

Optimising outcomes for children – a review of early childhood education funding and delivery arrangements in Queensland

The review will be conducted independently and will comprise of two phases.

With a focus on Aboriginal and Torres Strait Islander children, children experiencing vulnerability, and children living in rural and remote Queensland, the review will consider and provide advice on:

Phase One – Kindergarten

- the efficiency and effectiveness of current Queensland funding and delivery arrangements for kindergarten in the year before school;
- the impact and implications of current and future Federal Government priorities and funding arrangements for kindergarten delivery in Queensland;
- opportunities for increasing current kindergarten participation and attendance;
- principles to guide and prioritise future investment to achieve the Queensland Government's objectives for early childhood education; and
- key design features of a preferred future funding model for kindergarten that delivers on the Queensland Government's objectives, supports quality, provides value for money and optimises outcomes for children.

Phase Two – Early Years Services

- the efficiency and effectiveness of current funding and delivery arrangements for early years services' programs and activities;
- principles to guide and prioritise future investment across the early years services funding categories to achieve the Queensland Government's priority to give all children a great start;
- key design features of preferred future funding arrangements for early years services programs and activities;
- innovative and contemporary approaches to service delivery models and strategies to maximise engagement with early learning and development programs; and
- methodologies for piloting and evaluating suggested funding and delivery models and strategies.

Process

The review will be conducted by an independent reviewer. The reviewer will be responsible for engaging with key stakeholders.

A report, encompassing both phases of the review, will be provided to the Department of Education by 31 October 2019.