



## C&K'S ADVOCACY STATEMENT FOR THE QUEENSLAND GOVERNMENT ELECTION NOVEMBER 25 2017

The Crèche and Kindergarten Association Limited t/a C&K  
257 Gympie Road  
KEDRON Queensland 4031  
ABN: 59 150 737 849

**Where children come first**

## C&K ASKS ALL PARTIES AND CANDIDATES FOR CLEAR AND STRONG COMMITMENTS THAT BENEFIT YOUNG CHILDREN

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C&K is a leading, not-for-profit early childhood education and care provider with more than 110 years of experience. C&K is proud to support more than 20,000 children, 6,000 families and close to 2,000 staff through our kindergarten and childcare services and programs. C&K ensures children come first, in everything we do.

As Queensland's longest-standing early education provider, C&K is leading the call for policy leadership and funding commitments for quality early childhood education and care for all Queensland children.

C&K commends past Labor and LNP Queensland governments for their commitment to early childhood education and care. Over the past five years their efforts have resulted in kindergarten participation rates more than tripling from 29% in 2008 to 97.4% in 2013, and beyond the 95% target since 2015.

While recognising this progress, C&K urgently calls for further focus and investment from the incoming state government.

After all, investing in high quality kindergarten experiences benefits *everyone*. Price Waterhouse Coopers has estimated a **\$13.3 billion rise in GDP** if we did one just thing: increase the participation of vulnerable children in quality early childhood education and care<sup>1</sup>.

### 1- FIRST STEP – END THE UNCERTAINTY FOR THE FUNDING OF QUEENSLAND KINDERGARTENS

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C&K's own market research tells us that families of young children do not have an understanding of the myriad of childcare 'types' (Long Day Care, Kindergarten, Outside School Hours Care, Limited-Hours Care, Family Day Care, etc), nor are they experts in the complicated funding arrangements that exist between the Federal Government and the Queensland Government.

**To keep it simple – C&K wants *all* families to know that the \$86m in 'National Partnership' funding<sup>2</sup> - that keeps 479 kindergartens operating in local communities across Queensland - is uncertain beyond 2018.**

C&K is disappointed that difficulties continue between the two tiers of government, when this current commitment provides just the *barest minimum*: 15 hours of early education a week, for 40 weeks, in the year before school.

Australia is falling behind comparative countries where governments have committed to fund *two years before school* as the most effective way to improve children's long-term outcomes.

*OECD Starting Strong 2017*<sup>3</sup>:  
**The more years spent in early education, the lower the chance  
of being among the low performers in PISA**  
(Program for International Student Assessment)

% of 15 year olds classified as 'low performers'	No. years in Early Childhood Education
22%	< 1 year
14%	1-2 years
10%	2-3 years

We know Queensland families care deeply about kindergarten: and they want these high-quality services to remain the strong and vibrant community hubs that they have been for over 100 years.

**ACTION 1: END THE UNCERTAINTY FOR QUEENSLAND KINDERGARTENS FUNDING**

C&K calls on the incoming Queensland Government to:

- commit to fund and support all current stand-alone kindergartens, on a **recurrent basis**; and
- should Universal Access kindergarten funding merge with schools funding, C&K calls for a **transparent transition** – that demonstrates that the ‘pre-transition’ level of funding and support to kindergarten has been maintained, and is growing

**2 - SECOND STEP – MOVE TOWARDS FUNDING TWO YEARS OF UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION IN THE YEARS BEFORE SCHOOL**

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Australia is among the lower spending OECD nations on early childhood education and care as a percentage of GDP<sup>4</sup>. Simply maintaining current kindergarten funding is therefore a non-negotiable, minimum: from here on, we must do better.

C&K supports our colleagues across the ECEC sector in advocating to move significantly further:

- In early 2016, a nationwide coalition of early childhood organisations, researchers and parents came together under the “Early Learning: Everyone Benefits” banner: C&K joined Early Childhood Australia (ECA) and others to strongly advocate for investment in early learning which directly links to increasing Australia’s future prosperity
- *The State of Early Learning in Australia Report 2016*<sup>5</sup> cited low investment and participation rates of young children in early learning: Australia has low participation of three year olds across

every state and territory and nationally (66%) compared with the OECD average of 74%. Australia is also in the bottom third of countries ranked by the OECD (27 out of 39 countries) for the participation of three year olds - well behind the United Kingdom, New Zealand, Japan and Denmark.

