

Glossary

Queensland Early Childhood Education and Care Services Census 2020

Aboriginal and/or Torres Strait Islander descent

A person who identifies (or, for children, their parents/guardians identify) as being of Aboriginal origin, Torres Strait Islander origin, or Aboriginal and Torres Strait Islander origin.

Age ranges

Age ranges as at 1 July 2020:	Date of birth	
	From	To
0-Less than 12 months	2 July 2019	1 July 2020
12-less than 24 months	2 July 2018	1 July 2019
2 years	2 July 2017	1 July 2018
3 years	2 July 2016	1 July 2017
4 years	2 July 2015	1 July 2016
5 years	2 July 2014	1 July 2015
6 years	2 July 2013	1 July 2014
7 years	2 July 2012	1 July 2013
8 years	2 July 2011	1 July 2012
9+ years	Prior to 2 July 2011	

Approved early childhood teaching qualification

The Education and Care Services National Law sets out minimum requirements for educators working in early childhood education and care services. A list of approved qualifications can be found by following the prompts on the Australian Children's Education and Care Quality Authority website: <http://www.acecqa.gov.au/Qualifications.aspx>.



Approved provider

An approved provider is the person or organisation approved under the Education and Care Services National Law or *Education and Care Services Act 2013* to operate an early childhood education and care service.

Approved service

An approved service is a service that has met the criteria of the Education and Care Services National Law or *Education and Care Services Act 2013*, and has been issued with a service approval. An approved service may be funded or unfunded by the Department of Education.

Attending (kindergarten program)

Children participating in a kindergarten program for at least one hour during the Census reference period.

Australian Bureau of Statistics (ABS)

The Australian Bureau of Statistics is Australia's national statistical agency which collects, compiles, analyses and disseminates statistical data and information on a wide range of national economic, environmental and social topics for the state and federal governments.

Australian Children's Education and Care Quality Authority (ACECQA)

An independent national body established under the Education and Care Services National Law to support the effective and efficient administration of the National Quality Framework (NQF). Part of ACECQA's role is to determine whether qualifications are equivalent to the approved qualifications under the NQF.

Australian Institute of Health and Welfare (AIHW)

The Australian Institute of Health and Welfare is a national independent statutory authority which collects, analyses and reports information and statistics on Australia's health and welfare.

Authorised person

In this Census, the authorised person is someone who holds the authority to approve and submit the information contained in the Census on behalf of the service. This would typically be the service director/coordinator or a person delegated by the service director/coordinator.

Census

The Early Childhood Education and Care (ECEC) Services Census is an annual data collection conducted by the Department of Education to gather operational and workforce information about the ECEC sector in Queensland.

Included in the collection are nationally significant data items required to be captured by all jurisdictions as part of the National Partnership Agreement on Universal Access to Early Childhood Education.

Central Governing Body

A Central Governing Body (CGB) is a prescribed entity approved by the Department of Education to:

- support their member services to provide a quality and inclusive kindergarten program; and
- direct funds administered under the Queensland Kindergarten Funding Scheme to eligible kindergarten services.

Daily fee

The daily fee payable for a 4-year-old child attending a kindergarten program at a service as advised on the Statement of Fees.

Delivery setting

The type of setting (building and grounds) in which early childhood education and care service activities are provided by a service provider.

Centre-based - school	Services or kindergarten programs delivered on school grounds, using school facilities e.g., a building owned by the school.
Centre-based stand-alone	Services or kindergarten programs delivered in a non-residential building that was purpose-built or renovated (i.e. for the purpose of delivering early childhood education and care services), e.g., child care or early childhood centre, or kindergarten that is not part of a school (i.e. not co-located).
Centre-based - other	Services or kindergarten programs delivered in a non-residential building that was purpose built or renovated (i.e. for the purpose of delivering early childhood education and care services), for which it cannot be determined whether they are co-located or stand-alone (i.e. Code 1 or 2), or where multiple types of early childhood education and care service activities are provided (e.g., kindergarten co-located with a long day care centre). This could include child care centres or other forms of integrated settings/services.
Home-based	Refers to a private residential dwelling where an early childhood education and care service or kindergarten program is delivered by a child's parents, carers or guardian in their own home, family day care educator's house, or via a school of the air or distance education program.
General community setting	General community setting refers to a non-residential community infrastructure, facility or building that was not specifically built or developed for the provision of early childhood education and care services and is not part of a State, Independent or Catholic school e.g., a park, community or scout hall, public library, etc. Includes locations where mobile services are delivered, if not covered by codes 1 to 4.



