

2021 Early Childhood Education and Care National Workforce Census

August 2022



Social
Research
Centre

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Version: August 2022



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Executive Summary

Background

The 2021 Early Childhood Education and Care (ECEC) National Workforce Census (NWC) was commissioned by the Department of Education ('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 Subsidy System (CCSS). Predecessors include the ECEC National Workforce Census 2010, 2013 and 2016, the Australian Government Census of Child Care Services (AGCCCS) and the 2008-09 Child Care Provider Survey (CCPS).

The ECEC NWC 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 ECEC.

ECEC NWC data will assist policy makers to better understand the challenges of providing quality early education and care, assess the capacity in the workforce to meet future demand and formulate strategies to support early childhood development policies.

Information from the ECEC NWC will be used to advise on-going processes on the implementation of the National Quality Agenda, inform the department's contribution to the Report on Government Services (RoGS), and the National Children's Education and Care Workforce Strategy as well as assist in the evaluation of programs and other policy analysis. Subject to the 2021 ECEC NWC 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.

The typical three-year collection cycle for the 2021 ECEC NWC was originally intended to be conducted in 2019, however, with the commencement of the Child Care Subsidy (CCS) system a decision was made to delay the Census to 2020 to reduce the burden on the childcare sector. In March 2020 and in line with health events, the department decided to postpone the data collection until 2021.

Dedicated preschools were invited to participate in the 2021 ECEC NWC but their participation was not mandatory. The last collection of Census data for dedicated preschools was in 2013. In 2021, South Australia and Western Australia did not participate in the ECEC NWC. Dedicated preschool data collected from six jurisdictions as well as contextual overviews provided by South Australia and Western Australia are presented in Appendix 3.

Overview of ECEC sector

ECEC workforce¹

Size of the workforce

A total of 216,619 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 with different employers).

¹ Excludes results from dedicated preschools/kindergartens.

Centre based day care services employed over two thirds of the ECEC workforce (67.7 per cent), followed by outside school hours care services (14.3 per cent) and vacation care services (11.4 per cent).

Nine-in-ten workers were engaged in a contact role, with 83.9 per cent in a 'primary contact' role and 6.3 per cent in an 'other contact' role. A small proportion of the workers in contact roles (0.3 per cent) worked in an unpaid capacity.

Workforce demographics

The majority of the total ECEC workforce (92.1 per cent) was female, with males most strongly represented in vacation care (19.4 per cent) and outside school hours care (18.6 per cent) services.

The median age was 36 years for female workers and 27 years for male workers.

The average age of all ECEC workers was 37 for females and 32 years for males.

Over half of vacation care (59.7 per cent) and outside school hours care (56.7 per cent) staff were aged 29 or under, while family day care (68.8 per cent) services largely employed workers aged 40 years and over.

Indigenous workers comprised 2.9 per cent of the total staff in the ECEC workforce.

Changes in workforce size and demographics

The largest increases in ECEC workforce size between the 2016 and 2021 data collections were for:

- Centre based day care: up **34 per cent** to 146,726 ECEC workers;
- Outside school hours care: up **13.1 per cent** to 31,085 ECEC workers; and
- Vacation care: up **4.7 per cent** to 24,697 ECEC workers.

The age distribution of the ECEC workforce remained stable between the 2016 and 2021 cycles of the NWC. Changes in the proportion of different age groups in the ECEC workforce were within 1-2 percentage points between 2013 and 2021. The proportion of males decreased 1.2 percentage points between 2016 and 2021, from 8.9 per cent to 7.7 per cent, while the proportion of Indigenous workers in the ECEC workforce increased from 2.0 per cent in 2016 to 2.9 per cent in 2021.

Hours of work

Across the ECEC sector the distribution of hours worked were fairly even between short part-time (1 to 19 hours, 29.1 per cent), long part-time hours (20 to 34 hours, 33.4 per cent) and full-time hours (35 to 40 hours 33.4 per cent), with a small proportion of the workforce working long hours (41 or more hours 4.1 per cent).

Wages

For the first time, the 2021 NWC asked how staff wages compared to the award. Services reported that more than half of all paid staff received the award wage, one in five staff were paid up to 10 per cent above the award, 5.4 per cent were paid between 10 per cent and 25 per cent above the award and 1.9 per cent were paid more than 25 per cent above the award.

Qualifications

Over four fifths (84.8 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 14.1 per cent with a Degree

in a teaching field. Around one in four (23.0 per cent) paid contact staff were studying for a qualification during the reference week (excludes professional development).

The proportion of paid contact staff without an ECEC related qualification was 15.2 per cent, a slight increase of 0.4 percentage points since 2016.

Professional development

In the 2021 NWC, services were asked if workers had undertaken any professional development training in the previous 12 months. 'Professional Development' was defined as formal training via structured training sessions conducted in-house or externally and may be in work time or own time. Training undertaken towards a qualification was excluded.

Overall, nearly three quarters of staff in the ECEC workforce (73.9 per cent or 139,140) had undertaken professional development training in the 12 months preceding the census. Almost one third of paid staff (27.7 per cent) had undertaken professional development to strengthen pedagogy or practice followed by training to support children with disabilities and additional needs (17.1 per cent).

Years of experience

Average years of experience in the ECEC sector for qualified paid contact staff was 7.2 years. Paid contact staff with ECEC related qualifications averaged 8.1 years' experience in the ECEC sector, compared to 2.0 years' experience for paid contact staff without an ECEC related qualification.

Paid contact staff working in family day care (9.6 years) and centre based day care (7.5 years) services were most experienced in the ECEC sector compared to other service types.

Job tenure

Average years of tenure for paid contact staff at their current child care service was 3.6 years. Paid contact staff with ECEC related qualifications averaged 4.0 years' tenure at their current service, compared to 1.4 years' tenure for paid contact staff not qualified.

Paid contact staff in family day care services had longer job tenure (5.0 years) compared to other service types.

Children participating in child care

In 2021, 1,281,653 children attended a child care service during the reference week – an increase of around 13,000 children compared to 2016. This figure, however, may include double counting where a child attended more than one service during the reference week. For instance, if a child attended an outside school hours care service during the school term, then attended a vacation care service during the school holidays.

More than half (55.7 per cent) of all children in child care during the reference week attended centre based day care, followed by just less than one quarter (24.5 per cent) in outside school hours care, and one-in-seven (13.8 per cent) attended a vacation care service. Children attending family day care services represented 5.9 per cent of all children.

The number of Indigenous children attending child care services during the reference week was 3.8 per cent of all children – more than one third (36.9 per cent) of Indigenous children had access to at least one Indigenous worker during the reference week.

There were 245,279 (19.1 per cent) children attending child care services during the reference week who had parents or guardians who spoke a language other than English (LOTE) at home, 66,399 (5.2 per cent) children had a disability or underlying long term health condition and 9,248 (0.7 per cent)

children were from (or had parents / guardians from) a refugee or special humanitarian program background.

Preschool Programs in centre based day care centres

More than two thirds (68.1 per cent) of centre based day care services based their Preschool Program exclusively on the Early Years Learning Framework, and a further one-in-six (17.2 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 centre based day care services was highest in New South Wales (91.1 per cent), followed by Tasmania (90.2 per cent) and South Australia (87.5 per cent). Use of a State or Territory curriculum/framework was most popular in Queensland (59.4 per cent) and Victoria (44.6 per cent).

Dedicated preschools

Dedicated preschool data is presented in Appendix 3.

1 Introduction

1.1 Methodology

Data for the 2021 ECEC NWC 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 discontinued after 2013. In 2016 and 2021, staff information was collected from services.

Child care services provided information on service capacity, usage and the number of children with additional needs in early education and child care. All services provided information on the delivery of and participation in Preschool Programs, and a range of demographic information about their workforce.

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 ^{(a) (b)}

Service type	Jurisdiction	Reference week
Vacation care services (VAC)	All States and Territories	12 - 18 April
All services except vacation care: Centre based day care (CBDC) Family day care (FDC) In home care (IHC) Outside school hours care (OSHC)	All States and Territories	10 - 16 May

(a) Refer to Glossary for service type definitions.

(b) Variations in the reference weeks were due to vacation operating times and availability.

The 2021 ECEC NWC data collection was achieved via a self-completion methodology, with the predominant mode being online. Larger providers were offered the choice to provide consolidated data for their services via a spreadsheet. After extensive follow-up activity to maximise participation and clarify responses, the survey results were consolidated, cleaned and weighted for analysis.

1.2 Response summary

Table 2 summarises the overall response to the 2021 ECEC NWC. It was estimated that 15,311 services were operational during the reference week and were considered as in-scope for the Service Survey. Of these, 15,153 (99.0 per cent) services responded to the **Service Section** and 15,115 (98.7 per cent) services responded to the **Staff Section** of the survey.

Table 2 Achieved sample for 2021 ECEC National Workforce Census ^{(a) (b)}

	Estimated in-scope services during reference week No.	Services Section		Staff Section	
		Responding services ^(a) No.	Response rate %	Responding services ^(b) No.	Response rate %
TOTAL SERVICES	15,311	15,153	99.0	15,115	98.7
Service					
CBDC	8,232	8,143	98.9	8,129	98.7
FDC	423	423	100.0	418	98.8
IHC	40	40	100.0	39	97.5
OSHC	4,152	4,111	99.0	4,096	98.7
VAC	2,464	2,436	98.9	2,433	98.7
State or Territory					
NSW	5,488	5,416	98.7	5,402	98.4
Vic	3,331	3,296	98.9	3,289	98.7
Qld	3,144	3,127	99.5	3,120	99.2
SA	1,095	1,085	99.1	1,082	98.8
WA	1,420	1,405	98.9	1,400	98.6
Tas	304	300	98.7	300	98.7
NT	208	204	98.1	203	97.6
ACT	321	320	99.7	319	99.4

(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.

The response rate of 99.0 per cent for the 2021 ECEC NWC Services Survey was the highest response rate achieved compared to previous collections in 2016 (94.9 per cent), 2013 (83.7 per cent) and 2010 (81.4 per cent). Response rates were highest for family day care and in home care (both 100 per cent) services and in the Australian Capital Territory (99.7 per cent), and lowest for vacation care and centre based day care services (both 98.9 per cent) and in the Northern Territory (98.1 per cent).

