	13,680	10.7
10+ years experience	23,854	30.4	5,228	20.4	229	28.8	329	46.4	3,674	32.5	3,330	30.7	36,644	28.7
Average experience (in years)	7.7		5.7		7.5		11.1		8.0		7.6		7.4	
Not specified ^(c)	4,152		0		0		0		0		7		4,159	
Total staff with ECEC-related qual.	82,553		25,671		792		709		11,309		10,870		131,904	
Staff with no ECEC-related qualification														
<1 year experience	3,348	53.2	758	40.6	107	28.1	18	48.2	1,881	26.5	1,620	26.1	7,732	35.3
1-3 years experience	2,231	35.4	906	48.5	141	36.9	7	18.8	3,829	53.9	3,350	54.1	10,464	47.8
4-6 years experience	403	6.4	107	5.7	68	17.7	4	11.6	885	12.5	807	13.0	2,275	10.4
7-9 years experience	97	1.5	32	1.7	21	5.5	2	5.4	206	2.9	175	2.8	533	2.4
10+ years experience	216	3.4	64	3.4	45	11.8	6	16.1	298	4.2	245	4.0	874	4.0
Average experience (in years)	1.5		1.8		3.8		4.5		2.4		2.4		2.1	
Not specified ^(c)	1,043		0		22		0		0		3		1,068	
Total staff with no ECEC-related qualification	7,338		1,867		404		37		7,099		6,200		22,945	
All paid contact staff														
<1 year experience	7,465	8.8	3,811	13.8	183	15.6	44	5.9	2,495	13.6	2,238	13.1	16,236	10.9
1-3 years experience	24,053	28.4	12,673	46.0	386	32.9	124	16.7	7,018	38.1	6,510	38.2	50,764	33.9
4-6 years experience	19,546	23.1	4,052	14.7	229	19.5	149	20.0	3,468	18.8	3,447	20.2	30,892	20.6
7-9 years experience	9,562	11.3	1,710	6.2	102	8.7	94	12.6	1,455	7.9	1,290	7.6	14,213	9.5
10+ years experience	24,070	28.4	5,292	19.2	274	23.3	335	44.9	3,972	21.6	3,575	21.0	37,517	25.1
Average experience (in years)	7.3		5.5		6.3		10.8		5.9		5.7		6.6	
Not specified ^(c)	5,194		0		22		0		0		10		5,227	
Total specified	89,891	93.9	27,538	90.1	1,197	72.3	747	99.5	18,407	76.6	17,070	80.1	154,849	89.0
Total not specified ^(d)	5,822	6.1	3,028	9.9	459	27.7	4	0.5	5,615	23.4	4,233	19.9	19,160	11.0
TOTAL STAFF	95,713		30,566		1,655		751		24,022		21,303		174,010	

- (a) Totals may not equal the sum of components due to rounding of weighted data and table only includes paid contact staff.
- (b) ECEC-related 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 11 Tenure as a paid contact staff in current service, by service type ^(a)

Years of tenure as paid contact staff	Long day care		Family day care		In home care		Occasional care		Out of school hours care		Vacation care		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Staff with ECEC-related qualification ^(b)														
<1 year tenure	17,525	21.2	7,196	28.1	231	29.2	118	16.6	2,566	22.7	2,422	22.3	30,059	22.8
1-3 years tenure	34,351	41.6	12,729	49.7	360	45.4	218	30.7	4,690	41.5	4,750	43.7	57,098	43.3
4-6 years tenure	15,751	19.1	2,232	8.7	113	14.3	144	20.3	2,012	17.8	1,956	18.0	22,209	16.9
7-9 years tenure	7,377	8.9	1,135	4.4	51	6.4	83	11.7	833	7.4	756	7.0	10,235	7.8
10+ years tenure	7,503	9.1	2,319	9.1	37	4.7	146	20.6	1,206	10.7	983	9.0	12,194	9.3
Average tenure (in years)	3.7		3.2		2.6		5.7		3.8		3.5		3.6	
Not specified ^(c)	46	0.1	59	0.2	0	0.0	0	0.0	1	0.0	3	0.0	109	0.1
Total staff with ECEC-related qual.	82,553	100.0	25,671	100.0	792	100.0	709	100.0	11,309	100.0	10,870	100.0	131,904	100.0
Staff with no ECEC-related qualification														
<1 year tenure	4,032	55.0	991	53.1	183	45.3	19	51.7	2,603	36.7	2,254	36.4	10,082	44.0
1-3 years tenure	2,334	31.8	784	42.0	141	34.9	9	24.1	3,559	50.1	3,139	50.6	9,965	43.4
4-6 years tenure	452	6.2	56	3.0	50	12.2	1	2.7	631	8.9	566	9.1	1,756	7.7
7-9 years tenure	313	4.3	11	0.6	19	4.7	2	5.4	152	2.1	132	2.1	629	2.7
10+ years tenure	205	2.8	24	1.3	11	2.8	6	16.1	152	2.1	108	1.7	506	2.2
Average tenure (in years)	1.5		1.0		1.9		4.0		1.7		1.7		1.6	
Not specified ^(c)	2	0.0	1	0.1	0	0.0	0	0.0	2	0.0	1	0.0	7	0.0
Total staff with no ECEC-related qualification	7,338	100.0	1,867	100.0	404	100.0	37	100.0	7,099	100.0	6,200	100.0	22,945	100.0
All staff														
<1 year tenure	21,558	24.0	8,187	29.8	414	34.6	137	18.3	5,168	28.1	4,676	27.4	40,141	25.9
1-3 years tenure	36,684	40.8	13,513	49.2	501	41.9	227	30.4	8,249	44.8	7,889	46.2	67,063	43.3
4-6 years tenure	16,203	18.0	2,289	8.3	163	13.6	145	19.5	2,643	14.4	2,522	14.8	23,965	15.5
7-9 years tenure	7,690	8.6	1,146	4.2	70	5.8	85	11.4	985	5.4	888	5.2	10,864	7.0
10+ years tenure	7,708	8.6	2,343	8.5	48	4.0	152	20.4	1,358	7.4	1,091	6.4	12,700	8.2
Average tenure (in years)	3.5		3.0		2.3		5.6		3.0		2.8		3.3	
Not specified ^(c)	48	0.1	60	0.2	0	0.0	0	0.0	3	0.0	4	0.0	116	0.1
Total specified	89,891	93.9	27,538	90.1	1,197	72.3	747	99.5	18,407	76.6	17,070	80.1	154,849	89.0
Total not specified ^(d)	5,822	6.1	3,028	9.9	459	27.7	4	0.5	5,615	23.4	4,233	19.9	19,160	11.0
TOTAL STAFF	95,713	100.0	30,566	100.0	1,655	100.0	751	100.0	24,022	100.0	21,303	100.0	174,010	100.0

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

(b) ECEC-related 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.

3. Selected characteristics of child care services

This section describes selected characteristics of child care services, including:

- Maximum and typical capacity (i.e. number of places offered in a child care service)
- Average service capacity of child care services, by service type and geographic location
- Number of children attending child care services during the reference week
- Selected characteristics of the children attending child care services during the reference week, including the number of children attending each service type, child age and the presence of special needs groups.

3.1. Maximum, typical and average service capacity

Table 12 shows the average maximum and typical capacity for each service type (as reported by services). For long day care services, average maximum capacity was 61 children and average typical capacity was 56 children. For vacation care services, average maximum capacity was 59 children and average typical capacity was 50 children. For outside school hours care, average maximum capacity was 56 children and average typical capacity was 46 children.

Table 12 also shows almost two thirds (64.6 per cent) of long day care services reported having no capacity (i.e. reported maximum and typical number of places offered were the same) and one-in-ten (11.4 per cent) had capacity between 0-10 per cent – one-in-seven (15 per cent) had capacity of 20 per cent or more.

More capacity was reported in vacation care and outside school hours care services. Over half (54.3 per cent) of vacation care services reported having no capacity and one quarter (28.9 per cent) had capacity of 20 per cent or more, while less than half (45 per cent) of outside school hours care services reported having no capacity and four-in-ten (41 per cent) had capacity of 20 per cent or more.