Diagnosed or suspected disability (including ASD)

A child that has a need for additional assistance in any of the following areas (learning and applying knowledge, education; communication; mobility; self-care; interpersonal interactions and relationships; other - including general tasks, domestic life, community and social life) compared to children of a similar age, that is related to underlying long term health condition or disability (long term is longer than six months). Disability refers to a condition attributable to a physical, intellectual, hearing, vision or speech-language impairment, or a developmental delay; or an autistic spectrum disorder (ASD); or a combination of these. Further information can be found on the Department of Education website: <https://education.qld.gov.au/students/students-with-disability>.

ECEC

Early Childhood Education and Care.

Enrolled

Children for whom an enrolment form has been completed and whose enrolment is current. Include children who are not currently in attendance but are expected to return. Exclude children on waiting lists or for whom a place is not available.

Equivalent

'Equivalent' can refer to older or international qualifications or when certain employment and educational experience is deemed by the government to be comparable to a certain level of qualification. For example, a teacher may have a three-year Diploma of Teaching (Early Childhood), practical experience and registration with the Queensland College of Teachers but the government department or regulatory agency has recognised the individual's, or group of individuals', qualifications as equivalent to a four year early childhood university degree. Please refer to the Australian Children's Education and Care Quality Authority website: <https://www.acecqa.gov.au/qualifications/nqf-approved>.

Face-to-face kindergarten program delivery hours

The amount of time spent supervising kindergarten children and delivering the kindergarten program. Hours spent with the children including eating and resting are to be included. Preparation time and time spent supervising children outside of the delivery of the kindergarten program are to be excluded.

Family day care educator

Educators providing early childhood education and care to a maximum of seven children (with not more than four of kindergarten age or under) in their own home under the management of an approved family day care service. They are responsible for ensuring the health, safety and well-being of the children and delivering a quality, developmentally appropriate program to the group of children in their care.

Family day care educator assistant

An Educator Assistant has been approved by an approved provider to support the Educator to provide education and care to children as part of a family day care service.

Funded services

A funded service for the purpose of this Census is a service that has received Queensland Government funding to deliver an approved kindergarten program (also referred to as a funded kindergarten program) this calendar year.

Highest ECEC related field of qualification

The field of highest qualification relevant to early childhood education and care, completed by a worker within an early childhood education and care service. For the purpose of the Census, please choose the field closest to the top of the list for which the person holds the highest level of qualification.

Teaching (early childhood related)	A teaching qualification with a focus on children under the age of 8 years
------------------------------------	--

Teaching (primary)	A teaching qualification with a focus on children aged 5 to 12 years
Other early childhood related, including child care and children's services	A qualification with a focus on children under the age of 8 years that relates to the education and care of children but does not reference 'teaching'
No relevant ECEC qualification	For further information please refer to the ACECQA website: http://www.acecqa.gov.au/Qualifications.aspx http://www.acecqa.gov.au/Family-day-care-co-ordinator-qualifications-for-Queensland-only-
Other qualifications (OSHC)	For outside school hours care services other fields of qualification may be relevant under the National Law. Please refer to http://www.acecqa.gov.au/Working-with-children-over-preschool-age

Highest ECEC related level of qualification

The highest level of qualification a person has obtained in a field of study relevant to early childhood education and care, as reported by the worker.

Post graduate ECEC qualifications	AQF levels 8 and above	A grouping of consecutive academic qualifications, which follow the completion of a Bachelor degree program
Graduate diploma or graduate certificate level	AQF level 8	A consecutive academic qualification, which follows the completion of a Bachelor degree program to apply advanced knowledge and skills in one or more disciplines
Bachelor degree (Honours)	AQF level 8	An academic degree with honours earned for an undergraduate course of study to apply advanced knowledge and skills in one or more disciplines for professional or highly skilled work
Bachelor degree pass (4 years or equivalent)	AQF level 7	An academic degree earned for an undergraduate course of study to apply broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice
Bachelor degree pass (3 years or equivalent)	AQF level 7	An academic degree earned for an undergraduate course of study to apply broad and coherent theoretical and technical knowledge with depth