Response rates for services completing the Service and Staff Sections of the survey were broadly similar, although the response rate of in home care services responding to the Staff Section of the survey was 97.5 per cent compared to 100 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 2021 data from different sections of the Services Survey and includes time series data from 2016 and 2013 where possible:

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

Appendix 1 contains further time series data tables. Appendix 2 contains common abbreviations and terms used in this report and Appendix 3 contains the dedicated preschool data.

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 (centre based day care, family day care / in home 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 were not involved 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 three 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.

1.3.4 Table Suppression

Some tables contain low counts within cells for information about individual children or staff (excluding cells that have counts of zero). When this occurs, all values within the table are suppressed to less than five (<5) in order to preserve confidentiality. No suppression rules have been applied to service or 'not specified' data.

1.3.5 Preschool Program data

Section 7 includes Preschool Program data for centre based 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.

The National Partnership Agreement on Universal Access to Early Childhood Education (2018-2021) 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 centre based day care 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.

1.3.6 Dedicated Preschool Program data

Dedicated preschools were invited to participate in the 2021 ECEC NWC but their participation was not mandatory. The last collection of NWC data for dedicated preschools was in 2013. In 2021 Western Australia and South Australia did not participate.

Dedicated preschools were asked to provide data for a subset of all the data collection points collected in the broader census, which is consistent with the 2013 collection. The reference week for dedicated preschools was 10 to 16 May 2021. Dedicated preschool data is presented in [Appendix 3](#).

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 Section.

A total of 216,619 staff were employed in the ECEC sector during the reference week.

Centre based day care services employed over two thirds of the ECEC workforce (67.7 per cent). Outside school hours care services were the next largest employer (14.3 per cent) followed by vacation care (11.4 per cent) and family day care services (6.0 per cent). In home care services (0.5 per cent) were relatively small employers of the ECEC workforce.

Most of the ECEC workforce was employed in New South Wales (33.1 per cent), Victoria (23.2 per cent) and Queensland (22.3 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) (b)}

	CBDC No.	FDC No.	IHC No.	OSHC No.	VAC No.	Total No.	Total %
NSW	48,995	4,341	300	10,312	7,841	71,789	33.1
Vic	37,427	3,873	378	5,405	3,156	50,238	23.2
Qld	32,093	2,783	204	6,604	6,573	48,258	22.3
SA	8,910	379	51	3,198	3,195	15,732	7.3
WA	11,474	1,189	100	3,059	2,209	18,030	8.3
Tas	2,495	311	0	818	440	4,064	1.9
NT	1,569	61	0	432	303	2,365	1.1
ACT	3,763	154	5	1,259	963	6,144	2.8
TOTAL	146,726	13,091	1,038	31,085	24,679	216,619	100.0
TOTAL	67.7	6.0	0.5	14.3	11.4	100.0	

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

(b) Totals may include some double counting of staff with more than one part-time position.

Nine-in-ten (90.2 per cent) workers were engaged in a contact role, with 83.9 per cent in a 'primary contact' role and 6.3 per cent in an 'other contact' role. A small proportion of the contact workforce (0.3 per cent) worked in an unpaid capacity (worker engagement statistics are not displayed in tables).

2.1.1 Changes over time

Figure 1 shows the ECEC workforce size by different service types between the 2013, 2016 and 2021 ECEC NWC data collections (see also Appendix 1). Increases in ECEC workforce size between the 2016 and 2021 data collections were observed for:

- Centre based day care: up **34.0 per cent** to 146,726 ECEC workers;
- Outside school hours care: up **13.1 per cent** to 31,085 ECEC workers; and
- Vacation care: up **4.7 per cent** to 24,679 ECEC workers.

The workforce size in family day care services decreased between 2016 and 2021 (down 59.8 per cent). This reflects a reduction in services offering family day care due to integrity measures and changes in policy and regulations

The ECEC workforce size remained at low levels for in home care services.

Figure 1 Size of workforce by service type, 2013 to 2021

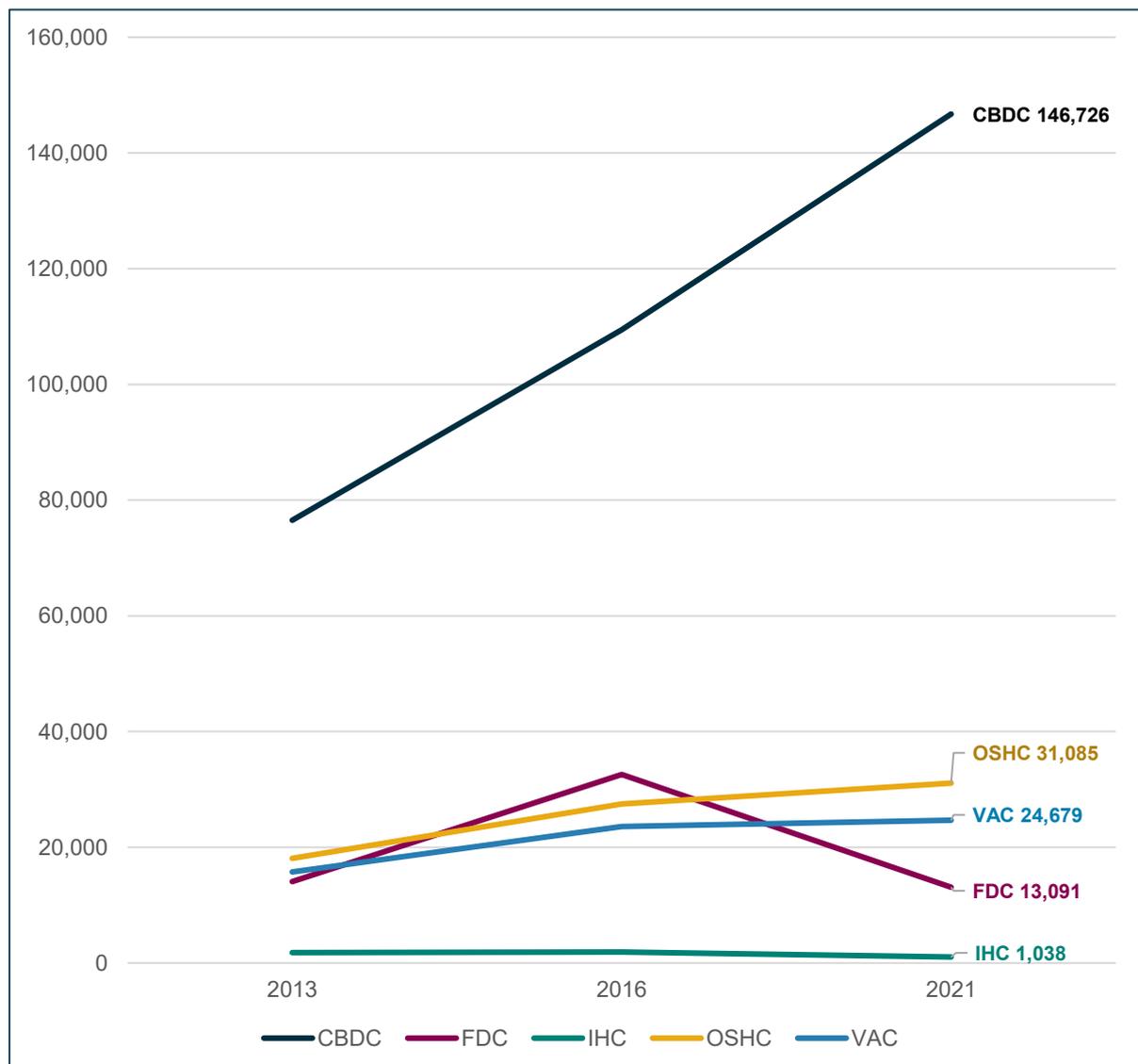
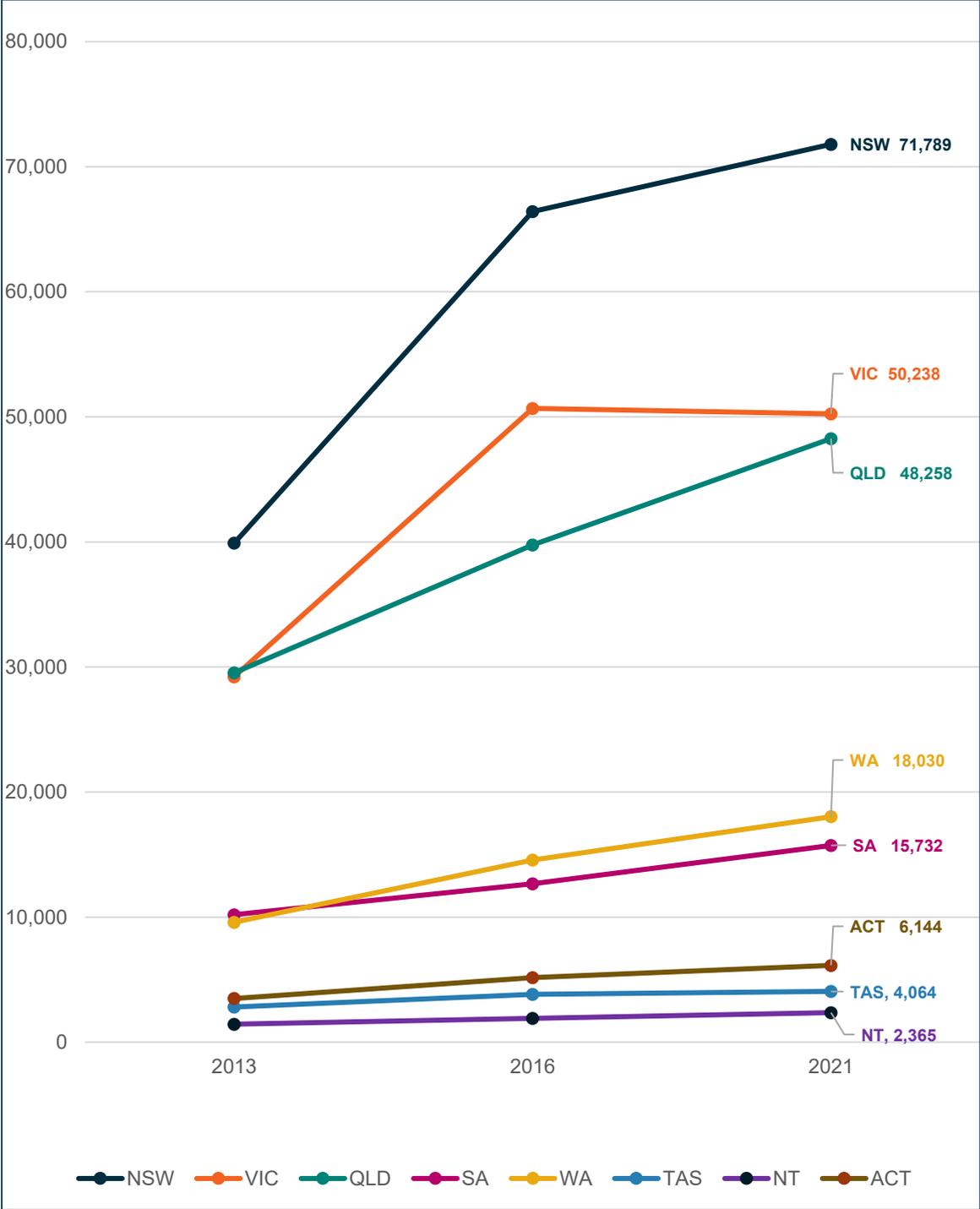