Table 12 Maximum / typical capacity and levels of service capacity ^(a), by service type ^(b)

	LDC	OSHC	VAC	Total
Maximum / typical capacity				
Average maximum number of places offered	61	56	59	59
Average number of places typically offered	56	46	50	52
Service capacity				
% no capacity	64.6	45.0	54.3	56.8
% capacity greater than 0% to less than 10%	11.4	5.6	7.5	8.9
% capacity greater or equal to 10% to less than 20%	9.0	8.3	9.3	8.9
% capacity 20% or more	15.0	41.0	28.9	25.4
Total specified	6,715	3,896	2,529	13,140
Total not specified	53	51	35	139

(a) 'Service capacity' calculated by subtracting the ratio of typical number of places offered by the maximum number of places offered by a service, from 100%.

(b) Table excludes family day care, in home care and occasional care services. Totals may not equal the sum of components due to rounding of weighted data.

Table 13 shows average service capacity (i.e. typical number of places offered divided by maximum number of places offered, subtracted from 100 per cent) by service type and geographic location.

Across Australia average service capacity (as reported by services) was 7.4 per cent for long day care services, 14.4 per cent for vacation care services and 19.4 per cent for outside school hours care. More capacity was reported for services in Western Australia (18.9 per cent), Tasmania (16.8 per cent) and South Australia (16 per cent). New South Wales (8.9 per cent) and the ACT (9.1 per cent) reported less capacity than other states, especially long day care services in NSW (5.9 per cent).

Average service capacity was 11.8 per cent in major city areas, 13-14 per cent in inner and outer regional areas, and 17.3 per cent in remote or very remote areas. Long day care services in major city areas had the least capacity (6.5 per cent), as opposed to outside school hours care services in remote or very remote areas with 21.3 per cent average service capacity.

Table 13 Average service capacity (%) ^(a), by service type ^(b)

	LDC	OSHC	VAC	Total
Average service capacity – All services				
Australia	7.4	19.4	14.4	12.3
Average service capacity by state				
NSW	5.9	14.3	11.6	8.9
Vic	7.2	22.0	14.8	14.0
Qld	7.5	18.7	15.7	12.2
SA	9.2	22.6	15.8	16.0
WA	12.5	28.8	17.4	18.9
Tas	15.4	18.5	16.2	16.8
NT	7.4	12.0	14.9	10.5
ACT	7.0	10.6	12.5	9.1
Average service capacity by remoteness area				
Major city	6.5	19.1	14.6	11.8
Inner regional	8.9	21.7	13.9	14.0
Outer regional	10.8	16.7	13.7	13.0
Remote / very remote	16.7	21.3	14.9	17.3
Total specified	6,715	3,896	2,529	13,140
Total not specified	53	51	35	139

(a) 'Service capacity' calculated by subtracting the ratio of actual places typically offered to maximum places offered from 100%.

(b) Table excludes family day care, in home care and occasional care services. Totals may not equal the sum of components due to rounding of weighted data.

3.2. Children participating in child care

3.2.1. Children attending child care

Table 14 summarises the number of children attending child care services during the reference week, by service type.

In 2016 an estimated 1,268,822 children attended a child care service during the reference week – an increase of around 130,000 children compared to 2013. This figure, however, may include double counting where a child attended more than one service during the reference week (e.g. if child attended an outside school hours care service during the school term then attended a vacation care service during the school holidays).

Around half (48.8 per cent) of total children in child care during the reference week attended long day care, followed by approximately one quarter (23.6 per cent) in outside school hours care, one-in-seven (14.4 per cent) in family day care and one-in-eight (12.5 per cent) in vacation care.

Table 14 Number of children attending child care during the reference week, by service type ^{(a) (b)}

Service Type	2010		2013		2016	
	No. of children	%	No. of children	%	No. of children	%
Long day care	543,539	54.9	585,069	51.3	619,357	48.8
Family day care	93,738	9.5	134,036	11.8	183,015	14.4
In home care	3,514	0.4	5,730	0.5	3,687	0.3
Occasional care	6,401	0.6	7,257	0.6	5,249	0.4
Outside school hours care	211,514	21.4	261,110	22.9	299,208	23.6
Vacation care	130,747	13.2	147,371	12.9	158,306	12.5
Total	989,453	100.0	1,140,573	100.0	1,268,822	100.0

(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.

3.3. Attendance by age

Table 15 shows the number of children in each service type by age group.

Almost all services (96.8 per cent) had children aged 3-5 years attending during the reference week. At the service level, almost all long day care services had children aged 0-2 years (95 per cent) and 3-5 years (99.5 per cent) attending during the reference week, while outside school hours care and vacation care services provided places to children aged 3-5 years and over. Family day care services provided places to children of all ages during the reference week.

Table 15 Number of children attending per week by age and service type ^(a)

	LDC	FDC	IHC	OCC	OSHC	VAC	Total
Children							
Aged 0-2 years							
% of all services ^(b)	95.0	99.5	90.2	100.0	0.4	0.4	52.0
No. of children	265,452	52,921	1,080	2,393	157	133	322,135
Aged 3-5 years							
% of all services ^(b)	99.5	99.6	93.4	100.0	93.2	94.6	96.8
No. of children	340,021	52,542	1,116	2,856	51,563	26,661	474,759
Aged 6-9 years							
% of all services ^(b)	15.4	96.9	88.5	0.9	99.2	98.5	58.3
No. of children	11,887	42,875	929	1	193,165	103,286	352,144
Aged 10+ years							
% of all services ^(b)	8.8	90.3	80.7	0.0	95.8	95.5	53.2
No. of children	1,996	34,677	561	0	54,324	28,227	119,784
All ages							
No. of children	619,357	183,015	3,687	5,249	299,208	158,306	1,268,822
Services							
Total specified	6,768	775	64	108	3,947	2,564	14,226
Total not specified	0	0	0	0	0	0	0
TOTAL SERVICES	6,768	775	64	108	3,947	2,564	14,226

(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.

4. Indigenous children & paid contact staff

This section provides more detailed information for Indigenous (Aboriginal or Torres Strait Islander) children attending a service and paid contact staff working during the reference week. This includes:

- Number of Indigenous children attending each service type, by geographic location
- Number of Indigenous paid contact staff at each service type, by geographic location
- Rates of Indigenous child access to Indigenous paid contact staff
- Qualification levels of Indigenous paid contact staff.

4.1. Indigenous children

Table 16 shows that 3 per cent of children attending child care services during the reference week were Indigenous – in home care services had the highest proportion of Indigenous children attending during the reference week (7.1 per cent). Overall, around half (49.5 per cent) of child care services had Indigenous children attending during the reference week – the rate of Indigenous children at child care services was highest for long day care services (54.2 per cent) followed by outside school hours care (47.1 per cent).

Table 16 Indigenous children aged 0 to 12 attending child care, by service type ^(a)

	LDC	FDC	IHC	OCC	OSHC	VAC	Total
Children							
No. of children	17,123	5,812	263	185	9,888	4,493	37,764
% of all children ^(b)	2.8	3.2	7.1	3.5	3.3	2.8	3.0
Services							
No. of services with Indigenous children	3,670	307	19	49	1,859	1,136	7,040
% of all services ^(c)	54.2	39.6	29.4	45.1	47.1	44.3	49.5
Total specified ^(d)	6,768	775	64	108	3,947	2,564	14,226
Total not specified	0	0	0	0	0	0	0
TOTAL SERVICES	6,768	775	64	108	3,947	2,564	14,226

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

(b) Refers to Indigenous children as a proportion of all children attending the service during the reference week.

(c) Refers to services reporting at least one Indigenous child attending the service during the reference week as a proportion of all services.

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

Figure 10 shows the rate of Indigenous children attending child care in Australia increased to 3 per cent in 2016 – up 0.9 percentage points since 2013 and 1.1 percentage points since 2010.

