

Early Childhood Education and Care Funding Scorecard

July 2018 – June 2019

To provide access to support children's learning and development

Outcomes for children and families

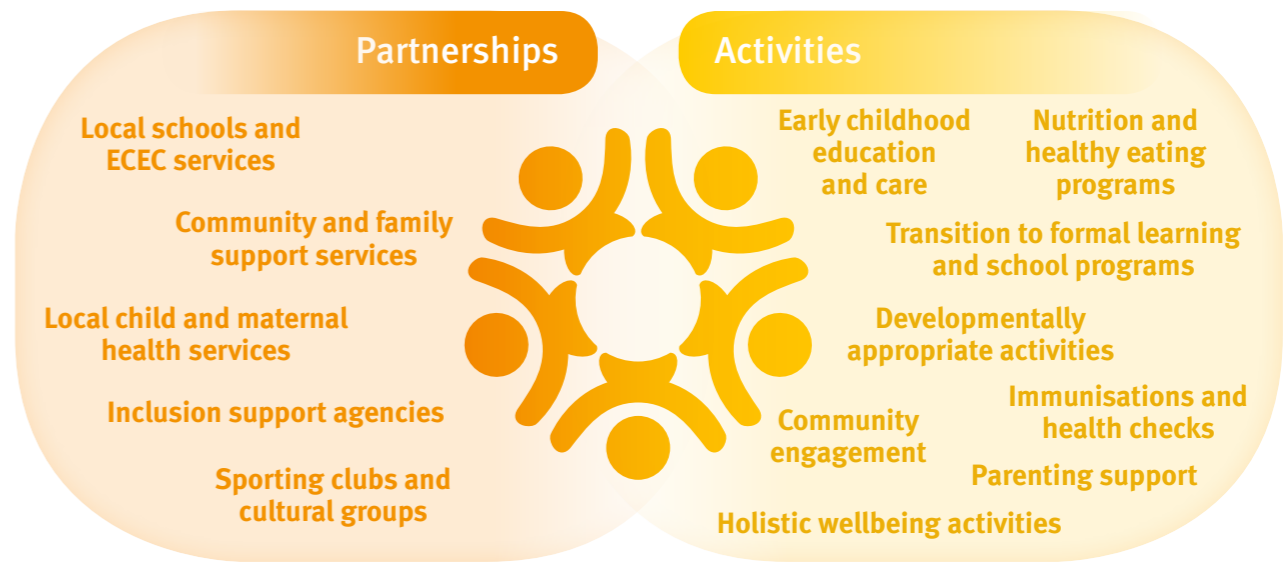


70% ↓ children access the service activities on a weekly basis.

86% ↓ children are participating and engaged.

83% — parents/carers report being able to participate in employment, training and support activities because their child/children attend the activity.

72
early
childhood
services



Feedback and observations

What has been the most significant change –

'The program provides a safe, inclusive and supportive environment to children and their parents/carers. It is a fun, engaging and social outlet for children...'
ECEC Staff member

'Feedback from parents/carers is that they really value the high quality early childhood program their child/ren are receiving and are able to work and get respite when needed.'
ECEC Staff member

87% ↑
parents/carers report their child/children are benefiting from participating in the activity

Story behind the data

<p>Parental Engagement Strategies</p> <p>Building staff capability through collaborative strategies has contributed to an increase in children benefiting from participation. Services developed trusting and supportive relationships with parents/carers that were consistent and meaningful, enabling them to gather vital feedback on contributing and restricting factors to engagement.</p> <p>During this period Aboriginal and Torres Strait Islander children participation has increased significantly. This is attributed to the inclusion of cultural activities and introducing traditional language within some services. Personal connections with local community Elders established a strong sense of belonging, being and becoming, and created accessible and inclusive environments.</p>	<p>Locally Tailored Programs</p> <p>Services tailored practices during this period by targeting activities to address specific needs and identifying and meeting community expectations. Participation in community events such as NAIDOC week, International Children's day and Under 8's provided greater learning opportunities for children.</p> <p>These community events also provided opportunities to strengthen partnerships with other organisations and promote educational programs, leverage existing community programs and provide a more holistic approach to learning and development for children and their parents/carers within their local communities.</p>	<p>Access</p> <p>Overall participation for this reporting period has decreased and some services have identified that this is due to childcare affordability and accessibility, especially in some geographically remote locations. This has also impacted on parental engagement in the workforce.</p> <p>Financial hardship in regions affected by severe drought has also contributed to a lack of sustained childcare. Some services have applied for special grants to support parents/carers to reduce the expense of childcare and deliver information sessions to assist with understanding new fee structures.</p>
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Continuous Improvement

- Early Childhood Education and Care services will:**
- increase opportunities to engage with parent/carers and build their understanding and capacity to support their child's developmental learning
 - identify engagement strategies that are tailored to their community
 - continue to engage with partners to complement service delivery and support access to local services for children and their parents/carers.

- The Department of Education will work with ECEC services to:**
- support the development of workforce capability and leadership capacity
 - support services to establish partnerships and networking opportunities
 - support services to meet all reporting requirements.

Disclaimer: Five services not included in the data capture: three services report six monthly, one service is under voluntary suspension and one service reported no service delivery in the reporting period.

Early Childhood Education and Care snapshot



4797 ↓
Total # of children participating

3% ↓
Children with disability

6% ↑
Culturally and Linguistically Diverse children

32% ↑
Aboriginal and/or Torres Strait Islander children