Figure 2 illustrates that between 2016 and 2021, South Australia (up 24.2 per cent to 15,732) and the Northern Territory (up 24.2 per cent to 2,365) had the largest growth in ECEC workforce size, followed by Western Australia (up 23.7 per cent to 18,030) and Queensland (up 21.4 per cent to 48,258). Growth was also observed in all other states and territories except Victoria (down 0.9 per cent to 50,238).

Figure 2 does not include dedicated preschool/kindergarten workforce data. This is presented in Appendix 3.

Figure 2 Size of workforce by state or territory, 2013 to 2021



Workforce demographics

Demographic information for the ECEC workforce by service type are presented in Table 4.

Vacation care and outside school hours care services employed the largest proportion of workers under 25 years of age, particularly workers aged 20-24 years old. Over half of vacation care (59.7 per cent) and outside school hours care (56.7 per cent) staff were aged 29 or under.

Family day care services employed the largest proportion of workers aged 40 years and over (68.8 per cent).

Around one-in-five workers in vacation care (19.4 per cent) and outside school hours care services (18.6 per cent) were male; whereas the greater majority of workers employed within in home care (97.7 per cent), family day care (96.4 per cent) and centre based day care services (95.9 per cent) were female.

Across all service types, the median age was 27 years for male workers and 36 years for female workers. The average age for male workers was 32 years and 37 years for female workers.

Vacation care services (3.1 per cent) had the highest proportion of Indigenous workers, followed by centre based day care and outside school hours care services (3.0 per cent each). Indigenous workers were least commonly employed within in home care services (0.2 per cent).

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

	CBDC	FDC	IHC	OSHC	VAC	Total
Age group (percentage)						
15-19	4.4	0.4	5.4	9.6	9.5	5.5
20-24	14.7	2.4	18.9	32.5	34.5	18.8
25-29	15.9	4.7	15.7	14.6	15.7	15.0
30-34	15.1	9.1	10.0	7.8	8.1	12.8
35-39	13.8	14.6	10.9	6.7	6.6	12.0
40-44	11.0	16.2	6.6	6.2	5.7	10.0
45-49	8.8	16.5	9.8	6.4	5.7	8.6
50-54	6.9	14.7	7.7	5.8	5.2	7.1
55 and over	9.5	21.4	15.0	10.4	9.1	10.3
Age group (number)						
15-19	6,390	47	56	2,981	2,345	11,818
20-24	21,537	320	196	10,092	8,503	40,649
25-29	23,343	613	163	4,539	3,879	32,538
30-34	22,108	1,195	104	2,424	1,991	27,823
35-39	20,184	1,908	113	2,098	1,618	25,921
40-44	16,074	2,118	69	1,920	1,402	21,582
45-49	12,927	2,165	102	1,991	1,399	18,584
50-54	10,197	1,921	80	1,805	1,285	15,288
55 and over	13,964	2,805	155	3,234	2,256	22,416
Total specified	146,726	13,091	1,038	31,085	24,679	216,619
Total not specified	0	0	0	0	0	0
Gender (percentage)						
Male	3.9	3.5	2.2	18.6	19.4	7.7
Female	95.9	96.4	97.7	81.2	80.5	92.1
Other / Non-binary	0.2	0.1	0.1	0.2	0.2	0.2
Gender (number)						
Total specified	146,725	13,091	1,038	31,085	24,679	216,618
Total not specified	1	0	0	0	0	1
Indigenous status % ^(b)						
Indigenous	3.0	1.0	0.2	3.0	3.1	2.9
Non-Indigenous	97.0	99.0	99.8	97.0	96.9	97.1
Indigenous status (number) ^(b)						
Total specified	114,446	10,857	567	17,189	14,342	157,401
Total not specified	32,279	2,234	472	13,895	10,337	59,218
TOTAL STAFF	146,726	13,091	1,038	31,085	24,679	216,619

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

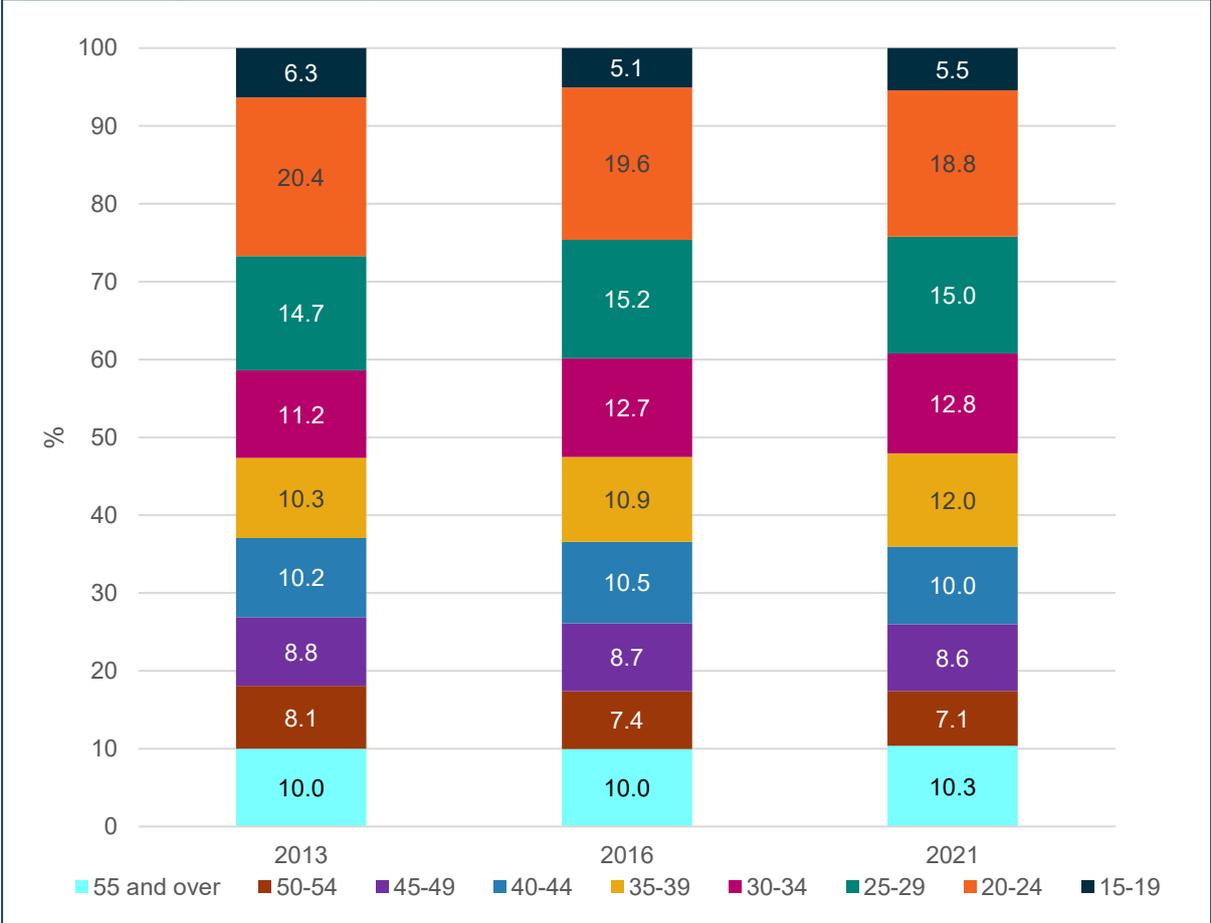
(b) Services were asked to report the Indigenous status of each worker.

2.1.2 Changes over time

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

The age distribution of the ECEC workforce has remained relatively consistent throughout the 2013, 2016 and 2021 cycles of the NWC. In 2021, around one-in-eight (12.0 per cent) staff were aged 35-39 years old (up 1.1 percentage points since 2016). Changes in the proportion of other age groups in the ECEC workforce were within 1.0 percentage point between 2016 and 2021.

Figure 3 Age of workforce, 2013 to 2021



The proportion of females increased 1.0 percentage point between 2016 and 2021, from 91.1 per cent to 92.1 per cent (after a marked decline of 2.2 percentage points between 2013 and 2016), while the proportion of Indigenous workers in the ECEC workforce increased by 0.9 percentage points between 2016 and 2021.