Figure 10 Proportion of Indigenous children attending child care, 2010 to 2016

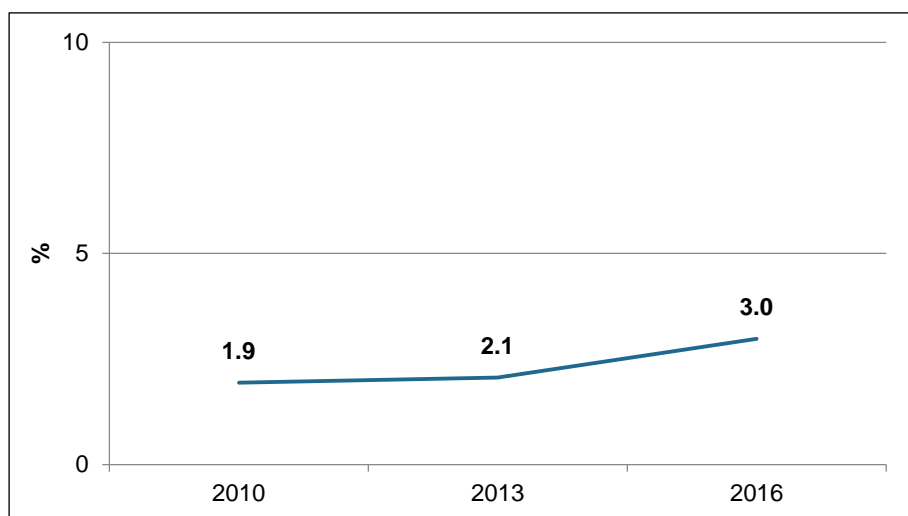


Table 17 shows the number of Indigenous children attending child care by state. Almost one-in-ten (9.6 per cent) of children attending child care in the Northern Territory were Indigenous, as were 3.4 per cent of children in Queensland and 3.3 per cent of children in New South Wales. A large majority of Northern Territory services (84.9 per cent) reported Indigenous children attending during the reference week, as did almost two thirds (62.7 per cent) of Queensland services.

Table 17 Indigenous children aged 0 to 12 attending child care, by service state ^(a)

	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Australia
Children									
No. of children	14,191	7,740	9,681	1,760	2,389	533	993	477	37,764
% of all children ^(b)	3.3	2.5	3.4	2.0	2.6	2.2	9.6	1.6	3.0
Services									
No. of services with Indigenous children	2,393	1,263	1,853	483	606	151	140	151	7,040
% of all services ^(c)	47.4	40.2	62.7	48.9	46.7	46.4	84.9	49.0	49.5
Total specified ^(d)	5,052	3,139	2,953	987	1,296	325	165	309	14,226
Total not specified	0	0	0	0	0	0	0	0	0
TOTAL SERVICES	5,052	3,139	2,953	987	1,296	325	165	309	14,226

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

(b) Refers to Indigenous children as a proportion of all children attending the service during the reference week.

(c) Refers to services reporting at least one Indigenous child attending the service during the reference week as a proportion of all services.

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

Table 18 shows the number of Indigenous children attending child care by remoteness area. Indigenous children attending child care services during the reference week were highly concentrated in remote or very remote areas (12.5 per cent compared with 3 per cent of all areas). Around three quarters of services in outer regional and remote / very remote areas reported Indigenous children attending their child care service (compared to around half of all child care services).

Table 18 Indigenous children aged 0 to 12 attending child care, by service remoteness ^(a)

	Major city	Inner regional	Outer regional	Remote / very remote	Australia
Children					
No. of children	23,340	7,599	5,520	1,304	37,764
% of all children ^(b)	2.3	4.2	7.6	12.5	3.0
Services					
No. of services with Indigenous children	4,651	1,426	800	162	7,040
% of all services ^(c)	43.9	60.4	76.3	74.0	49.5
Total specified ^(d)	10,598	2,361	1,048	219	14,226
Total not specified	0	0	0	0	0
TOTAL SERVICES	10,598	2,361	1,048	219	14,226

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

(b) Refers to Indigenous children as a proportion of all children attending the service during the reference week.

(c) Refers to services reporting at least one Indigenous child attending the service during the reference week as a proportion of all services.

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

4.2. Indigenous paid contact staff

Table 19 shows that 2 per cent of paid contact staff working in child care services were Indigenous – the proportion of Indigenous paid contact staff working in child care services was highest for in home care (2.8 per cent) and lowest for family day care (1 per cent) services. Around one quarter (28.5 per cent) of in home care services had Indigenous paid contact staff working during the reference week.

Table 19 Indigenous paid contact staff, by service type ^(a)

	LDC	FDC	IHC	OCC	OSHC	VAC	Total
Staff							
No. of paid contact staff	75,279	27,167	813	723	16,077	14,810	134,869
No. of Indigenous paid contact staff	1,718	280	22	13	323	383	2,739
% of all staff ^(b)	2.3	1.0	2.8	1.8	2.0	2.6	2.0
Services							
No. of services with Indigenous contact staff	1,242	120	16	13	298	321	2,010
% of all services ^(c)	19.9	16.4	28.5	12.3	10.4	15.7	16.7
Total specified ^(d)	6,249	731	56	106	2,859	2,041	12,043
Total not specified	519	44	8	2	1,088	523	2,183
TOTAL SERVICES	6,768	775	64	108	3,947	2,564	14,226

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

(b) Refers to Indigenous paid contact staff as a proportion of all paid contact staff working during the reference week.

(c) Refers to services with an Indigenous paid contact staff working during the reference week as a proportion of all services.

(d) Includes services where there was a response to Indigenous status for at least one worker.

Figure 11 shows that in 2016, 2 per cent of paid contact workers were Indigenous – the rate of Indigenous paid contact staff has remained stable when compared to 2010 and 2013.

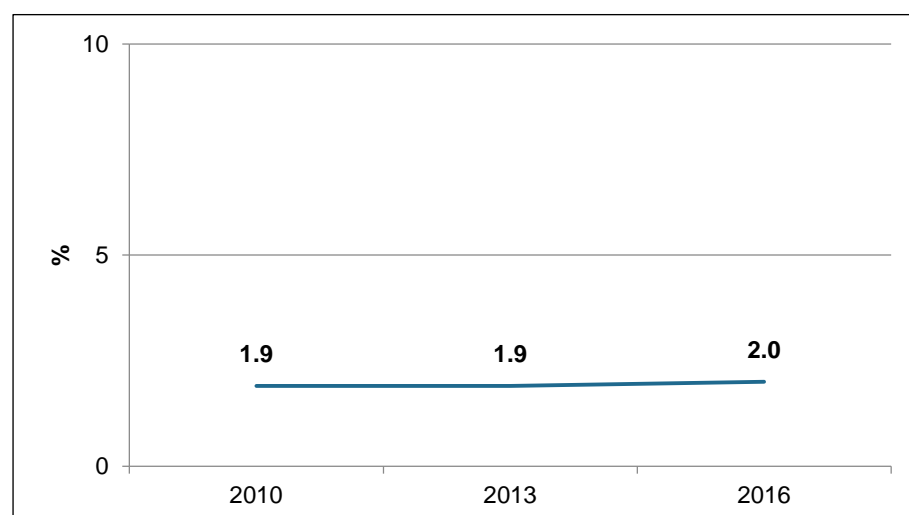


Figure 11 Proportion of Indigenous paid contact staff, 2010 to 2016

Table 20 shows that one-in-ten (11.7 per cent) Indigenous paid contact staff were working in remote or very remote areas.

Table 20 Indigenous paid contact staff, by service remoteness ^(a)

	Major city	Inner regional	Outer regional	Remote / very remote	Australia
Staff					
No. of paid contact staff	107,532	17,721	8,157	1,458	134,869
No. of Indigenous paid contact staff	1,548	540	481	171	2,739
% of all staff ^(b)	1.4	3.0	5.9	11.7	2.0
Services					
No. of services with Indigenous paid contact staff	1,206	388	335	81	2,010
% of all services ^(c)	13.7	18.6	35.1	39.4	16.7
Total specified ^(d)	8,804	2,079	954	205	12,043
Total not specified	1,794	282	94	14	2,183
TOTAL SERVICES	10,598	2,361	1,048	219	14,226

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

(b) Refers to Indigenous paid contact staff as a proportion of all paid contact staff working during the reference week.

(c) Refers to services with an Indigenous paid contact staff working during the reference week as a proportion of all services.

(d) Includes services where there was a response to Indigenous status for at least one worker.

Table 21 shows that almost one third (32.8 per cent) of Indigenous children had access to at least one Indigenous worker during the reference week. Indigenous children had access to at least one Indigenous worker at 28.5 per cent of in home care services and 19.9 per cent of long day care services.