		in one or more disciplines or areas of practice
Diploma (3 year equivalent obtained prior to 1995)	AQF does not apply	Level of qualification attained by the successful completion of a 3 year course delivered at a tertiary institution prior to 1995
Advanced diploma	AQF level 6	Level of qualification to apply specialised knowledge in a range of contexts to undertake skilled or paraprofessional work
Diploma	AQF level 5	Level of qualification to apply technical and theoretical concepts to undertake advanced skilled or paraprofessional work
Certificate level 3 or 4	AQF level 3 or 4	Level of qualification to apply a broad range of specialised knowledge and skills to undertake skilled work
Certificate level 1 or 2	AQF level 1 or 2	Level of qualification to undertake routine work

Indigenous

Refer to Aboriginal and/or Torres Strait Islander descent.

In-service training or professional development

Refers to professional activities and opportunities designed to enhance the skills and abilities of individuals in their current areas of employment. This may include on-the-job training or outside training, but does not include qualifications required by legislation such as first aid, etc.

Kindergarten funding status

For the purpose of the Census, services that received Queensland Government funding during the calendar year to run a kindergarten program are considered to be "Funded".

Kindergarten program

A kindergarten program is a structured play-based learning program aligned with the Early Years Learning Framework or other curriculum recognised by the National Quality Framework which is primarily aimed at children in the year before they commence full time schooling.

For the purpose of this Census, each kindergarten program (or group) is a program which:

- is designed for children who are in the year before Prep (typically aged at least 4 years by 30 June 2020)
- may include those that are not funded under the Queensland Kindergarten Funding Scheme
- is delivered to an identifiable group of children
- may include multi-aged rooms.

Management type

The nature of the approved provider responsible for managing the delivery of an early childhood education and care service.

Private not for profit - community managed	Includes services that are managed by organisations based in the community through a membership made up of community members (e.g., the parents). This would include a P&C committee or a service being run by a management committee but who may be affiliated with a larger group.
Private not for profit - other organisations	Include services that are managed by non-profit organisations such as charity organisations, and church groups. This would include services operated by larger not-for-profit organisations such as Goodstart, YMCA, The Gowrie and C&K branch services. Excludes Independent and Catholic schools.
State and territory and local government managed	Include services that are managed by the state, territory or local government. Excludes state and territory government schools.
Private for profit	Includes for-profit services provided or managed by a company or private individual.



State and territory government schools	Schools that are funded and managed by the state government who operate e-Kindy, Remote Kindergarten Program and kindergarten programs in Aboriginal and Torres Strait Islander communities.
Independent schools	Includes non-government schools that are governed, managed and accountable at the level of the individual school and are not affiliated with the Diocesan Catholic Education Offices.
Catholic schools	Schools affiliated with the Diocesan Catholic Education Offices. Catholic schools, as with other classes of non-government schools, receive funding from the Commonwealth Government.
Other	E.g., employer sponsored services.

National Quality Framework

The National Quality Framework (NQF) provides a national approach to regulation, assessment and quality improvement for early childhood education and care services across Australia.

The NQF includes:

- National Law and National Regulations
- National Quality Standard
- Assessment and quality rating processes
- National learning frameworks

Please refer to the Australian Children's Education and Care Quality Authority website: <https://www.acecqa.gov.au/nqf/about>.

Non-English speaking background

Children who speak (or their parents/guardians speak) a language other than English at home on a regular basis.

A staff member from a non-English speaking background is defined as a person who speaks a language other than English at home on a regular basis.

Non-funded kindergarten program

A non-funded program is one that does not receive funding under the Queensland Kindergarten Funding Scheme to deliver a kindergarten program.

Paid casual

Refers to staff who receive wages or salary for a position which is not of a regular or ongoing nature. These staff may work for more or less than 35 hours a week. These staff usually receive a higher rate of pay than permanent staff to compensate for lack of permanency, regular hours and leave entitlements.

Paid full-time

Refers to staff that receive wages or salary for a position which is of a regular and ongoing nature, and who normally work the agreed or award hours for a full-time employee in their occupation. If agreed or award hours do not apply, staff are regarded as full-time if they ordinarily work for 35 hours a week or more. These staff may include contract workers or relief workers.