Figure 4 Gender of workforce, 2013 to 2021

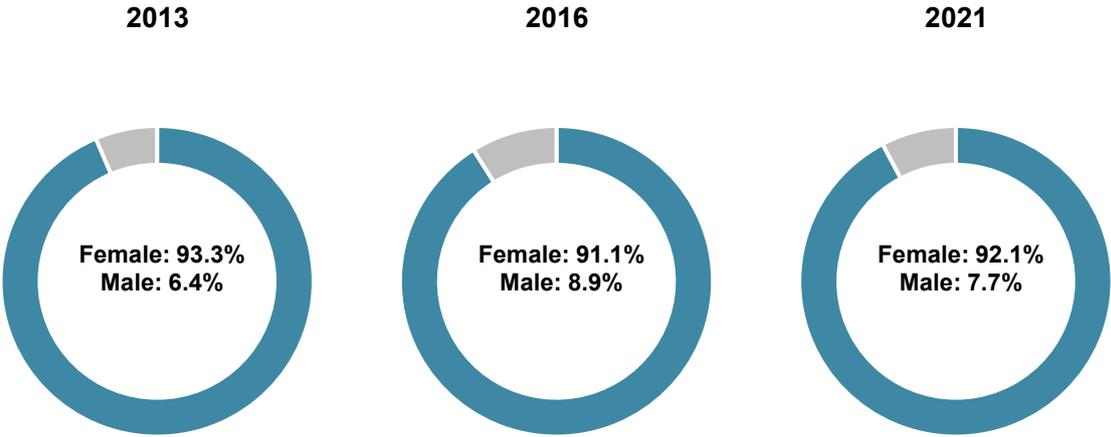
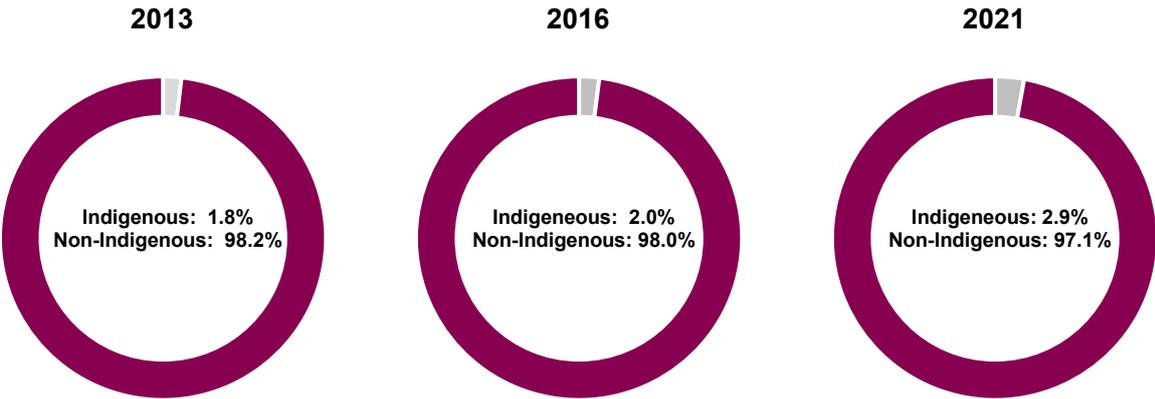


Figure 5 Indigenous (Aboriginal and Torres Strait Islander) status of workforce, 2013 to 2021

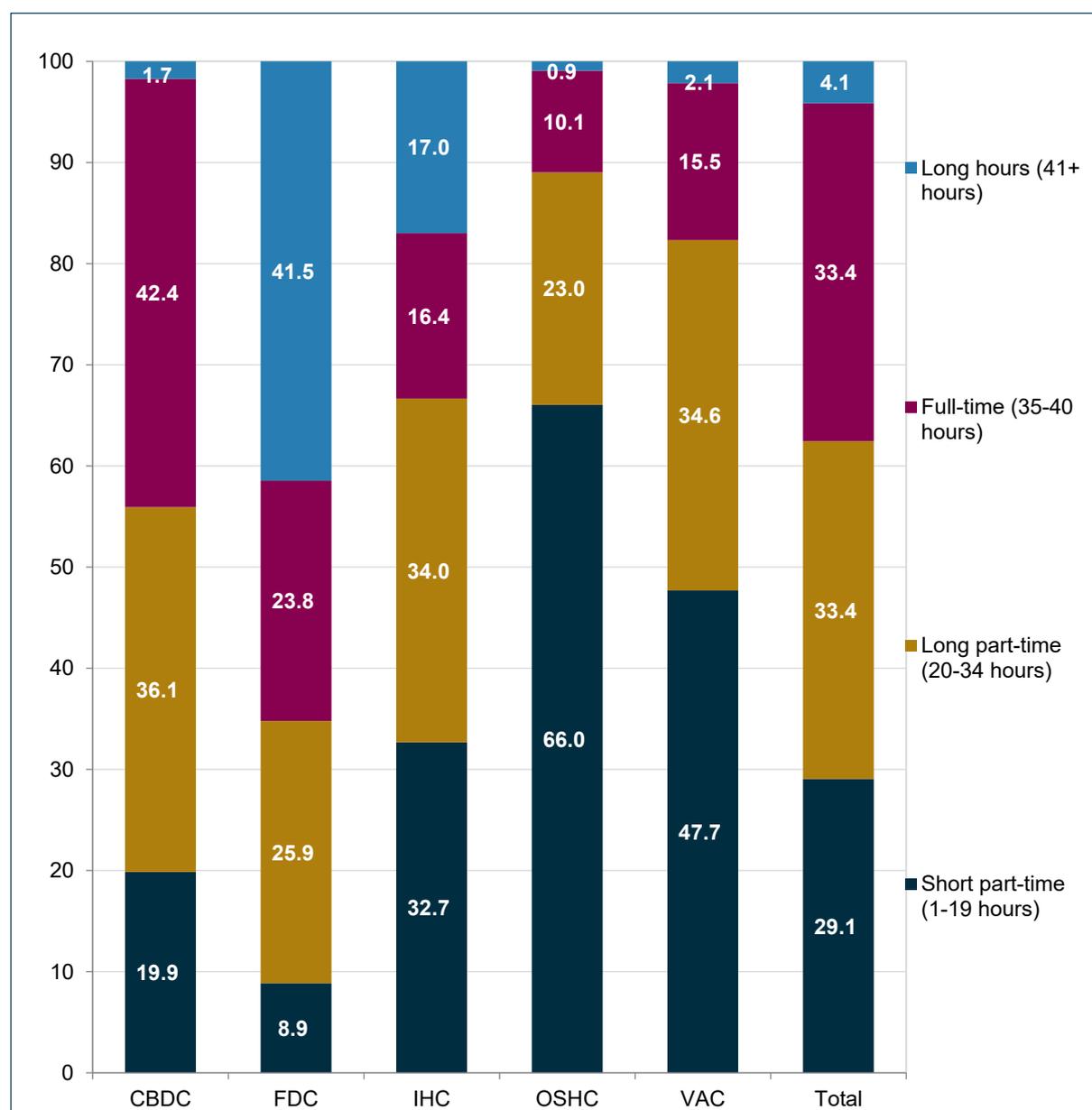


2.2 Hours of work

The proportion of hours worked during the reference week by service type is presented in Figure 6. Overall, hours worked in the sector were relatively balanced between short part-time hours (1 to 19 hours, 29.1 per cent), long part-time hours (20 to 34 hours, 33.4 per cent) and full-time hours (35 to 40 hours, 33.4 per cent), with a small proportion of the workforce working long hours (41 or more hours, 4.1 per cent).

The workforce in family day care (41.5 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 (66.0 per cent) followed by vacation care (47.7 per cent) services. The large proportion of the outside school hours care and vacation care services workforce working short and long part-time hours is consistent with the sessional nature of these services.

Figure 6 Proportion of 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.

2.2.1 Wages

As indicated in Table 5, more than half of all paid contact staff were paid the award rate for their position (57.8 per cent), while one-in-five were paid up to 10.0 per cent above award (20.9 per cent). A small proportion of workers earned 10.0 per cent or more above award (7.3 per cent).

For a large proportion of paid contact staff working in family day care (74.6 per cent) and in-home care (56.4 per cent), services reported that they did not know how their wages compared to the award wage. This may be due to the large proportion of paid contact staff in these parts of the sector who work as independent contractors and to whom award rates would not apply.

One-in-three paid contact staff in centre based day care services earned above award rate (33.6 per cent). Paid contact staff working in vacation care (69.4 per cent) and outside school hours care (68.9 per cent) services were most likely to earn award wages.

Table 5 Paid contact staff wage compared to the award rate for their position by service type ^{(a) (b)}

Wage	CBDC	FDC	IHC	OSHC	VAC	Total
Percentage						
Award	57.1	17.7	23.6	68.9	69.4	57.8
Up to 10% above award	25.5	4.0	11.5	12.9	13.1	20.9
Between 10% to 25% above award	5.9	1.5	4.3	5.0	4.6	5.4
More than 25% above award	2.2	2.4	4.3	0.9	0.9	1.9
Don't know	9.2	74.6	56.4	12.3	12.0	14.0
Number						
Award	74,925	2,013	223	19,233	15,747	112,141
Up to 10% above award	33,484	452	108	3,612	2,962	40,617
Between 10% to 25% above award	7,745	165	40	1,405	1,048	10,404
More than 25% above award	2,879	269	40	247	201	3,637
Don't know	12,075	8,494	531	3,424	2,720	27,244
Total specified	131,109	11,393	942	27,920	22,678	194,043
Total not specified	0	714	0	0	0	714
TOTAL STAFF	131,109	12,107	942	27,920	22,678	194,757

(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).

2.3 Highest relevant qualifications of paid contact staff

2.3.1 Level of highest qualification

Table 6 shows that over four-in-five (84.8 per cent) paid contact staff in the ECEC workforce had an ECEC related qualification – 30.1 per cent had a Certificate III or IV, 41.8 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 family day care (97.9 per cent) and centre based day care (92.9 per cent) services had an ECEC related qualification. Paid contact staff were primarily qualified at the Certificate III or IV level for in home care services (49.8 per cent) and the Advanced Diploma or Diploma level in family day care services (48.3 per cent).