Table 21 Indigenous children with access to Indigenous paid contact staff, by service type ^(a)

	LDC	FDC	IHC	OCC	OSHC	VAC	Total
Children							
No. of Indigenous children with access to Indigenous paid contact staff ^(b)	4,206	698	21	68	708	594	6,294
% of Indigenous children ^(c)	42.7	18.9	28.8	43.5	21.2	28.8	32.8
% of all children ^(d)	1.1	0.5	2.0	1.5	0.4	0.6	0.8
Services							
No. of services with Indigenous children & Indigenous paid contact staff ^(b)	1,242	120	16	13	298	321	2,010
% of all services ^(e)	19.9	16.4	28.5	12.3	10.4	15.7	16.7
Total specified ^(f)	6,249	731	56	106	2,859	2,041	12,043
Total not specified	519	44	8	2	1,088	523	2,183
TOTAL SERVICES	6,768	775	64	108	3,947	2,564	14,226

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

(b) Refers to Indigenous children attending a service where at least one Indigenous paid contact staff was working during the reference week.

(c) Refers to Indigenous children attending a service where at least one Indigenous paid contact staff was working during the reference week as a proportion of all Indigenous children.

(d) Refers to Indigenous children attending a service where at least one Indigenous paid contact staff was working during the reference week as a proportion of all children.

(e) Refers to services with an Indigenous paid contact staff working during the reference week as a proportion of all services.

(f) Includes services where there was a response to Indigenous status for at least one worker.

Table 22 shows that four-in-five (80.8 per cent) Indigenous paid contact staff had an ECEC-related qualification. This included around half (45.8 per cent) qualified at the Certificate III / IV level, one quarter (26.8 per cent) at the Advanced Diploma / Diploma level and 6 per cent at the Bachelor degree level and above.

Table 22 Qualifications of Indigenous paid contact staff, by service type ^{(a) (b)}

Highest level of qualification completed	LDC	FDC	IHC	OCC	OSHC	VAC	Total
Percentage							
Bachelor degree and above	5.9	2.4	np	np	6.2	9.8	6.0
Bachelor degree pass 4 years (or equivalent) and above	3.8	0.4	np	np	3.4	6.6	3.7
Bachelor degree pass 3 years (or equivalent)	2.1	2.0	np	np	2.8	3.2	2.3
Advanced Diploma / Diploma	29.0	29.5	np	np	20.9	20.4	26.8
Certificate III / IV	48.1	58.6	np	np	32.4	36.2	45.8
Below Certificate III	1.9	3.3	np	np	2.7	1.4	2.1
Total Indigenous staff with an ECEC-related qualification ^(c)	84.9	93.7	np	np	62.1	67.8	80.8
Total Indigenous staff without an ECEC-related qualification	15.1	6.3	np	np	37.9	32.2	19.2
Number							
Bachelor degree and above	99	7	np	np	19	34	158
Bachelor degree pass 4 years (or equivalent) and above	63	1	np	np	10	23	98
Bachelor degree pass 3 years (or equivalent)	35	5	np	np	8	11	60
Advanced Diploma / Diploma	482	81	np	np	64	72	705
Certificate III / IV	799	161	np	np	99	127	1,202
Below Certificate III	31	9	np	np	8	5	55
Total Indigenous staff with an ECEC-related qualification ^(c)	1,411	257	np	np	190	238	2,121
Total Indigenous staff without an ECEC-related qualification	250	17	np	np	116	113	505
Total specified	1,662	275	np	np	306	352	2,626
Total not specified	56	5	np	np	17	32	114
TOTAL INDIGENOUS STAFF	1,718	280	np	np	323	383	2,739

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

(b) Table includes Indigenous paid contact staff only (Indigenous staff who are paid and doing primary or other contact work).

(c) ECEC-related 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.

Figure 12 shows that Indigenous paid contact staff have increased qualifications levels over time. In 2016, rates of Indigenous paid contact staff with ECEC-related qualifications had increased 6.3 percentage points since 2013 and 15.3 percentage points since 2010. In addition, 6 per cent of Indigenous paid contact staff were qualified with a Bachelor degree and above in 2016, compared to 5.6 per cent in 2013 and 4 per cent in 2010.

Figure 12 Proportion of Indigenous paid contact staff with qualifications, 2010 to 2016

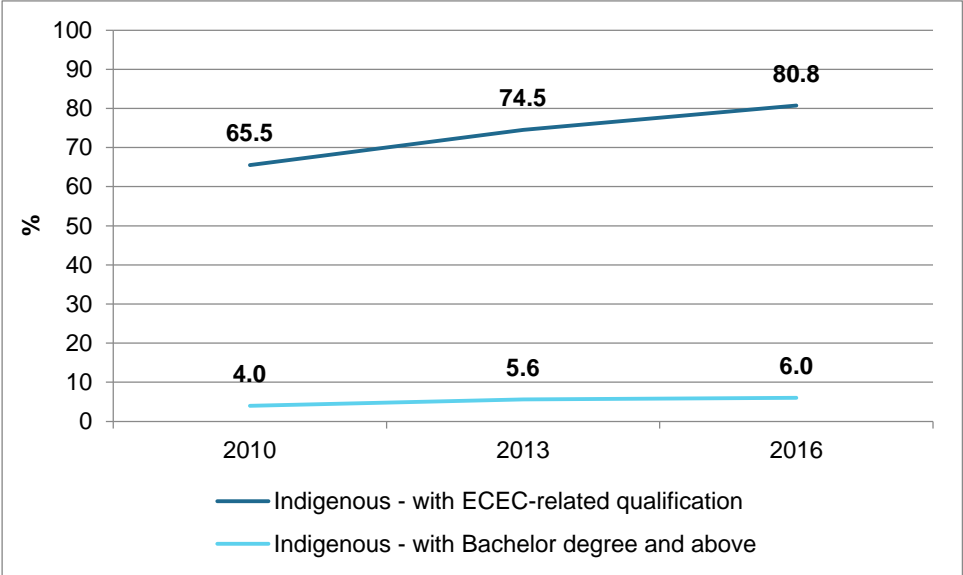


Table 23 shows that a higher proportion of non-Indigenous paid contact staff (85.6 per cent) had obtained ECEC-related qualifications than Indigenous paid contact staff (80.8 per cent). Non-Indigenous paid contact staff had higher rates of qualifications at the Bachelor degree and above, and Advanced Diploma / Diploma level than Indigenous paid contact staff, but not at the Certificate III / IV level.

Table 23 **Qualifications of Indigenous and non-Indigenous paid contact staff, by service type** ^{(a) (b)}

Highest level of qualification completed	Indigenous staff	Non-Indigenous staff
Percentage		
Bachelor degree and above	6.0	11.9
Bachelor degree pass 4 years (or equivalent) and above	3.7	8.7
Bachelor degree pass 3 years (or equivalent)	2.3	3.3
Advanced Diploma / Diploma	26.8	35.5
Certificate III / IV	45.8	36.9
Below Certificate III	2.1	1.2
Total staff with an ECEC-related qualification ^(c)	80.8	85.6
Total staff without an ECEC-related qualification	19.2	14.4
Number		
Bachelor degree and above	158	15,065
Bachelor degree pass 4 years (or equivalent) and above	98	10,964
Bachelor degree pass 3 years (or equivalent)	60	4,101
Advanced Diploma / Diploma	705	44,809
Certificate III / IV	1,202	46,572
Below Certificate III	55	1,556
Total staff with an ECEC-related qualification ^(c)	2,121	108,002
Total staff without an ECEC-related qualification	505	18,138
Total specified	2,626	126,140
Total not specified	114	5,989
TOTAL STAFF	2,739	132,129

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

(b) Table includes paid contact staff only (staff who are paid and doing primary or other contact work).

(c) ECEC-related 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.

4.3. Indigenous children and paid contact staff over time

Table 24 compares the number of Indigenous children attending child care services, and Indigenous paid contact staff working at child care services, over time. In total, 37,764 Indigenous children attended a child care service during the reference week – the number of Indigenous children attending child care services increased 60.6 per cent between 2013 and 2016 (compared to a 22.7 per cent increase between 2010 and 2013).

Furthermore, 2,739 Indigenous paid contact staff were working in child care services during the reference week – an 11.1 per cent increase since 2013. In 2016, the number of staff with an Advanced Diploma / Diploma level was up 44.7 per cent since 2013 and up 19.6 per cent at the Certificate III / IV level.