- In late 2016, the Mitchell Institute released, *Preschool – Two Years are Better Than One*. This contemporary and comprehensive analysis of the international evidence lays out the short - and long-term, fiscal, social and cognitive benefits of high-quality preschool programs.

Many European countries have funded two years of early education for decades and more recently the UK and New Zealand have followed. The educational outcomes are clear: Mostafa & Green say, *“after controlling for social background, attending more than one year of [preschool] was associated, on average across the OECD, with a 33 point gain in [PISA] test scores at 15 years. In all countries, children who participated for more than a year in [preschool] got, on average, higher scores at 15 than those who did not”* <sup>6</sup>.

Beyond the 2017 Queensland election, the ECEC sector will continue to advocate for evidence-based improvements – such as two years of universal access to early childhood education prior to school.

## **ACTION 2: FUND TWO YEARS OF UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION IN THE YEARS BEFORE SCHOOL**

C&K calls on the incoming Queensland Government to:

- commit to working with the Federal Government towards **funding two years of universal access** to early childhood education prior to school; and
- adjust funding and access policies, such as **kindergarten age requirements**, to enable families to access two years of a Queensland Government-subsidised kindergarten program

## **3 - STOP VULNERABLE AND DISADVANTAGED CHILDREN MISSING OUT ON THE BENEFITS OF EARLY CHILDHOOD EDUCATION**

All Queensland children should have access to kindergarten.

C&K’s commitment to ‘Access for All’ is mindful of the poorer enrolment and participation rates among particular groups, such as:

- socially and/or economically disadvantaged households

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C&K re-iterates the **“Early Learning: Everyone Benefits”** campaign

objective: To have political parties commit to policies that will support 100 per cent of four year olds and 90 per cent of three year olds to attend early learning for at least two days per week, and for younger children to be able to attend as needed by their families.

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- disadvantaged Aboriginal and/or Torres Strait Islander households
- disadvantaged culturally and linguistically-diverse households – particularly refugee families
- children with disabilities and/or carers with disabilities
- children in foster or kinship care (Out of Home Care)
- children from rural and remote areas.

All available research tells us that ‘disadvantaged’ children benefit the most from attending high-quality early childhood education<sup>7</sup>. Unfortunately, the research also tells us that disadvantaged students are less likely to attend early childhood education (Australia, as a whole, has a greater ‘gap’ between ‘those who attended ECEC’ and ‘those who did not’ than the OECD average)<sup>8</sup>.

#### **Still missing out 2016/17:**

- only 6.9% of the estimated 18.5% of kindy-age Queensland children who are considered statistically **disadvantaged** are attending kindergarten
- only 8.9% of the estimated 13.2% of kindy-age Queensland children from **non-English speaking backgrounds** attend kindergarten (this measure is improving)
- only 4.4% of the estimated 6% of kindy-age Queensland children with a **disability** attend kindergarten (the number of children with a recognised disability is increasing; we are not keeping up; therefore this gap is widening)
- only 6.4% of the estimated 7.9% of kindy-age Queensland **Aboriginal and Torres Strait Islander children** attend kindergarten (this measure is improving)
- 33.8% of the estimated 35.3% of kindy-age children who live in **Regional Queensland** attend; and
- 2.8% of the estimated 3.5% of kindy-age children who live in **Remote Queensland** attend (this measure is steady).

[Report on Government Services, 2016 and 2017.<sup>9</sup>]

### **ACTION 3: STOP VULNERABLE AND DISADVANTAGED CHILDREN MISSING OUT**

C&K calls on the incoming Queensland Government to:

- commit to **100% inclusion measures** so that all Queensland children - wherever they live, whatever their circumstances – can access and participate in early childhood education

## 4 - BUILD ON THE UNIQUE STRENGTHS OF ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN

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C&K has a long history of commitment to improving educational outcomes for Aboriginal and Torres Strait Islander children and was one of the first early childhood providers to establish dedicated kindergarten programs for the Aboriginal and Torres Strait Islander community. C&K's 2016 Reconciliation Action Plan (RAP) takes that journey forward, celebrating existing partnerships and establishing new ones, and ensuring the ethos of cultural safety and reconciliation is fully embedded across everything we do at C&K, through a new generation of young Australians.