Paid part-time

Refers to staff who receive wages or salary for a position which is of a regular and ongoing nature, and who normally work for less than the agreed or award hours for a full-time employee in their occupation. If agreed or award hours do not apply, staff are regarded as part-time if they ordinarily work for less than 35 hours a week. These staff may include contract workers or relief workers.

Primary service type

Refers to the main type of activity provided by a service:

Long day care	Long day care is a centre-based early childhood education and care service providing all-day or part-time care for children in the general community (services may cater to specific groups with the general community). For-profit and not-for-profit organisations, local councils, community organisations and employers may run these services. Long day care primarily provides services for children
----------------------	--



	aged 0-5 years. Some long day care may also provide kindergarten programs and care for school aged children before and after school and during school holidays. The service may operate from stand-alone or shared premises, including those on school grounds.
Kindergarten	Services that provide structured educational programs to children in the year prior to Prep.
Occasional/Limited Hours Care	Occasional care comprises services usually provided at a centre on an hourly or sessional basis for short periods or at irregular intervals for parents who need time to attend appointments, take care of personal matters, undertake casual and part time employment, study or have temporary respite from full time parenting. These services provide developmental activities for children and are aimed primarily at 0–5 year olds. Centres providing these services usually employ a mix of qualified and other staff.
Outside school hours care	Outside school hours care comprises services that provide care for school aged children before school, after school, during school holidays and on pupil free days. Outside school hours care may use stand-alone facilities, share school buildings and grounds and/or share facilities such as community halls.
Family day care	Family day care comprises services providing small group care for children in the home environment of a registered or engaged family day care educator. Care is primarily aimed at 0–5 year olds, but primary school children may also receive care before and after school, and during school holidays. Educators work in partnership with scheme management and co-ordination unit staff.

Privacy

As a government agency, the Department of Education is bound to comply with the *Information Privacy Act 2009*, which incorporates a series of Information Privacy Principles (IPPs). The IPPs regulate how the Department obtains, stores, uses and discloses personal information. Further information is available on the Department's website: <https://qed.qld.gov.au/about-us/rti>. The Department must comply with additional restrictions regarding the personal information of children under the Education and Care Services National Law, *Education and Care Services National Law (Queensland) Act 2011* and *Education and Care Services Act 2013*.



Program hours

The hours for which a kindergarten program was made available to children.

Program hours exclude:

- before and after kindergarten program hours care
- hours children attend in non-kindergarten programs offered by the service provider.

Please calculate the hours per week based on your per day calculation.

Qualified early childhood teacher

A person who holds an approved early childhood teaching qualification or 'equivalent' is an early childhood teacher for the purposes of the Education and Care Services National Law and Regulations. Please refer to the Australian Children's Education and Care Quality Authority website:

<https://www.acecqa.gov.au/qualifications/requirements/children-preschool-age-or-under/early-childhood-teaching-qualifications>.

Queensland College of Teachers registration

Official recognition by the Queensland College of Teachers (QCT) that the person has met the professional practice requirements for full or provisional teaching registration, including the prescribed qualifications and experience, and who also meet suitability requirements, as determined by the QCT. All Queensland school teachers must be registered with the QCT and hold a valid Registration Certificate and Registration Number. Further information can be found on the QCT website: <http://qct.edu.au/registration>.

Queensland Kindergarten Funding Scheme

The Queensland Kindergarten Funding Scheme (QKFS) refers to a Queensland Government funded initiative to promote the delivery and universal access to quality early childhood education in the year prior to Prep. QKFS makes Government funding available to a range of services that provide an approved kindergarten program, including community kindergartens,

kindergartens operated by non-state schools and long day care services. Further information can be found on the Department of Education website: <https://earlychildhood.qld.gov.au/funding-and-support/grants-tenders-and-funding/QKFS>.

Queensland Kindergarten Learning Guideline

The *Queensland Kindergarten Learning Guideline* (QKLG) provides advice for planning, documenting and assessing children's learning and development, and sharing information in kindergarten contexts. QKLG supports kindergarten teachers' professional practice in a range of contexts across Queensland. The guideline is based on the Early Years Learning Framework for Australia and embraces the inclusive vision that "all children experience learning that is engaging and builds success for life". Further information on the QKLG can be accessed from the Queensland Curriculum and Assessment Authority website: <https://www.qcaa.qld.edu.au/kindergarten/qklg>.