Table 24 Number of Indigenous children and paid contact staff, 2010 to 2016 ^(a)

	2010	2013	2016	2010-2013 % change	2013-2016 % change
Demographics					
No. of Indigenous children	19,156	23,508	37,764	22.7	60.6
No. of Indigenous paid contact staff	2,113	2,466	2,739	16.7	11.1
% of Indigenous children with Indigenous contact staff ^(b)	33.3	31.2	32.8	-6.4	5.1
Indigenous paid contact staff qualifications (number)					
Bachelor degree and above	141	182	158	29.1	-13.2
Bachelor degree pass (4 years or equivalent) and above	83	124	98	50.1	-21.2
Bachelor degree pass (3 years or equivalent)	58	58	60	-0.7	4.0
Advanced Diploma / Diploma	322	487	705	51.3	44.7
Certificate III / IV	741	1,005	1,202	35.7	19.6
Below Certificate III	41	65	55	58.3	-15.4
Total Indigenous staff with an ECEC-related qualification ^(c)	1,246	1,741	2,121	39.7	21.8

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

(b) Refers to Indigenous children attending a service where at least one Indigenous paid contact worker was working during the reference week as a proportion of all Indigenous children.

(c) ECEC-related 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.

5. Children in special needs groups

This section describes the number of children whose parents or guardian spoke a language other than English (LOTE) at home, and with a disability or underlying long term health condition, aged 0 to 12, attending child care services during the reference week.

5.1. LOTE

Table 25 shows that 277,611 (or 21.9 per cent of) children attending child care services during the reference week had parents or guardians who spoke a language other than English at home. LOTE children were most often attended family day care services (where 52.6 per cent of children attending during the reference week were from a LOTE background) and occasional care services (21.2 per cent).

Table 25 LOTE children aged 0 to 12 attending child care, by service type ^(a)

	LDC	FDC ^(b)	IHC	OCC	OSHC	VAC	Total
Children							
No. of children	124,236	96,330	241	1,115	35,295	20,394	277,611
% of all children ^(c)	20.1	52.6	6.5	21.2	11.8	12.9	21.9
Services (number)							
Total specified ^(d)	6,767	775	64	108	3,947	2,564	14,225
Total not specified	1	0	0	0	0	0	1
TOTAL SERVICES	6,768	775	64	108	3,947	2,564	14,226

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

(b) Estimate may be impacted by a small number of large family day care services, which cater specifically for children of a LOTE background.

(c) Refers to children of a LOTE background as a proportion of all children attending that child care service type during the reference week. Note that this includes a small number of services which did not specify the number of children from a LOTE background.

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

5.2. Disabilities or underlying long term health conditions

Table 26 shows that 44,350 (or 3.5 per cent of) children attending child care services during the reference week had a disability or underlying long term health condition. Children with a disability or underlying long term health condition most often attended in home care services (where 17.8 per cent of all children attending during the reference week had a disability or underlying long term health condition) and occasional care services (4.8 per cent).

The most common types of disabilities or underlying long term health conditions reported for children attending child care during the reference week were interpersonal interactions and relationships (2 per cent), learning (1.8 per cent) and communication (1.8 per cent).

Table 26 Children aged 0 to 12 with disabilities or underlying long term health conditions attending child care, by service type ^(a)

	LDC	FDC	IHC	OCC	OSHC	VAC	Total
Children							
All disabilities or underlying long term health conditions ^(b)							
No. of children	22,029	5,860	657	250	8,760	6,796	44,350
% of all children ^(b)	3.6	3.2	17.8	4.8	2.9	4.3	3.5
Learning							
No. of children	11,628	2,827	452	126	3,889	3,477	22,400
% of all children ^(b)	1.9	1.5	12.3	2.4	1.3	2.2	1.8
Communication							
No. of children	13,788	2,700	394	174	3,328	3,033	23,416
% of all children ^(b)	2.2	1.5	10.7	3.3	1.1	1.9	1.8
Mobility							
No. of children	2,818	1,328	156	35	620	707	5,664
% of all children ^(b)	0.5	0.7	4.2	0.7	0.2	0.4	0.4
Self-care							
No. of children	7,137	1,723	303	96	1,542	1,802	12,605
% of all children ^(b)	1.2	0.9	8.2	1.8	0.5	1.1	1.0
Interpersonal							
No. of children	11,658	2,413	369	124	5,462	4,755	24,783
% of all children ^(b)	1.9	1.3	10.0	2.4	1.8	3.0	2.0
Other							
No. of children	8,727	2,124	441	107	3,828	3,425	18,653
% of all children ^(b)	1.4	1.2	12.0	2.0	1.3	2.2	1.5
Services (number)							
Total specified ^(c)	6,768	775	64	108	3,947	2,563	14,225
Total not specified	0	0	0	0	0	1	1
TOTAL SERVICES	6,768	775	64	108	3,947	2,564	14,226

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

(b) Refers to children with a disability or underlying long term health condition as a proportion of all children attending that child care service type during the reference week. Note that this includes a small number of services which did not specify the number of children with a disability or underlying long term health condition. 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) Includes services where there was a response to children attending in at least one age group.

6. Children from humanitarian / refugee background

This section describes the number of children from a refugee or special humanitarian program background, or whose parents or guardians are from a refugee or special humanitarian program background, aged 0 to 12, attending child care services during the reference week (for services that could report this information).

Table 27 shows that 17,221 (or 1.4 per cent of) children attending child care services during the reference week were from (or had parents / guardians from) a refugee or special humanitarian program background, including 8.1 per cent of children attending a family day care service.

Table 27 Children of humanitarian / refugee background aged 0 to 12 attending child care, by service type ^(a)

	LDC	FDC	IHC	OCC	OSHC	VAC	Total
Children							
No. of children	1,677	14,818	14	177	313	222	17,221
% of all children ^(b)	0.3	8.1	0.4	3.4	0.1	0.1	1.4
Services (number)							
Total specified ^(c)	5,688	473	43	95	3,140	1,989	11,428
Total not specified	1,080	302	21	13	807	575	2,798
TOTAL SERVICES	6,768	775	64	108	3,947	2,564	14,226

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

(b) Refers to children from (or had parents / guardians from) a refugee or special humanitarian program background as a proportion of all children attending that child care service type during the reference week.

(c) Includes services where there was a response to children attending in at least one age group. Excludes services that did not specify the number of children from (or had parents / guardians from) a refugee or special humanitarian program background.

Table 28 shows that 2.1 per cent of Victorian children and 1.7 per cent of Western Australian children attending child care services during the reference week were from (or had parents / guardians from) a refugee or special humanitarian program background.

Table 28 Children of humanitarian / refugee background aged 0 to 12 attending child care, by state

	NSW	Vic	Qld	SA	WA	Tas	ACT	NT	Australia
Children									
No. of children	5,402	6,506	2,584	949	1,596	111	36	36	17,221
% of all children ^(b)	1.2	2.1	0.9	1.1	1.7	0.5	0.3	0.1	1.4
Services (number)									
Total specified ^(c)	4,103	2,549	2,379	799	1,005	242	133	219	11,428
Total not specified	949	590	574	188	291	83	32	90	2,798
TOTAL SERVICES	5,052	3,139	2,953	987	1,296	325	165	309	14,226

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

(b) Refers to children from (or had parents / guardians from) a refugee or special humanitarian program background as a proportion of all children attending that child care service type during the reference week.

(c) Includes services where there was a response to children attending in at least one age group. Excludes services that did not specify the number of children from (or had parents / guardians from) a refugee or special humanitarian program background.

7. Selected characteristics of long day care services offering Preschool Programs

This section contains analysis of Preschool Programs reported as being delivered in long day care services. The National Partnership Agreement on Universal Access to Early Childhood Education 2016 and 2017 defines a Quality Early Childhood Education Program (referred to as Preschool Program) as being a program delivered in the year before full-time school in a diversity of settings, including long day care centre based services, stand-alone preschools and preschools that are part of schools. The program is to provide structured, play-based early childhood education delivered by a qualified early childhood teacher in accordance with the Early Years Learning Framework and the National Quality Framework.