- C&K operates and supports more than 50 early childhood services in areas with high Aboriginal and Torres Strait Islander population and/or high indigenous enrolment
- C&K works with 711 children (aged 0-5) who identify as Aboriginal and/or Torres Strait Islander. This figure equates to 8% of total C&K enrolments and approximates the proportion of indigenous children in the broader Queensland population<sup>10</sup>

Unfortunately, while the statistics are improving (official figures cite 93% of Queensland Aboriginal and Torres Strait Islander children as enrolled in kindergarten in 2015, up from 29% in 2008<sup>11</sup>), C&K knows that

many families do not 'identify' and/or may not be otherwise captured in statistical collections. Local, place-based responses are therefore **vital** to ensure children do not 'slip through the cracks'.

We know the number of indigenous four-year-olds in Queensland is expected to grow by 17% over the next eight years<sup>12</sup>; so there is a way to go to ensure all Aboriginal and Torres Strait Islander children are participating in quality early childhood education programs.

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### *C&K Statement of Commitment to Aboriginal and Torres Strait Islander Children and Families (2017)*

- Increasing access for Aboriginal and Torres Strait Islander children and families to all C&K early childhood services
  - Delivering quality early education and care to Aboriginal and Torres Strait Islander children and families in accordance with the principles of universal access for all children within the community, particularly the vulnerable and disadvantaged
  - The employment and professional development of Aboriginal and Torres Strait Islander peoples across all levels of the organisation to reflect the diversity of the communities we service
  - Ensuring that all educators provide quality early education and care to Aboriginal and Torres Strait Islander children and families with cultural integrity
  - Embedding excellence and Aboriginal and Torres Strait Islander knowledges within the early childhood curriculum and pedagogy
  - Ensuring that our early education and care facilities are welcoming to Aboriginal and Torres Strait Islander children and families
  - Working in partnership with Aboriginal and Torres Strait Islander families, communities, and community services as the best approach to improve early education outcomes and school readiness.
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The Australian Early Development Census (2015) shows that Aboriginal and Torres Strait Islander children are twice as likely to be developmentally delayed than other children. It also highlights that vulnerabilities correlate closely with location:

- 42.1% of indigenous children are **developmentally vulnerable** on one or more domains
- close to half (47%) of children in **very remote communities** are developmentally vulnerable, compared to around one-fifth (21%) of children from major cities
- under 16% of children living in the least socio-economically disadvantaged Australian communities were developmentally vulnerable on one or more domains, compared with nearly 33% of children in the **most disadvantaged communities**; and
- for Queensland, we also know the greatest proportion of Aboriginal and Torres Strait Islander children reside in **South-East Qld – in Urban areas**.

C&K congratulates the current Queensland Government for funding the continued operation of ten Aboriginal Children and Family Centres across Queensland - including C&K's Mackay Children and Family Centre. We also appreciate being included in the Queensland Government's recent consultation with the ECEC sector *Advancing Aboriginal and Torres Strait Islander education and training: An action plan for Queensland*. The plan shows strong leadership in articulating accountabilities and stretch targets for improving outcomes for Aboriginal and Torres Strait Islander children and young people – including in the early childhood years.

#### **ACTION 4: BUILDING ON THE UNIQUE STRENGTHS OF ABORIGINAL AND TORRES STRAIT ISLANDER CHILDREN**

C&K calls on the incoming Queensland Government to:

- continue to fund *free* kindergarten participation for **disadvantaged 4 year-old** Aboriginal and Torres Strait Islander children – and **extend this to 3 year-olds**
- **maintain support** to Aboriginal and Torres Strait Islander early childhood services
- replicate the recent investment in successful **cultural awareness programs** (such as EATSIPEC, and Learning Through Culture) for mainstream services; and
- increase the number of **Aboriginal and Torres Strait Islander educators**, and pathways to employment, through supported scholarships for Certificate 3, Diploma, and Degree-level Early Childhood Education and Care qualifications

#### **5 - STAY PLAY-BASED AS WE MEASURE PROGRESS IN EARLY CHILDHOOD EDUCATION**

C&K remains deeply concerned about the potential for primary school curriculum and teaching to be pushed down onto four year-olds in kindergarten.

We understand that governments are under pressure to show results:

- the 2014 *Productivity Commission report on Childcare and Early Learning* recommended that kindergarten should ultimately be integrated into the school-based education system
- funding arrangements are in flux, and increasingly tied to productivity and outcome targets; and
- both state and federal governments are grappling with public pressure when faced with media headlines such as “Australian schools are in 'absolute decline' globally, says PISA report” (ABC News, 6 Dec 2016)

In the continuing quest to measure outcomes in human services, C&K sees ‘school-based’ academic measures as an important part of the picture: however early education should not become skewed solely towards these measures at the expense of designing more appropriate approaches.