Reference period

The period of time to which the questions in the Census refer. The reference period is specific to the service activity type. For the collection to be comparable across Australian states and territories, it is necessary for all jurisdictions to have consistent collection dates and comparable reference periods.

For the 2020 Census the reference period is **3 August 2020 to 9 August 2020**. For services providing a fortnightly kindergarten program, include either the week before or the week after and then divide by two.

Service

An approved service or school delivering an early childhood service.

Service agreement

A service agreement is a legal contract with specific terms and conditions between the Department of Education and a supplier (Approved Provider or Central Governing Body) for the provision of a service activity in return for a benefit (e.g., funds). Service agreements are established under the *Community Services Act 2007* or the *Education (General Provisions) Act 2006*.

Service name

Name as shown on the service approval for the service or the name of the school.

Service type

The main type of activity available from or provided by an early childhood education and care service provider, such as long day care, kindergarten, limited hours care, outside school hours care or family day care.

Statistical Linkage Key (SLK)

The statistical linkage key is a unique anonymous identifier given to a child to enable counts of unique children and the kindergarten programs they received to be generated *without personally identifying a child*.

Staff members

For the purpose of this Census, staff members are defined as those people employed at this service in either a paid or unpaid capacity, who provide care and education for children or who provide administrative support in the day to day management of the service. This includes all staff who undertake duties that mainly involve direct contact with children as well as those who are involved in administration and food preparation but **not** those involved in maintaining the physical environment e.g., cleaners, gardeners and maintenance workers. It also includes all staff on paid or unpaid leave, staff employed at the service through a relief agency and other unpaid staff

members (volunteers) engaged to work with children (excluding parent helpers).

It does not include executives, directors or administration workers of organisations who have no involvement in the day to day management of the service.

Taken to be an early childhood teacher

A person who is taken to be an Early Childhood Teacher under the regulation 242 of the National Regulations i.e. someone who is actively working towards an approved early childhood teaching qualification and

- has completed at least 50 per cent of the course; or
- holds an approved diploma level education and care qualification.

Please refer to the Australian Children’s Education and Care Quality Authority website: <https://www.acecqa.gov.au/qualifications/requirements/actively-working-towards-a-qualification>.

Total children enrolled

Sum of the children for whom an enrolment form has been completed and whose enrolment is current. It includes children who are not currently in attendance but are expected to return. It does not include children on waiting lists or for whom a place is not available.

Type of work performed

Primary contact with children	A primary contact worker mainly has direct contact with children.
Other child contact	An “other child 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 or designing the education program. This may include but is

	not limited to principals, duty principals, centre managers and coordinators.
Management/administration work with no child contact	A staff member who mainly performs management or administration work that contributed to the running of the early childhood education and care services and had no direct contact with children. Work may include clerical or receptionist duties, filing, keeping financial records, staffing and management issues.
Other work with no child contact	Any worker who provides support services such as cooking/food preparation.

Typical week

A usual week which reflects an average pattern of enrolment and attendance in which there is no public or special holidays or unusual events.

Vacancies

The number of places each day that are available for additional children to enrol/attend based on the service's policy, current staffing and room configurations or the number of available educators in family day care services. If the service runs a two-week cycle for a kindergarten program (e.g. five days per fortnight) vacancies for the week that has the lowest number of vacancies for days where vacancies vary between the two weeks should be reported.

Volunteer/unpaid worker

Refers to staff who do not receive wages or salary from the service. Unpaid workers may include volunteers, unpaid work trainees and students on work experience but do not include parent helpers.

Years worked in sector

Refers to the number of years that a staff member has been employed in the early childhood education and care sector. Include number of years employed

to work with children in child care services, regardless of whether this was full-time or part-time work. Total length of experience does not have to reflect continuous years of service. Exclude absences of more than 3 months from the total length of experience. Experience gained as an employee of a children's service or children's services agency should be counted. Time spent as a private babysitter or carer of a person's own children is not to be included.

Years worked at service

Number of years that a staff member has worked at the service, regardless of whether their work was full-time or part-time.