7.1. Curriculum or framework on which Preschool Programs are based

Almost all (99.9%) long day care services reported offering a Preschool Program based on a curriculum or framework during the reference week, including all long day care centres in South Australia, the Northern Territory and the ACT.

Long day care services also reported the curricula or frameworks on which Preschool Programs were based, noting that services could specify multiple curricula for their Preschool Program.

Table 29 shows that three quarters (77.6 per cent) of long day services based their Preschool Program exclusively on the Early Years Learning Framework, and a further one-in-six (16.6 per cent) based their Preschool Program on the Early Years Learning Framework in combination with another curriculum or framework.

Exclusive use of the Early Years Learning Framework in long day care services was highest in Tasmania (96.4 per cent), New South Wales (90.4 per cent) and South Australia (90.1 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 centres in South Australia, Tasmania, Northern Territory and the ACT, and high in New South Wales (99.7 per cent), Western Australia (98.9 per cent) and Victoria (98.1 per cent).

Use of a State / Territory curriculum or framework was most popular in Queensland (41.8 per cent) and Victoria (20.9 per cent), while use of another curriculum or framework was most popular in Queensland (13.8 per cent).

Table 29 Curriculum or framework on which Preschool Programs in long day care services are based, by State and Territory ^{(a) (b)}

Long day care offering Preschool Program	NSW		Vic		Qld		SA		WA		Tas		NT		ACT		Australia	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Services																		
Early Years Learning Framework only	2,410	90.4	892	77.6	625	46.1	231	90.1	321	85.7	27	96.4	36	82.9	111	89.3	4,653	77.6
State / Territory curriculum or framework only	1	0.0	18	1.5	263	19.4	0	0.0	1	0.3	0	0.0	0	0.0	0	0.0	283	4.7
Other curriculum or framework only	6	0.2	2	0.2	52	3.8	0	0.0	2	0.6	0	0.0	0	0.0	0	0.0	62	1.0
<i>Subtotal one framework only</i>	<i>2,417</i>	<i>90.7</i>	<i>911</i>	<i>79.3</i>	<i>940</i>	<i>69.4</i>	<i>231</i>	<i>90.1</i>	<i>325</i>	<i>86.5</i>	<i>27</i>	<i>96.4</i>	<i>36</i>	<i>82.9</i>	<i>111</i>	<i>89.3</i>	<i>4,998</i>	<i>83.3</i>
Early Years Learning Framework and State / Territory curriculum or framework	72	2.7	192	16.7	278	20.5	4	1.6	29	7.7	1	3.6	4	9.8	7	5.4	587	9.8
Early Years Learning Framework and Other curriculum or framework	114	4.3	15	1.3	110	8.1	19	7.6	18	4.7	0	0.0	3	7.3	7	5.4	286	4.8
State / Territory curriculum or framework and Other curriculum or framework	0	0.0	1	0.1	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	0.0
Early Years Learning Framework, State / Territory and Other curriculum	61	2.3	29	2.5	24	1.8	2	0.8	3	0.8	0	0.0	0	0.0	0	0.0	119	2.0
<i>Subtotal two or more frameworks</i>	<i>247</i>	<i>9.3</i>	<i>237</i>	<i>20.6</i>	<i>413</i>	<i>30.5</i>	<i>26</i>	<i>9.9</i>	<i>50</i>	<i>13.2</i>	<i>1</i>	<i>3.6</i>	<i>7</i>	<i>17.1</i>	<i>13</i>	<i>10.7</i>	<i>994</i>	<i>16.6</i>
Total Early Years Learning Framework	2,657	99.7	1,128	98.1	1,036	76.5	257	100.0	371	98.9	28	100.0	43	100.0	125	100.0	5,645	94.1
Total State Territory curriculum or framework	134	5.0	240	20.9	566	41.8	6	2.4	33	8.8	1	3.6	4	9.8	7	5.4	991	16.5
Total Other curriculum or framework	181	6.8	47	4.1	186	13.8	21	8.4	23	6.1	0	0.0	3	7.3	7	5.4	468	7.8

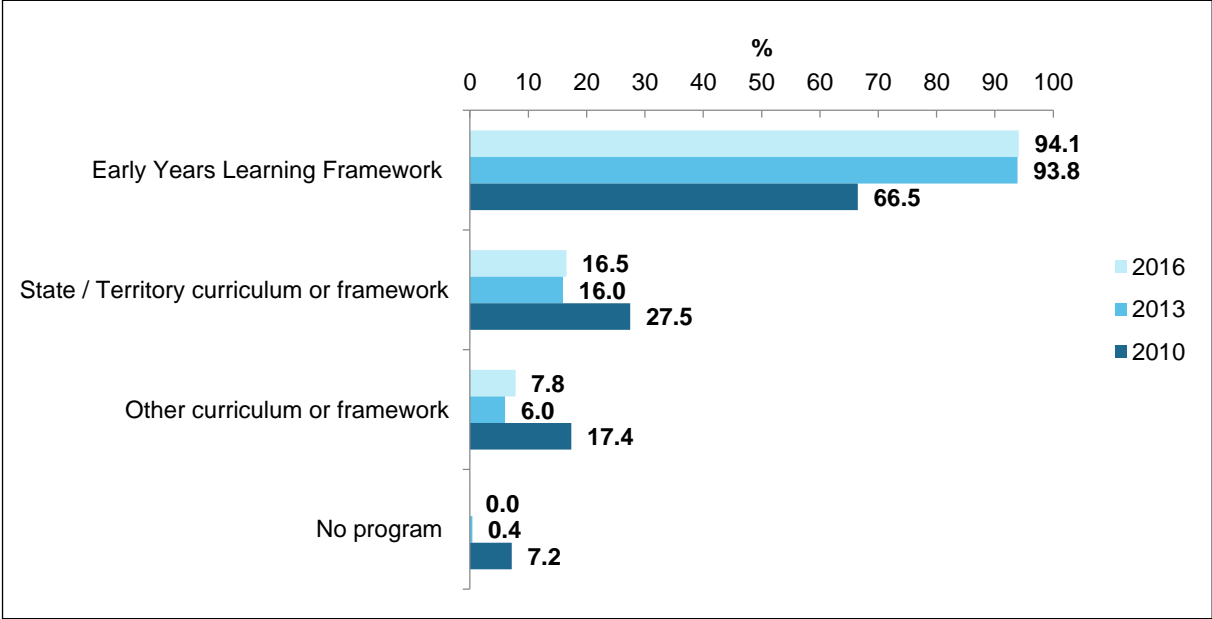
(a) Totals may not equal the sum of components due to rounding of weighted data.

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

Figure 13 shows usage rates of the various curricula or frameworks as part of Preschool Programs provided in long day care services over time.

Overall, use of the various curricula or frameworks was stable between 2013 and 2016. Early Years Learning Framework was most commonly used in Preschool Programs (94.1 per cent, up 0.3 percentage points since 2013), followed by State / Territory curriculum (16.5 per cent, up 0.5 percentage points since 2013) and another curriculum or framework (7.8 per cent, up 1.8 percentage points since 2013). Less than 0.1 per cent of long day care services were not using any curriculum or framework.

Figure 13 Framework of long day care Preschool Programs, 2010 to 2016



7.2. Qualifications of staff delivering Preschool Programs

Table 30 shows the highest level of qualification attained by paid contact staff in long day care services that reported delivering a Preschool Program during the reference week.

Around one quarter (24.7 per cent) of staff delivering Preschool Programs had attained at least a bachelor degree in a teaching field, while a further 2.6 per cent had attained an Advanced Diploma / Diploma in a teaching field. Another quarter (26.7 per cent) had attained at least a Diploma in another ECEC-related field and another three-in-ten (31.5 per cent) had attained a Certificate (at any level) in another ECEC-related field.

Around one quarter of long day care paid contact staff delivering Preschool Programs were bachelor degree qualified in a teaching field in New South Wales, Queensland, South Australia and the ACT. This fell to around one-in-seven long day care paid contact staff delivering Preschool Programs in Northern Territory and Western Australia.