Table 6 Highest level of ECEC related qualifications of paid contact staff by service type ^(a)
^{(b) (c)}

Highest level of qualification completed	CBDC	FDC	IHC	OSHC	VAC	Total
Percentage						
Bachelor Degree and above	12.4	3.7	6.8	11.7	14.9	11.9
Bachelor Degree pass 4 years (or equivalent) and above	9.9	2.5	3.4	9.0	11.9	9.5
Bachelor Degree pass 3 years (or equivalent)	2.5	1.2	3.4	2.7	3.0	2.5
Advanced Diploma / Diploma	47.5	48.3	28.0	22.3	21.3	41.8
Certificate III / IV	32.2	45.4	49.8	18.3	17.5	30.1
Below Certificate III	0.9	0.5	0.9	1.5	1.7	1.0
<i>Subtotal staff with an ECEC related qualification^(c)</i>	<i>92.9</i>	<i>97.9</i>	<i>85.6</i>	<i>53.7</i>	<i>55.4</i>	<i>84.8</i>
Total staff without an ECEC related qualification	7.1	2.1	14.4	46.3	44.6	15.2
Number						
Bachelor Degree and above	15,749	438	63	2,483	2,650	21,383
Bachelor Degree pass 4 years (or equivalent) and above	12,584	299	31	1,909	2,112	16,936
Bachelor Degree pass 3 years (or equivalent)	3,165	139	31	574	538	4,447
Advanced Diploma / Diploma	60,397	5,750	257	4,744	3,789	74,938
Certificate III / IV	41,011	5,414	457	3,894	3,114	53,890
Below Certificate III	1,130	62	8	314	302	1,816
<i>Subtotal staff with an ECEC related qualification^(c)</i>	<i>118,288</i>	<i>11,664</i>	<i>785</i>	<i>11,435</i>	<i>9,854</i>	<i>152,026</i>
Total staff without an ECEC related qualification	8,989	249	132	9,858	7,929	27,157
Total specified	127,277	11,913	917	21,293	17,784	179,183
Total not specified	3,832	194	25	6,627	4,895	15,573
TOTAL STAFF	131,109	12,107	942	27,920	22,678	194,757

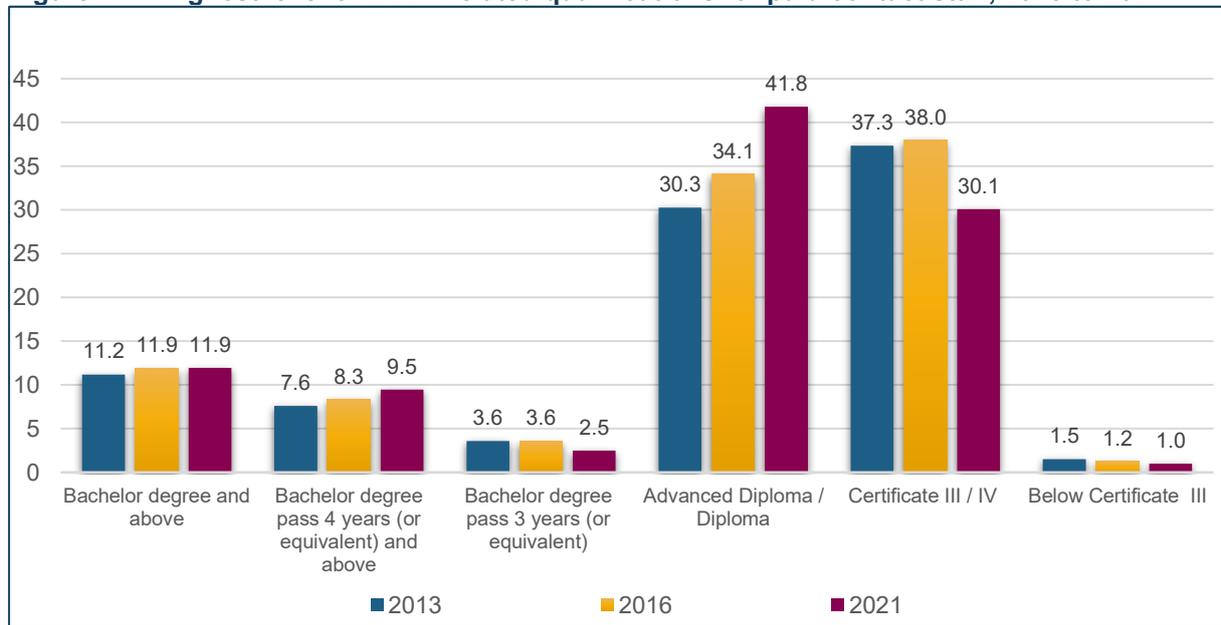
(a) Totals may not equal the sum of components due to rounding of weighted data.

(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, other human welfare studies, behavioural science and other early childhood education and care related qualifications.

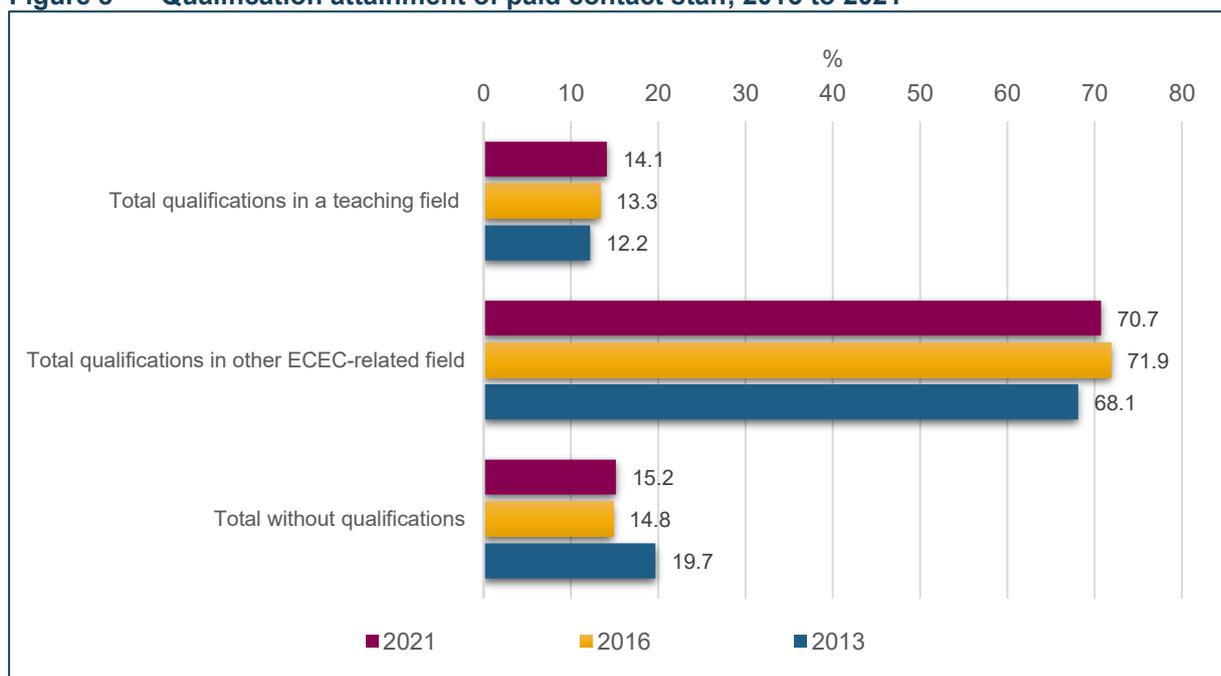
In 2021, paid contact staff were increasingly qualified at the Advanced Diploma and Diploma level compared to 2016 (41.8 per cent, up 7.7 percentage points), while conversely qualifications at the Certificate III and IV level fell (30.1 per cent, down 7.9 percentage points since 2016). Paid contact staff with qualifications at all Bachelor Degree levels remained relatively stable.

Figure 7 Highest level of ECEC related qualifications for paid contact staff, 2013 to 2021



Overall, Figure 8 shows that in 2021, one-in-seven (14.1 per cent) paid contact staff were qualified in a teaching field (up 0.8 percentage points since 2016), 70.7 per cent were qualified in another ECEC related field (down 1.2 percentage points since 2016) and 15.2 per cent were without qualifications (up 0.4 percentage points since 2016).

Figure 8 Qualification attainment of paid contact staff, 2013 to 2021



2.3.2 Qualifications in teaching field

Table 7 presents the qualification level of paid contact staff where the highest ECEC-related qualification was in a teaching field. Qualifications of staff delivering Preschool Programs are covered in Section 7.

The largest proportions of paid contact staff with an ECEC-related qualification in a teaching field were in centre based day care (15.3 per cent) and vacation care (15.0 per cent) services, with the majority of staff with qualifications in a teaching field in these two service types having completed a four-year Bachelor Degree or above. Outside school hours care services (11.8 per cent) were also common employers of staff with qualifications in a teaching field.

Table 7 Highest level of ECEC related qualifications of paid contact staff in a teaching field, by service type ^{(a) (b) (c) (d) (e)}

Highest level of qualification completed in a teaching field ^(c)	CBDC	FDC	IHC	OSHC	VAC	Total
Percentage						
Bachelor Degree and above	10.7	2.3	3.7	9.3	12.1	10.1
Bachelor Degree pass 4 years (or equivalent) and above	8.5	1.6	2.7	7.4	10.1	8.0
Bachelor Degree pass 3 years (or equivalent)	2.2	0.7	1.0	1.9	2.1	2.0
Other ^(d)	4.6	2.6	0.4	2.6	2.9	4.1
<i>Subtotal qualifications in a teaching field</i>	<i>15.3</i>	<i>4.9</i>	<i>4.1</i>	<i>11.8</i>	<i>15.0</i>	<i>14.1</i>
Total qualifications in other ECEC related field ^(e)	77.6	93.0	81.5	41.9	40.4	70.7
Subtotal staff with an ECEC related qualification	92.9	97.9	85.6	53.7	55.4	84.8
Total staff without an ECEC related qualification	7.1	2.1	14.4	46.3	44.6	15.2
Number						
Bachelor Degree and above	13,590	274	33	1,971	2,155	18,024
Bachelor Degree pass 4 years (or equivalent) and above	10,815	195	24	1,572	1,788	14,394
Bachelor Degree pass 3 years (or equivalent)	2,775	79	9	399	367	3,629
Other ^(d)	5,911	306	<5	551	511	7,284
<i>Subtotal qualifications in a teaching field</i>	<i>19,501</i>	<i>580</i>	<i>39</i>	<i>2,522</i>	<i>2,666</i>	<i>25,307</i>
Total qualifications in other ECEC related field ^(e)	98,787	11,084	747	8,913	7,189	126,720
Subtotal staff with an ECEC related qualification	118,288	11,664	786	11,435	9,854	152,027
Total staff without an ECEC related qualification	8,989	249	132	9,858	7,929	27,157
Total specified	127,277	11,913	918	21,293	17,784	179,184
Total not specified	3,832	194	25	6,627	4,895	15,573
TOTAL STAFF	131,109	12,107	943	27,920	22,678	194,758

(a) Totals may not equal the sum of components due to rounding of weighted data and/or suppression rules.