To this end, C&K has been working with researchers and educators to examine ‘excellence’ – that is, where do we go beyond ‘quality’? This work, among other things, examines international approaches to measurement in early childhood education

settings. We are learning that *“measures are culturally, historically and socially situated, and as such reflect particular ways of viewing the world. For instance, while play-based curriculum is a critical aspect of early childhood pedagogy, the way play is conceptualised and measured tends to uphold dominant Western understandings (Subramanian, 2015, p. 161). Attention needs to be paid to the cultural bias of tools used to measure quality/excellence, and culturally responsive tools developed.”*

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C&K views children as competent and capable and active citizens in the here and now.

C&K: *“Reimagining Excellence”*

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Further, *“when measuring excellence, there needs to be a clear line of sight or logical connection between the focus of the evaluation (eg. child; room), the intended outcomes (eg. child development; an environment that supports literacy), inputs (eg. processes such as one-on-one reading with children) and other facilitating factors (eg. structures such as ratios that enable educators to have sustained one-on-one interactions), and the tools used to measure ‘excellence’ have to ‘fit’ this theory of change”<sup>13</sup>.*

C&K is committed to leading thinking and practice as we move beyond quality towards excellence in early childhood education. And, most importantly, to inform dialogue about how we do - and *do not* - measure outcomes for children.

## **ACTION 5: STAY PLAY-BASED AS WE MEASURE PROGRESS IN EARLY CHILDHOOD EDUCATION**

C&K calls on the incoming Queensland Government to:

- commit to **play-based** education and care - in kindergarten and in Prep; and
- support efforts that establish the next generation of approaches to **measuring positive progress in early childhood wellbeing**

## 6 - SUPPORT FOR DEVELOPMENTALLY VULNERABLE CHILDREN

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One in four Queensland children has been assessed by the Australia Early Development Census (AEDC) as 'developmentally vulnerable' (2015). At 26%, Queensland's rate has remained steady – with the second highest level of vulnerability behind the Northern Territory<sup>14</sup>, and behind the national figure of 22%.

On the positive side, these overall state statistics show slight improvements in two areas – 'emotional' and 'language and cognitive'; on the concerning side, we continue to see families' financial and geographic circumstances be the key determinant of child outcomes.

- Children living in the most **socio-economically disadvantaged** communities are more likely to be developmentally vulnerable on each of the five Australian Early Development Census (AEDC) domains (physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, and communication skills and general knowledge)<sup>15</sup>
- In Queensland's **very remote communities**, close to half (44%) the children are assessed as developmentally vulnerable, compared with around one-fifth (21%) of children from major cities.

The most widely espoused and trialled approach to improving child outcomes in areas or communities experiencing disadvantage are **integrated early years services**.

Known by various names, these services have delivered well-documented, cost-effective successes in national and international research. By closely linking early childhood education with other relevant services (such as child and family health services, speech pathologists, child development experts and family support professionals), families are better supported, parenting skills improve, and timely diagnoses of additional needs can occur - laying the foundation for a successful entry to school and beyond.

The cost benefits of these early interventions are economically convincing. Long-standing early intervention programs in the US and UK, that target disadvantaged families, cite cost benefits that range from 2.36-to-1 to 19-to-1. Meaning, for every \$1 spent on early intervention, the state reaps a return of between \$2.36 and \$19 over time (UNSW's Social Research Centre, 2007<sup>16</sup>).

C&K congratulates successive Queensland and Australian Governments on establishing a number of integrated early years services. We further applaud any efforts to create common naming across the many services so that families are able to easily identify these universal support hubs.

### **ACTION 6: SUPPORT FOR DEVELOPMENTALLY VULNERABLE CHILDREN**

C&K calls on the incoming Queensland Government to:

- maintain and increase Queensland's network of **integrated early years services**, to better support children and families, and strengthen early childhood development

## 7 - MEET THE NEEDS OF CHILDREN WITH COMPLEX NEEDS

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C&K has seen the number of children with high and complex additional needs ***more than triple*** over the past three years.

Around 6% of Queensland children aged 3-5 years have a diagnosed disability (2017 Report on Government Services). However, we *do not* know the precise number of children with *undiagnosed* conditions, or additional and/or complex needs.

For children with a disability, access to (and participation in) ECEC services is variable: government statistics note that only around 4.4% from the estimated 6% of kindy-age Queensland children with a **disability** attend kindergarten

While successive Queensland Governments must be acknowledged for their successes in improving the supply of kindergarten, enhancing community awareness, and prioritising inclusion: the improving data has built from a very low base, and together we must maintain the effort.