Table 30 Number and proportion of long day care staff delivering Preschool Programs, by qualification level and State / Territory ^{(a) (b)}

Long day care offering Preschool Program	NSW		Vic		Qld		SA		WA		Tas		NT		ACT		Australia	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Teaching field ^(c)																		
Bachelor degree pass (4 years or equivalent) and above ^(d)	2,231	15.2	1,110	15.7	1,016	19.1	311	18.0	208	11.4	36	14.0	26	10.2	138	19.4	5,076	15.9
Bachelor degree pass (3 years or equivalent)	1,602	10.9	517	7.3	370	7.0	111	6.4	109	6.0	22	8.6	12	4.7	33	4.6	2,776	8.7
<i>Subtotal bachelor degree qualified</i>	<i>3,833</i>	<i>26.1</i>	<i>1,627</i>	<i>23.0</i>	<i>1,386</i>	<i>26.0</i>	<i>422</i>	<i>24.5</i>	<i>317</i>	<i>17.4</i>	<i>58</i>	<i>22.6</i>	<i>38</i>	<i>15.0</i>	<i>171</i>	<i>24.0</i>	<i>7,852</i>	<i>24.7</i>
Advanced Diploma / Diploma	571	3.9	132	1.9	71	1.3	26	1.5	22	1.2	2	0.8	9	3.4	11	1.6	843	2.6
Other ECEC-related field, at Diploma level and above ^(e)	4,692	31.9	1,626	23.0	912	17.1	454	26.3	526	28.9	42	16.5	42	16.6	221	31.1	8,515	26.7
Other ECEC-related field, at Certificate level	4,859	33.1	2,039	28.9	1,626	30.5	472	27.3	628	34.5	83	32.4	89	35.5	242	34.0	10,038	31.5
Any ECEC field - qualification unknown	738	5.0	1,636	23.2	1,331	25.0	353	20.4	329	18.1	71	27.7	74	29.5	66	9.3	4,598	14.4
Total delivering Preschool Programs in long day care	14,693	100.0	7,059	100.0	5,326	100.0	1,727	100.0	1,821	100.0	256	100.0	252	100.0	711	100.0	31,846	100.0
Total delivering Preschool Programs	18,581		8,076		6,170		2,037		2,273		292		298		845		38,573	

(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 but level may have been unknown.

(c) Only includes staff who were reported by services to be delivering an in-house Preschool Program 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.

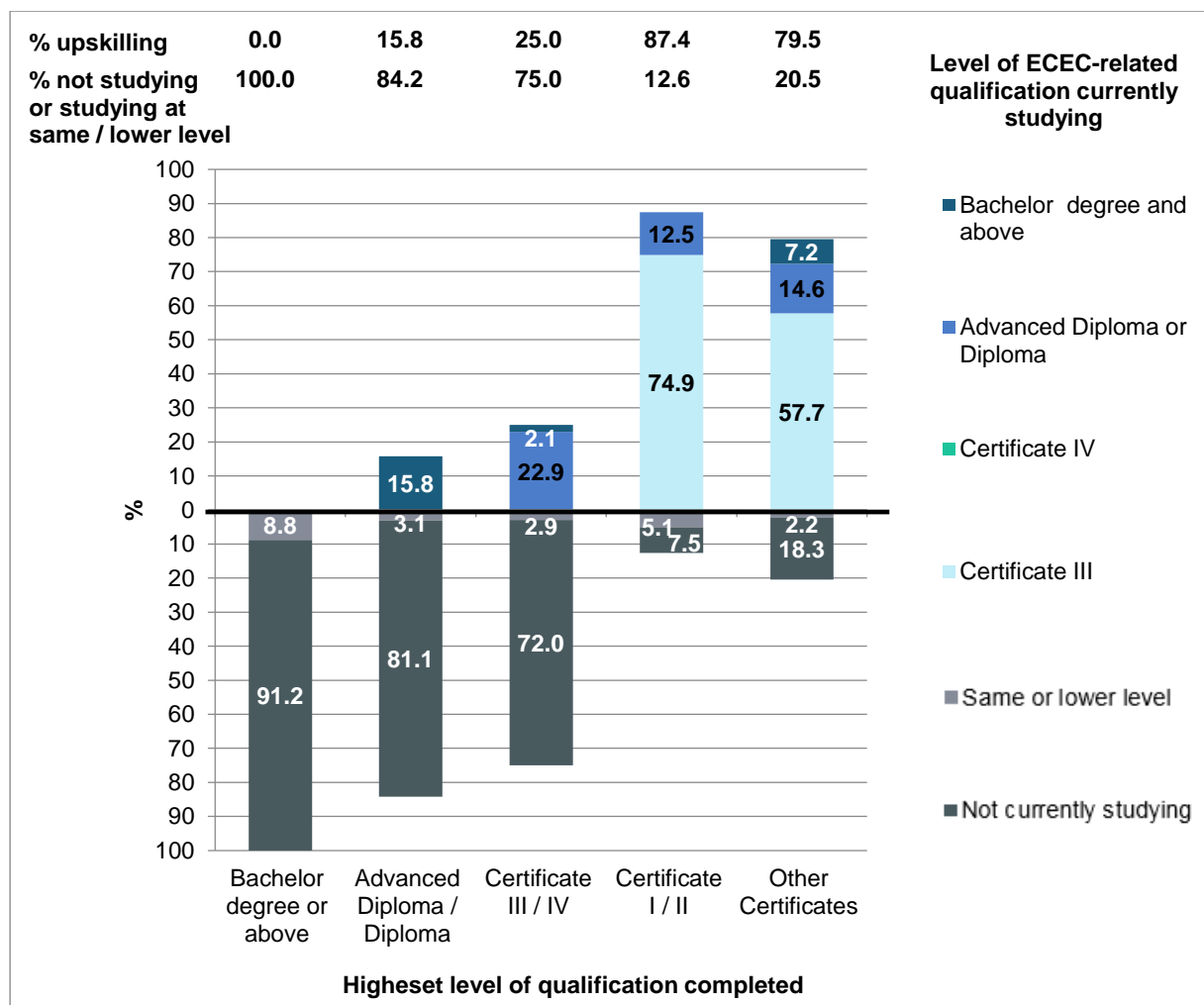
(e) Other ECEC-related qualifications include child care, nursing (including mothercraft nursing), other human welfare studies and services, behavioural science and other ECEC-related qualifications, at the level of Diploma or above.

7.2.1. Rate of upskilling

Figure 14 shows the qualification level paid contact staff delivering a Preschool Program in long day care services were currently studying during the reference week, by the highest level of ECEC-related qualification already attained.

A majority of staff qualified at the Certificate I / II level (87.4 per cent) and other certificates (79.5 per cent) were 'upskilling', that is, studying at a higher level – mostly at the Certificate III level. Over one quarter (25 per cent) of paid contact staff qualified at the Certificate III / IV level were studying at a higher level – mostly an Advanced Diploma or Diploma. One-in-seven (15.8 per cent) paid contact staff qualified at the Advanced Diploma / Diploma level were 'upskilling' to a Bachelor degree and above.

Figure 14 Rate of upskilling for staff delivering Preschool Programs



7.3. Hours worked by staff delivering Preschool Programs

Table 31 shows the hours worked by, and qualifications of, staff delivering a Preschool Program in long day care services during the reference week.

Over half (54.7 per cent) of paid contact staff delivering a Preschool Program were working on full-time basis, that is, working 35 to 40 hours during the reference week. The hours worked by these staff were largely consistent across different qualification levels, although one third (34.1 per cent) of staff qualified at the Certificate level (and not in a teaching field) were working long part-time hours (20 to 34 hours per week) and 58 per cent of staff with a bachelor degree (3 years or equivalent) in a teaching field were working full-time hours.