(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) ECEC related qualifications include early childhood teaching, primary teaching, other teaching, child care, nursing, other human welfare studies, behavioural science and other early childhood education and care related qualifications

2.4 ECEC-related qualifications currently studying

2.4.1 Service type

Rates of paid contact staff 'currently' studying (during the reference week) and the qualification level being undertaken by service type are set out in Table 8. Just under a quarter (23.0 per cent or 43,560) of paid contact staff were studying during the reference week – mostly at the Advanced Diploma or Diploma level (8.8 per cent) or Bachelor Degree or above (8.4 per cent). Vacation care (20.8 per cent) and outside school hours care services (15.9 per cent) had the highest proportion of paid contact staff studying Bachelor Degrees or above. The highest proportion of staff studying an Advanced Diploma or Diploma during the reference week were located in centre based day care services (10.9 per cent).

Rates of current study for paid contact staff fell between 17.0 to 30.0 per cent across all service types, with the exception of family day care services (5.6%).

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

Level of ECEC related qualification ^(c) currently studying	CBDC	FDC	IHC	OSHC	VAC	Total
Percentage						
Bachelor Degree and above	5.8	0.9	2.7	15.9	20.8	8.4
Advanced Diploma or Diploma	10.9	2.3	2.3	4.2	5.1	8.8
Certificate IV	0.2	0.1	0.6	0.9	1.0	0.4
Certificate III	6.8	2.4	12.5	2.0	2.1	5.4
Certificate I, II or other certificate	0.1	0.7	0.0	0.1	0.1	0.0
<i>Subtotal hold ECEC qualification and studying</i>	<i>16.9</i>	<i>3.6</i>	<i>5.1</i>	<i>7.5</i>	<i>8.9</i>	<i>13.8</i>
Total currently studying	23.7	5.6	17.7	23.0	29.1	23.0
Total do not hold ECEC qualification and not currently studying	1.5	0.5	3.8	22.7	18.9	6.4
Total not currently studying	76.3	94.4	82.3	77.0	70.9	77.0
Number						
Bachelor Degree and above	7,500	106	23	4,252	4,045	15,926
Advanced Diploma or Diploma	14,226	273	20	1,124	996	16,639
Certificate IV	278	11	<5	237	204	736
Certificate III	8,818	287	108	538	410	10,161
Certificate I, II or other certificate	67	<5	0	15	10	97
<i>Subtotal hold ECEC qualification and studying</i>	<i>22,055</i>	<i>441</i>	<i>48</i>	<i>2,073</i>	<i>1,856</i>	<i>26,469</i>
Total currently studying	30,889	682	157	6,166	5,665	43,560
Total do not hold ECEC qualification and not currently studying	1,938	66	33	6,285	3,918	12,240
Total not currently studying	99,387	11,388	713	20,598	13,806	145,891
Total specified	130,276	12,070	869	26,764	19,472	189,451
Total not specified	833	41	76	1,156	3,207	5,313
TOTAL STAFF	131,109	12,111	945	27,920	22,678	194,764

(a) Totals may not equal the sum of components due to rounding of weighted data and/or suppression rules.

(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, other human welfare studies, behavioural science and other early childhood education and care related qualifications.

(d) Qualification requirements to work in Australian education and care services see: [Qualification requirements | ACECQA](#)

2.4.2 Service State or Territory

Table 9 shows rates of paid contact staff 'currently' studying (during the reference week) and the qualification level being undertaken among staff studying, by service state or territory. Over a quarter of paid contact staff were studying during the reference week in four states and territories – the Australian Capital Territory (30.0 per cent), Queensland (27.8 per cent), South Australia (27.7 per cent) and Tasmania (25.7 per cent). Paid contact staff currently studying in the Australian Capital Territory and Tasmania were mostly undertaking Advanced Diploma or Diploma level, or Certificate III level qualifications; while staff in Queensland and South Australia were mainly studying at the Bachelor Degree level, or Advanced Diploma or Diploma level qualifications. Victoria had the lowest rate of paid contact staff currently studying (17.1 per cent).

Table 9 Level of ECEC related qualification paid contact staff currently studying, by service state or territory ^{(a) (b)}

Level of ECEC related qualification ^(c) currently studying	NSW	Vic	Qld	SA	WA	Tas	ACT	NT	Australia
Percentage									
Bachelor Degree and above	7.5	7.4	9.4	15.8	5.5	5.3	9.2	10.0	8.4
Advanced Diploma or Diploma	7.9	7.1	11.6	8.0	9.6	11.5	10.3	7.1	8.8
Certificate IV	0.5	0.2	0.2	0.3	0.9	0.3	0.8	0.5	0.4
Certificate III	6.3	2.4	6.5	3.5	6.5	8.6	9.5	6.8	5.4
Certificate I, II or other certificate	0.1	0.0	0.0	0.0	0.1	0.1	0.2	0.0	0.1
Subtotal currently studying	22.3	17.1	27.8	27.7	22.7	25.7	30.0	24.4	23.0
Total not currently studying	77.7	82.9	72.2	72.3	77.3	74.3	70.0	75.6	77.0
Number									
Bachelor Degree and above	4,680	3,241	4,036	2,210	854	178	186	540	15,926
Advanced Diploma or Diploma	4,963	3,097	5,010	1,111	1,475	390	210	383	16,639
Certificate IV	303	97	93	43	141	11	17	28	733
Certificate III	3,952	1,046	2,815	495	1,006	291	192	366	10,161
Certificate I, II or other certificate	37	8	19	6	18	<5	<5	0	98
Subtotal currently studying	13,934	7,490	11,973	3,865	3,495	876	610	1,317	43,558
Total not currently studying	48,591	36,219	31,055	10,088	11,921	2,522	1,419	4,077	145,891
Total specified	62,525	43,709	43,028	13,953	15,415	3,397	2,029	5,394	189,449
Total not specified	1,167	1,693	1,276	208	667	15	67	220	5,313
TOTAL STAFF	63,692	45,401	44,304	14,161	16,083	3,412	2,096	5,613	194,762

(a) Totals may not equal the sum of components due to rounding of weighted data and/or suppression rules.

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

2.4.3 Worker Age

Rates of paid contact staff 'currently' studying (during the reference week) and the qualification level being undertaken by worker age are outlined in Table 10. Higher proportions of younger paid contact staff were studying during the reference week – almost half (44.9 per cent) of paid contact staff aged 15-24 years old were studying, compared to 7.1 per cent paid contact staff aged 45 years and over. Paid contact staff aged 15-24 years old currently studying were more likely to be undertaking a Bachelor Degree level qualification, while all other age groups were more likely to be undertaking Advanced Diploma or Diploma level qualifications.

Table 10 Level of ECEC related qualification paid contact staff currently studying, by worker age ^(a) ^(b) ^(c)

Level of ECEC related qualification ^(c) currently studying	15-24	25-34	35-44	45+	Total
Percentage					
Bachelor Degree and above	18.1	8.2	4.6	1.7	8.4
Advanced Diploma or Diploma	12.9	10.4	7.6	3.5	8.8
Certificate IV	0.6	0.4	0.3	0.2	0.4
Certificate III	13.3	3.6	2.5	1.6	5.4
Certificate I, II or other certificate	0.1	0.0	0.0	0.0	0.0
Subtotal currently studying	44.9	22.6	15.2	7.1	23.0
Total not currently studying	55.1	77.4	84.8	92.9	77.0
Number					
Bachelor Degree and above	8,786	4,475	1,872	793	15,926
Advanced Diploma or Diploma	6,261	5,653	3,119	1,606	16,639
Certificate IV	290	208	141	94	733
Certificate III	6,448	1,949	1,034	730	10,161
Certificate I, II or other certificate	47	15	18	13	93
Subtotal currently studying	21,832	12,301	6,184	3,235	43,553
Total not currently studying	26,790	42,208	34,622	42,271	145,891
Total specified	48,622	54,509	40,807	45,506	189,444
Total not specified	2,355	1,540	682	737	5,313
TOTAL STAFF	50,977	56,049	41,488	46,243	194,757