The much-welcomed recent increase in government funding for ‘inclusion’, only supports *a portion of the cost* of working with children with disabilities. C&K’s increasing challenge is therefore to meet the needs of the increasing numbers of children with:

- undiagnosed disabilities
- mental health and behavioural needs
- complex medical needs; and
- trauma symptoms (resulting from, for example, abuse, family violence, war and persecution, and/or natural disasters).

Of equal importance is the challenge to ensure our work with children who have complex needs does not negatively affect the quality of care received by every other child: at C&K we intentionally create *reciprocal relationships* that provide ongoing learning opportunities for all children.

Furthermore, we know that *educator wellbeing* directly supports children’s health and wellbeing. At C&K we are mindful that our people are impacted by the increasingly high needs of children:

- stress and anxiety levels are heightened if educators are not appropriately trained and supported; and
- educators have been harmed by children with challenging behaviours: WH&S claims and insurance costs increase, and these put pressure on organisations’ ability to remain viable – and to continue to re-invest for ‘social purpose’.

C&K is therefore, working on several ‘social purpose’ trials to establish effective and financially-sustainable approaches to support children *and* educators. Areas of most interest include early development screening, transdisciplinary practice, and variations of ‘co-location’ and ‘integration’ of cross-sector partnerships.

## **ACTION 7: MEET THE NEEDS OF CHILDREN WITH COMPLEX NEEDS**

C&K calls on the incoming Queensland Government to:

- commit to full-cost funding to meet the true cost of supporting children with complex needs; and
- develop a place-based professional development approach to equip educators with the contextualised, contemporary and semi-specialising skills needed to better support children with high and complex needs

## **8 - INNOVATE FOR THE SUSTAINABILITY OF KINDERGARTEN IN QUEENSLAND**

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The community kindergarten sector in Queensland is at a crossroad. The pace of change is significant (see Appendix 1) and, as detailed throughout this paper, the complexity is increasing.

C&K calls on candidates in the 2017 Queensland election to visit their local kindergarten and hear their experiences, ideas and challenges.

- Between 40%-50% of C&K branch services do not make a surplus and, for kindergartens, the losses from these services exceed surpluses generated by the remaining services. We are forecasting that C&K branch kindergartens will lose approx. \$500,000 in 2017.
- In 2016 there were 1,500 fewer children (8% fewer) attending a kindergarten program in a stand-alone kindergarten, than in 2013
- One key factor affecting the viability of kindergartens is the steady migration of families towards kindergarten programs in long day care centres: in 2016, 72% of preschool enrolments were in long day care services.<sup>17</sup>

C&K, like other not-for-profit providers, has historically financed unviable services as part of our social commitment to young children and families: our 'social purpose'.

- One-third (1/3) of all C&K's centre-based services (branch and affiliate) fall within our 'Social Purpose' definition (approx. 115 services).

But not-for-profits, such as C&K, operate in the same fiscally-constrained environment as other businesses. There is a 'tipping point' when revenues, funding, subsidies, fundraising and in-kind contributions are not enough and hard decisions must be made about winding-back service offerings or hours, or closing services completely.

The more-than 450 kindergartens (operated by C&K and by others), across every local community in Queensland, have the tenacity and passion to innovate for the changing needs of families: they have proved this for over 100 years. However, the current pace of social, regulatory and legislative change is having a negative effect on the ongoing sustainability of the sector.

### **ACTION 8: INNOVATE FOR THE SUSTAINABILITY OF KINDERGARTEN IN QUEENSLAND**

C&K calls on the incoming Queensland Government to work alongside services to **enable innovation in the kindergarten sector**. In particular, we call for:

- flexibility to **trial new models** – experimenting with more responsive hours of operation, and greater utilisation of premises
- support to **reduce red-tape** to enable cross-overs with other jurisdictions’ funding and regulation
- continued, specific focus on **rural and remote services**
- continued funded professional support to kindergarten services - currently provided through the **Central Governing Body** (CGB) provision; and
- a review of the **Real Funding Guarantee** (indexation applied), with a focus on better supporting services in rural locations struggling with viability