Table 31 Number of staff delivering a Preschool Program, by hours worked, qualification level and service type ^{(a) (b)}

Long day care offering Preschool Programs	Hours worked									
	1 to 19		20 to 34		35-40		41 or more		Total	
	Short part-time		Long part-time		Full-time		Long Hours		No.	%
Teaching field ^(c)	No.	%	No.	%	No.	%	No.	%	No.	%
Bachelor degree pass (4 years or equivalent) and above ^(d)	699	13.8	1,357	26.7	2,778	54.7	241	4.8	5,076	100.0
Bachelor degree pass (3 years or equivalent)	319	11.5	738	26.6	1,609	58.0	110	4.0	2,776	100.0
<i>Subtotal bachelor degree qualified</i>	<i>1,018</i>	<i>13.0</i>	<i>2,095</i>	<i>26.7</i>	<i>4,387</i>	<i>55.9</i>	<i>351</i>	<i>4.5</i>	<i>7,852</i>	<i>100.0</i>
Advanced Diploma / Diploma	114	13.5	264	31.3	427	50.6	39	4.6	843	100.0
Other ECEC-related field, at Diploma level and above ^(e)	1,204	14.1	2,689	31.6	4,388	51.5	235	2.8	8,515	100.0
Other ECEC-related field, at Certificate level ^(e)	1,473	14.7	3,427	34.1	5,032	50.1	106	1.1	10,038	100.0
Any ECEC field - qualification unknown	339	7.4	1,057	23.0	3,193	69.4	8	0.2	4,598	100.0
Total delivering Preschool Programs in long day care	4,148	13.0	9,532	29.9	17,427	54.7	740	2.3	31,846	100.0
Total delivering Preschool Programs	5,051	13.1	10,921	28.3	19,691	51.0	2,910	7.5	38,573	100.0

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

(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.

Appendix 1 Time Series Tables

Table 32 Changes in workforce size and demographics, 2010 to 2016 ^(a)

Characteristic	Total	2010		2013		2016		Change 2010 - 2013		Change 2013 - 2016	
		No.	%	No.	%	No.	%	No.	%	No.	%
		113,712	100.0	126,203	100.0	194,994	100.0	12,491	11.0	68,791	54.5
Service type	LDC	67,975	59.8	75,646	59.9	108,521	55.7	7,671	11.3	32,876	43.5
	FDC	13,575	11.9	14,054	11.1	32,580	16.7	479	3.5	18,526	131.8
	IHC	1,051	0.9	1,809	1.4	1,901	1.0	758	72.2	92	5.1
	OCC	769	0.7	872	0.7	936	0.5	103	13.5	64	7.3
	OSHC	16,273	14.3	18,086	14.3	27,491	14.1	1,812	11.1	9,406	52.0
	VAC	14,069	12.4	15,737	12.5	23,563	12.1	1,667	11.9	7,827	49.7
	Jurisdiction	NSW	37,132	32.7	39,904	31.6	66,406	34.1	2,772	7.5	26,502
Vic		24,822	21.8	29,221	23.2	50,674	26.0	4,399	17.7	21,453	73.4
Qld		27,809	24.5	29,537	23.4	39,760	20.4	1,728	6.2	10,222	34.6
SA		8,981	7.9	10,198	8.1	12,668	6.5	1,217	13.5	2,470	24.2
WA		7,657	6.7	9,593	7.6	14,573	7.5	1,936	25.3	4,980	51.9
Tas		2,859	2.5	2,813	2.2	3,838	2.0	-45	-1.6	1,024	36.4
NT		1,369	1.2	1,443	1.1	1,904	1.0	74	5.4	462	32.0
ACT		3,083	2.7	3,493	2.8	5,170	2.7	410	13.3	1,677	48.0
Age group	15-19	7,758	6.9	7,879	6.3	9,871	5.1	121	1.6	1,992	25.3
	20-24	22,960	20.3	25,363	20.4	38,022	19.6	2,403	10.5	12,660	49.9
	25-29	16,461	14.6	18,249	14.7	29,523	15.2	1,788	10.9	11,274	61.8
	30-34	12,097	10.7	13,953	11.2	24,664	12.7	1,856	15.3	10,711	76.8
	35-39	12,021	10.6	12,799	10.3	21,198	10.9	778	6.5	8,399	65.6
	40-44	11,114	9.8	12,649	10.2	20,356	10.5	1,535	13.8	7,707	60.9
	45-49	10,537	9.3	10,968	8.8	16,937	8.7	431	4.1	5,969	54.4
	50-54	9,368	8.3	10,027	8.1	14,409	7.4	659	7.0	4,383	43.7
	55 and over	10,603	9.4	12,435	10.0	19,376	10.0	1,831	17.3	6,941	55.8
Gender	Male	6,843	6.0	8,049	6.4	17,351	8.9	1,206	17.6	9,302	115.6
	Female	106,785	94.0	117,539	93.3	177,561	91.1	10,754	10.1	60,022	51.1
	Intersex	0	0.0	445	0.4	63	0.0	445	-	-382	-85.8
Indigenous status	Yes	1,642	1.8	1,924	1.8	3,040	2.0	283	17.2	1,115	57.9
	No	89,804	98.2	104,283	98.2	149,204	98.0	14,480	16.1	44,921	43.1

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

Table 33 Changes in highest level of qualification completed for paid contact staff, 2010 to 2016 ^{(a) (b)}

	2010		2013		2016		Change 2010 - 2013		Change 2013 - 2016	
	No.	%	No.	%	No.	%	No.	%	No.	%
Highest level of qualification completed - paid contact staff	96,403	100	106,634	100	154,849	100	10,231	10.6	48,215	45.2
Bachelor degree and above	8,992	9.3	11,922	11.2	18,403	11.9	2,930	32.6	6,481	54.4
Bachelor degree pass 4 years (or equivalent) and above	5,997	6.2	8,114	7.6	12,898	8.3	2,117	35.3	4,784	59
Bachelor degree pass 3 years (or equivalent)	2,995	3.1	3,808	3.6	5,506	3.6	814	27.2	1,697	44.6
Advanced Diploma / Diploma	25,134	26.1	32,273	30.3	52,796	34.1	7,140	28.4	20,523	63.6
Certificate III / IV	30,097	31.2	39,828	37.3	58,792	38	9,730	32.3	18,965	47.6
Below Certificate III	2,159	2.2	1,609	1.5	1,913	1.2	-549	-25	304	18.9
Total staff with an ECEC-related qualification ^(c)	66,381	68.9	85,633	80.3	131,904	85.2	19,251	29	46,272	54
Total staff without an ECEC-related qualification	30,021	31.1	21,001	19.7	22,945	14.8	-9,020	-30	1,944	9.3
Highest level of qualification completed in a teaching field ^(d) - paid contact staff										
Bachelor degree and above	7,964	8.3	10,671	10	16,174	10.4	2,707	34	5,503	51.6
Bachelor degree pass 4 years (or equivalent) and above	5,382	5.6	7,441	7	11,454	7.4	2,059	38.3	4,013	53.9
Bachelor degree pass 3 years (or equivalent)	2,582	2.7	3,231	3	4,721	3	649	25.1	1,490	46.1
Other ^(e)	1,847	1.9	2,318	2.2	4,451	2.9	470	25.5	2,133	92
Total qualifications in a teaching field	9,811	10.2	12,989	12.2	20,625	13.3	3,178	32.4	7,636	58.8
Total qualifications in other ECEC-related field	56,570	58.7	72,644	68.1	111,280	71.9	16,073	28.4	38,636	53.2
Total without qualifications	30,021	31.1	21,001	19.7	22,945	14.8	-9,020	-30	1,944	9.3

(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) ECEC-related 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.

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

(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.

Table 34 Changes in long day care services offering a Preschool Program based on a curriculum or framework, 2010 to 2016 ^{(a) (b)}

Long day care offering Preschool Program	2010		2013		2016		Change 2010 - 2013		Change 2013 - 2016	
	No.	%	No.	%	No.	%	No.	%	No.	%
Early Years Learning Framework	2,135	66.5	4,047	93.8	5,645	94.1	1,912	89.6	1,598	39.5
State / Territory curriculum or framework	882	27.5	688	16.0	991	16.5	-193	-21.9	303	44.0
Other curriculum or framework	557	17.4	260	6.0	468	7.8	-297	-53.3	208	80.2
Total offering Preschool Program	2,979	92.8	4,295	99.6	5,992	100.0	1,316	44.2	1,696	39.5
No program	231	7.2	17	0.4	1	0.0	-214	-92.6	-16	-93.9
Total	3,209	100.0	4,312	100.0	5,993	100.0	1,103	34.4	1,681	39.0

(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 Program is based on. Services may specify multiple curricula or framework types.

Appendix 2 Abbreviations and Glossary

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).

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 programs 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 programs 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 programs; 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.

Preschool program - the Early Childhood Education and Care National Minimum Dataset (ECEC NMDS) defines preschool programs as being a structured, play based learning program, 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. Programs 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 program 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 program 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 programs 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.