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

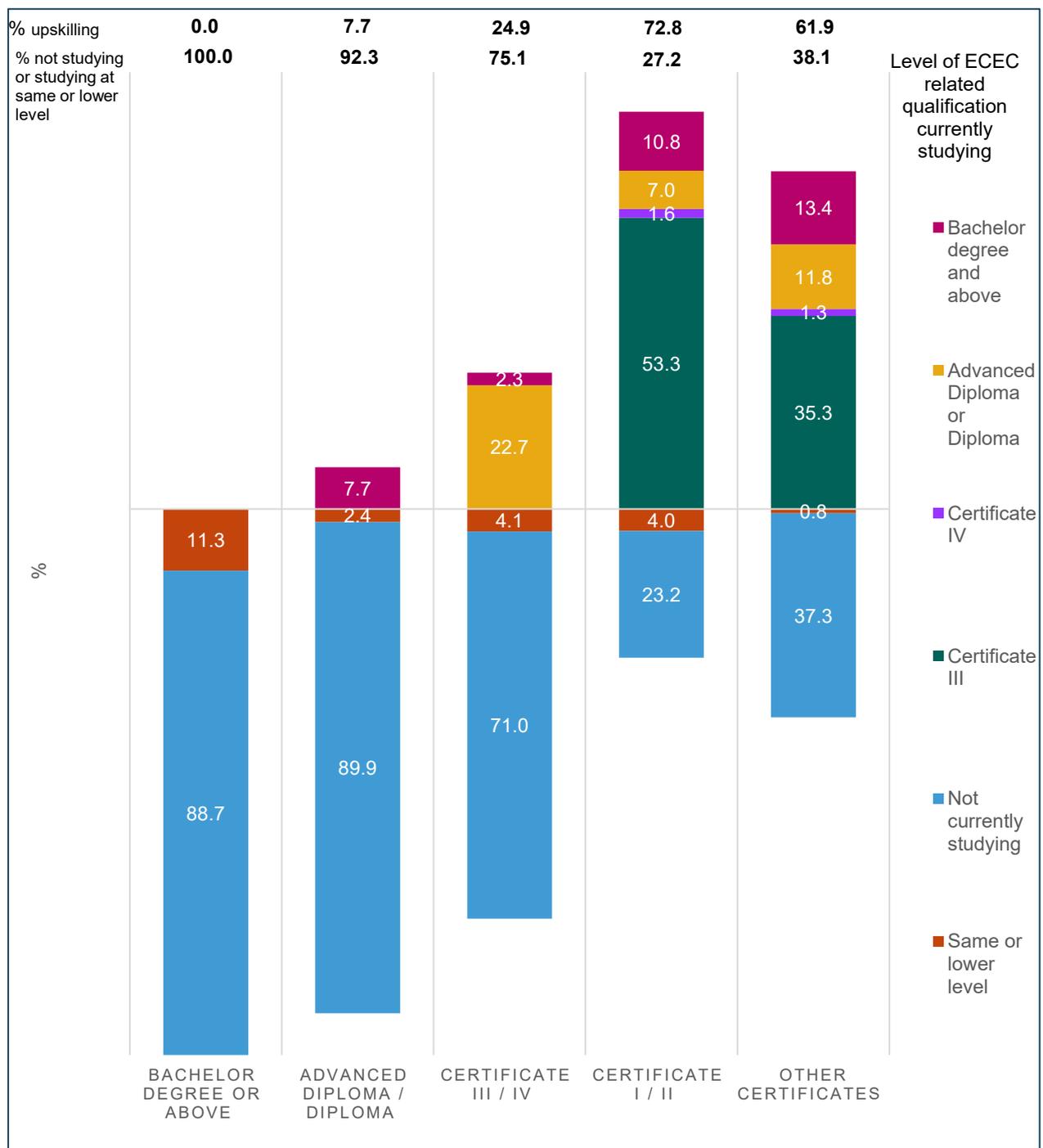
(b) Table includes paid contact staff only (staff who are paid and doing primary or other contact work).

(c) ECEC related qualifications include early childhood teaching, primary teaching, other teaching, child care, nursing other human welfare studies, behavioural science and other early childhood education and care related qualifications.

2.4.4 Rate of upskilling

Figure 9 presents the qualification level of paid contact staff who were studying during the reference week, by the highest level of ECEC related qualification already attained. Almost three quarters (72.8 per cent) of paid contact staff whose highest qualification was a Certificate I or II were 'upskilling', that is, studying at a higher level (Certificate III and above) – mostly a Certificate III. Three in five paid contact staff qualified in other certificates (below the Certificate I level) were studying at a higher level, and a quarter of workers qualified at the Certificate III / IV level were studying at a higher level – mostly an Advanced Diploma or Diploma. Only 7.7 per cent of Advanced Diploma / Diploma qualified paid contact staff were studying at a higher level (Bachelor Degree and above).

Figure 9 Rate of upskilling for paid contact staff



2.4.5 Approvals and exemptions of staff without holding the required ECEC Qualifications

Table 11 displays the proportion and number of services that had an approval or exemption that enabled a position to be occupied by one or more workers at the service that did not hold the required ECEC qualification. Australia wide, 7.6 per cent of services had an approval or exemption, with the highest proportion of services exhibited for in home care (11.4 per cent) and centre based day care (9.8 per cent) services.

Table 11 Approval or exemption that enabled a position to be occupied by a worker without holding the required ECEC qualifications ^{(a) (b)}

	CBDC	FDC	IHC	OSHC	VAC	Total
Percentage						
Yes	9.8	1.9	11.4	4.6	6.1	7.6
No	90.2	98.1	88.6	95.4	93.9	92.4
Number						
Yes	698	7	4	162	120	992
No	6,419	365	31	3,376	1,855	12,046
Total specified	7,116	372	35	3,538	1,975	13,036
Total not specified	1,116	51	5	614	489	2,275
TOTAL SERVICES	8,232	423	40	4,152	2,464	15,311

(a) Totals may not equal the sum of components due to rounding of weighted data and/or suppression rules.

(b) Excludes dedicated preschools.

2.4.6 Professional development

Areas of formal professional development undertaken by paid contact staff in the 12 months prior to the census are presented in Table 12. Australia wide, three in four workers had participated in professional development during that time. Almost one in three (27.7 per cent) paid contact staff participated in professional development to strengthen their pedagogy or practice. Other main areas of professional development included training to support children with disabilities and additional needs (17.1 per cent) and inclusion training to support cultural diversity (16.9 per cent). As a proportion of the workforce, paid contact staff in family day care services were more likely to have undertaken professional development, with 93.2 per cent of workers having participated in professional development training.

Table 12 Professional development undertaken by paid contact staff^(a)

	CBDC	FDC	IHC	OSHC	VAC	Total
Percentage						
Training to strengthen pedagogy or practice	31.2	33.8	26.6	16.7	17.8	27.7
Inclusion training to support children with disabilities and additional needs	17.2	13.3	11.7	16.7	19.3	17.1
Inclusion training to support cultural diversity	18.9	17.4	16.6	11.0	12.2	16.9
Aboriginal or Torres Strait Islander cultural awareness or training in reconciliation	16.0	13.6	4.4	6.7	6.7	13.4
Training in specific curriculum areas (e.g. STEM, Literacy, Music)	13.8	14.4	6.1	4.2	6.8	11.6
Management, Human Resource Management or Supervision Leadership or Ethics Training	8.3	4.8	2.2	6.9	7.3	7.7
Financial or risk management training	4.6	9.6	6.4	3.2	3.7	4.6
Other relevant training courses	49.9	81.5	69.7	46.5	50.5	51.6
No professional development training undertaken by this worker	23.2	6.8	19.4	41.4	34.5	26.1
Number						
Training to strengthen pedagogy or practice	39,513	4,075	249	4,586	3,750	52,173
Inclusion training to support children with disabilities and additional needs	21,839	1,607	109	4,579	4,076	32,210
Inclusion training to support cultural diversity	23,960	2,096	156	3,018	2,581	31,811
Aboriginal or Torres Strait Islander cultural awareness or training in reconciliation	20,313	1,646	41	1,853	1,415	25,267
Training in specific curriculum areas (e.g. STEM, Literacy, Music)	17,488	1,740	57	1,163	1,443	21,892
Management, Human Resource Management or Supervision Leadership or Ethics Training	10,507	577	20	1,909	1,538	14,551
Financial or risk management training	5,764	1,154	60	874	772	8,623
Other relevant training courses	63,135	9,839	652	12,769	10,649	97,044
No professional development training undertaken by this worker	29,444	822	182	11,369	7,264	49,081
Total specified	126,648	12,067	936	27,483	21,086	188,221
Total not specified	4,461	40	6	437	1,592	6,536
TOTAL STAFF	131,109	12,107	942	27,920	22,678	194,757

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

2.5 Experience and tenure of child care workforce

Information on the number of years' experience in the ECEC sector (Table 13) and at their particular service (Table 14) was collected for paid contact staff who had worked during the reference week.

Paid contact staff had an average of 7.2 years of experience in the ECEC sector. Paid contact staff with ECEC related qualifications averaged 8.1 years of experience in the ECEC sector, compared to 2.0 years for paid contact staff without an ECEC related qualification. Paid contact staff regardless of qualifications completed working in family day care (9.6 years) and centre based day care (7.5 years) services were most experienced in the ECEC sector compared to other service types. At the other end, staff in vacation care (5.5 years) and outside school hours care (5.6 years) services were least experienced.

Average tenure for paid contact staff at their current child care service was 3.6 years. Paid contact staff with ECEC related qualifications averaged 4.0 years of tenure at their current service, compared to 1.4 years of tenure for paid contact staff not ECEC qualified.

Average tenure was greatest among paid contact staff employed in family day care (5.0 years) services, and lowest among paid contact staff employed within in home care (1.7 years) and vacation care (2.8 years) services.