## Appendix 1 – CHANGES IMPACTING QUEENSLAND KINDERGARTENS AND KINDERGARTEN PROGRAMS

### Changes impacting Queensland kindergartens and kindergarten programs

Reform	Jurisdiction	Timeframe for change	Impact
<b>Childcare Package reform</b>	Australian Government	July 2018	Significant changes for childcare services / and to eligibility and subsidies for families accessing childcare
<b>National Disability Insurance Scheme (NDIS)</b>	Australian Government	Currently implementing through regions	Significant changes for families with children accessing disability support / and opportunities for ECEC services to support early interventions.
<b>Universal Access</b>	National Partnership between Australian Government and Queensland Government	Universal Access funding expires at end of 2018	Universal Access ensures that a quality kindergarten program is available for all children in the year before full-time school. The program is delivered by an early childhood teacher that meets National Quality Framework requirements, for 15 hours per week or 600 hours a year, depending on the service type.
<b>Queensland Government Kindergarten Funding Scheme (QKFS)</b>	(as above)	Funding for Queensland kindergartens remains uncertain  There is some conjecture that funding may move into schools funding  Universal Access funding expires at end 2018.	QKFS was introduced in 2009 to support services with the cost of delivering an approved kindergarten program.  Providers receive a standard subsidy per eligible child enrolled. Further subsidies are available for services in remote and lower socio-economic areas, as a percentage of the standard subsidy, to help attract and retain teachers and to ensure that cost is not a barrier to families accessing the program.
<b>Central Governing Body (CGB) funding</b>	(as above)	Probability of reform to model.	A CGB distributes government funding to members for the purposes of operating a kindergarten program. The CGB also provides support and assistance to members while

		Universal Access funding expires at end of 2018	monitoring and ensuring member compliance.
<b>Disability Inclusion Support for Queensland kindergartens (DISQK)</b>	(as above)	Universal Access funding expires at end of 2018	Recently increased by the Qld Government: Under DISQK, kindergarten services can access between \$2,000 and \$8,000 to assist children with a diagnosed or suspected disability actively participate in a kindergarten program.
<b>Revised National Quality Standards</b>	Australian, State and Territory Governments	Oct 2017 & Feb 2018	Changes to the law and regulations introduced in 2017.  Revised National Quality Standard (NQS) commence in all states and territories on 1 February 2018.
<b>Real Funding Guarantee (RFG)</b>	Queensland Government	Under review in 2017  No indexation since 2013	In 2011, the Queensland Government recognised the more than 100-year tradition of community kindergarten services and committed to ensuring they continued to play a key role. 'Legacy services' have been eligible for funding under RFG: the minimum level of funding assistance in 2011 and beyond, would be based on the salary levels of the service's teaching staff. Indexation applied from July 2011 until end 2013.

Queensland kindergarten providers are also, to varying degrees, inputting and/or responding to other Department of Education and Training reforms or projects – such as:

- Advancing Education
- Advancing Aboriginal and Torres Strait Islander Education and Training
- Age Appropriate Pedagogies
- Early years support services
- First 5 Forever
- Families as First Teachers
- ECEC Workforce Action Plan 2016-2019
- Results Based Accountability

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## REFERENCES

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- <sup>2</sup> Report on Government Services. 2017. SCRGSP (Steering Committee for the Review of Government Service Provision) 2017, Report on Government Services 2017, Productivity Commission, Canberra.
- <sup>3</sup> OECD (2017), Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care <http://dx.doi.org/10.1787/9789264276116-en>
- <sup>4</sup> OECD (2017), Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care <http://dx.doi.org/10.1787/9789264276116-en> [Figure 3.2]
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- <sup>8</sup> OECD (2017), Starting Strong 2017: Key OECD Indicators on Early Childhood Education and Care <http://dx.doi.org/10.1787/9789264276116-en> [Figure 5.7]
- <sup>9</sup> Report on Government Services. 2017. SCRGSP (Steering Committee for the Review of Government Service Provision) 2016, Report on Government Services 2017, Productivity Commission, Canberra.
- <sup>10</sup> ABS 2011 Census. 42400DO002\_2013 Preschool Education, Australia, 2013 Released at 11:30 am (Canberra time) Fri 7 Mar 2014. The number of four year old Indigenous children in Qld (4149) is used as a proxy for number of children who should attend preschool in the year before school. There are approx. 25,700 Aboriginal and/or Torres Strait Islander children, aged 0-4 years, in Queensland. This equates to around 8% of the total Queensland population of 0-4 year olds.
- <sup>11</sup> Report on Government Services. 2017. SCRGSP (Steering Committee for the Review of Government Service Provision) 2017, Report on Government Services 2017, Productivity Commission, Canberra.
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