Table 13 Years of experience in the ECEC sector of paid contact staff, by service type ^{(a) (b) (c) (d)}

Years of experience in ECEC sector	CBDC		FDC		IHC		OSHC		VAC		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Staff with ECEC related qualification ^(b)												
<1 year experience	8,492	7.2	515	4.4	127	16.1	804	7.8	671	7.5	10,608	7.1
1-3 years' experience	31,557	26.7	2,294	19.7	221	28.1	2,802	27.3	2,483	27.8	39,356	26.3
4-6 years' experience	25,898	21.9	2,657	22.8	165	21.1	2,144	20.9	1,990	22.3	32,854	21.9
7-9 years' experience	14,851	12.6	1,689	14.5	53	6.7	935	9.1	880	9.9	18,408	12.3
10+ years' experience	37,431	31.6	4,510	38.7	220	28.0	3,582	34.9	2,896	32.5	48,639	32.5
Average experience (in years)	8.0		9.7		6.8		8.5		8.1		8.1	
Not specified ^(c)	58	0.0	0	0.0	0	0.0	1,167	11.3	935	10.5	2,160	1.4
TOTAL STAFF WITH ECEC RELATED QUAL.	118,230	100.0	11,664	100.0	785	100.0	10,267	100.0	8,919	100.0	149,866	100.0
Staff with no ECEC related qualification												
<1 year experience	5,003	55.7	80	32.0	42	31.9	2,729	30.7	2,007	28.1	9,861	38.8
1-3 years' experience	3,026	33.7	97	39.1	67	50.4	4,534	51.1	3,782	52.9	11,505	45.3
4-6 years' experience	486	5.4	40	15.9	16	12.3	1,055	11.9	914	12.8	2,511	9.9
7-9 years' experience	137	1.5	13	5.3	<5	3.7	239	2.7	201	2.8	595	2.3
10+ years' experience	338	3.8	19	7.7	5	3.9	319	3.6	242	3.4	922	3.6
Average experience (in years)	1.5		3.2		2.1		2.3		2.3		2.0	
Not specified ^(c)	0	0.0	0	0.0	0	0.0	983	11.1	783	11.0	1,766	7.0
TOTAL STAFF WITH NO ECEC RELATED QUAL.	8,989	100.0	249	100.0	135	100.0	8,875	100.0	7,146	100.0	25,394	100.0
All paid contract staff												
<1 year experience	14,946	11.4	614	5.1	178	18.9	4,913	17.6	3,600	15.9	24,251	12.5
1-3 years' experience	36,044	27.5	2,486	20.5	300	31.9	10,275	36.8	8,539	37.7	57,644	29.6
4-6 years' experience	26,796	20.4	2,733	22.6	184	19.5	3,978	14.2	3,434	15.1	37,125	19.1
7-9 years' experience	15,168	11.6	1,714	14.2	59	5.9	1,428	5.1	1,237	5.5	19,605	10.1
10+ years' experience	38,096	29.1	4,561	37.7	225	23.9	4,187	15.0	3,349	14.8	50,418	25.9
Average experience (in years)	7.5		9.6		6.1		5.6		5.5		7.2	
Not specified ^(c)	59	0.0	0	0.0	0	0.0	3,139	11.2	2,519	11.1	5,716	2.9
Total specified	127,219	97.0	11,913	98.4	920	97.3	19,143	68.6	16,065	70.8	175,260	90.0
Total not specified ^(d)	3,890	3.0	194	1.6	25	2.7	8,777	31.4	6,613	29.2	19,500	10.0
TOTAL STAFF	131,109	100.0	12,107	100.0	945	100.0	27,920	100.0	22,678	100.0	194,760	100.0

(a) Totals may not equal the sum of components due to rounding of weighted data and/or suppression rules, and table only includes paid contact staff.

(b) ECEC related qualifications include early childhood teaching, primary teaching, other teaching, child care, nursing, other human welfare studies, behavioural science and other early childhood education and care 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 14 Tenure as a paid contact staff in current service, by service type (a) (b) (c) (d)

Years of tenure as contact worker	CBD		FDC		IHC		OSHC		VAC		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Staff with relevant ECEC qualification ^(b)												
<1 year tenure	26,965	22.8	2,153	18.5	299	38.1	2,744	24.0	2,288	23.2	34,449	22.7
1-3 years tenure	47,536	40.2	4,717	40.4	378	48.1	4,742	41.5	4,197	42.6	61,570	40.5
4-6 years tenure	20,415	17.3	1,988	17.0	74	9.4	1,781	15.6	1,633	16.6	25,891	17.0
7-9 years tenure	9,573	8.1	976	8.4	10	1.3	797	7.0	703	7.1	12,059	7.9
10+ years tenure	13,630	11.5	1,788	15.3	24	3.1	1,359	11.9	1,029	10.4	17,830	11.7
Average tenure (in years)	3.9		5.0		1.8		3.9		3.7		4.0	
Not specified ^(c)	170	0.1	42	0.4	0	0.0	11	0.1	4	0.0	227	0.1
Total staff with relevant ECEC qualification	118,118	100.0	11,622	100.0	785	100.0	11,424	100.0	9,850	100.0	151,799	100.0
Staff with no ECEC qualification												
<1 year tenure	5,783	64.3	107	43.0	71	54.1	4,026	40.8	3,040	38.3	13,027	48.0
1-3 years tenure	2,709	30.1	107	43.2	53	40.5	4,649	47.2	3,905	49.3	11,424	42.1
4-6 years tenure	283	3.1	22	9.0	5	3.8	814	8.3	707	8.9	1,831	6.7
7-9 years tenure	83	0.9	5	2.0	0	0.0	180	1.8	145	1.8	413	1.5
10+ years tenure	128	1.4	<5	1.6	<5	1.6	189	1.9	129	1.6	457	1.7
Average tenure (in years)	0.9		1.6		1.0		1.6		1.6		1.4	
Not specified ^(c)	3	0.0	3	1.2	0	0.0	0	0.0	3	0.0	9	0.0
Total staff with no ECEC qualification	8,986	100.0	247	100.0	135	100.0	9,858	100.0	7,926	100.0	27,152	100.0
All staff												
<1 year tenure	34,522	26.3	2,296	19.0	383	40.6	9,263	33.2	7,235	31.9	53,699	27.6
1-3 years tenure	51,631	39.4	4,923	40.7	441	46.8	12,384	44.4	10,425	46.0	79,803	41.0
4-6 years tenure	21,010	16.0	2,044	16.9	81	8.6	3,290	11.8	2,768	12.2	29,194	15.0
7-9 years tenure	9,794	7.5	992	8.2	11	1.2	1,206	4.3	981	4.3	12,985	6.7
10+ years tenure	13,967	10.7	1,809	14.9	29	2.8	1,726	6.2	1,262	5.6	18,792	9.6
Average tenure (in years)	3.7		5.0		1.7		2.9		2.8		3.6	
Not specified ^(c)	185	0.1	45	0.4	0	0.0	51	0.2	7	0.0	289	0.1
Total specified	127,104	96.9	11,869	98.0	920	97.3	21,282	76.2	17,776	78.4	178,951	91.9
Total not specified ^(d)	4,005	3.1	239	2.0	25	2.7	6,638	23.8	4,902	21.6	15,810	8.1
TOTAL STAFF	131,109	100.0	12,108	100.0	945	100.0	27,920	100.0	22,678	100.0	194,761	100.0

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

(b) ECEC related qualifications include early childhood teaching, primary teaching, other teaching, child care, nursing, other human welfare studies, behavioural science and other early childhood education and care 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 (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; and
- 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 15 shows the average maximum and typical capacity for each service type (as reported by services). For centre based day care services, the average maximum capacity was 68 children and average typical capacity was 61 children. For vacation care services, the average maximum capacity was 72 children and average typical capacity was 57 children. For outside school hours care, the average maximum capacity was 72 children and average typical capacity was 56 children.

The findings also illustrate that around three-in-five (59.3 per cent) services reported having no capacity (reported maximum and typical number of places offered were the same). At the same time, a quarter (25.2 per cent) of services reported a capacity of 20 per cent or more.

Looking at individual services, both outside school hours care and vacation care services reported contrasting service capacities, with around three-in-five services having no capacity, and one-in-three with capacities of 20 per cent or more. While similar proportions of centre based day care services reported no capacity, only one-in-five (19.1 per cent) services had a capacity of 20 percent or more.

Table 15 Maximum / typical capacity and levels of service capacity ^(a), by service type ^(b)

	CBDC	OSHC	VAC	Total
Maximum / typical capacity				
Average maximum number of places offered	68	72	72	70
Average number of places typically offered	61	56	57	59
Service capacity				
% No capacity	59.5	60.9	56.1	59.3
% Capacity greater than 0% to less than 10%	11.5	2.8	3.5	7.8
% Capacity greater or equal to 10% to less than 20%	9.9	4.9	5.5	7.8
% Capacity 20% or more	19.1	31.4	35.0	25.2
Total specified	8,227	4,121	2,462	14,810
Total not specified	5	31	2	38

(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 and in home care services. Totals may not equal the sum of components due to rounding of weighted data.

The average service capacity (typical number of places offered divided by maximum number of places offered, subtracted from 100 per cent) by service type and geographic location is outlined in Table 16.

Across Australia, average service capacity (as reported by services) was 9.2 per cent for centre based day care services, 17.1 per cent for outside school hours care services and 17.4 per cent for vacation care services. More capacity was reported for services in Western Australia (15.9 per cent), South Australia (15.4 per cent) and Victoria (15.1 per cent). New South Wales (10 per cent) and the Australian Capital Territory (10.3 per cent) reported less capacity than other states, especially centre based day care services in New South Wales (6.4 per cent).

Average service capacity was 13.2 per cent in major city areas, 11.1 per cent in both inner regional and outer regional areas, and 13.9 per cent in remote or very remote areas. Centre based day care services in inner regional areas had the least capacity (7.9 per cent), as opposed to vacation care services in major city areas with 18.5 per cent average service capacity.

Table 16 Average service capacity (%) ^(a), by service type ^(b)

	CBDC	OSHC	VAC	Total
Average service capacity – All services				
Australia	9.2	17.1	17.4	12.8
Average service capacity by State or Territory				
NSW	6.4	14.6	17.2	10.0
Vic	10.4	20.3	21.3	15.1
Qld	10.9	15.1	17.2	13.2
SA	13.9	18.2	14.2	15.4
WA	11.8	22.8	16.4	15.9
Tas	8.1	11.9	20.9	11.9
NT	13.4	7.7	9.9	11.3
ACT	9.3	10.9	12.7	10.3
Average service capacity by remoteness area				
Major city	9.3	18.0	18.5	13.2
Inner regional	7.9	14.9	14.4	11.1
Outer regional	9.6	12.7	13.1	11.1
Remote / very remote	15.0	9.8	14.4	13.9
Total specified	8,227	4,121	2,462	14,810
Total not specified	5	31	2	38

(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 and in home 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 17 summarises the number of children attending child care services during the reference week, by service type.

The 2021 ECEC NWC reported 1,281,653 children attended a child care service during the reference week – an increase of around 13,000 children compared to 2016. This figure, however, may include double counting where a child attended more than one service during the reference week. For instance, if a child attended an outside school hours care service during the school term, then attended a vacation care service during the school holidays.

More than half (55.7 per cent) of the total children in child care during the reference week attended centre based day care, followed by almost a quarter (24.5 per cent) in outside school hours care and 13.8 per cent of children attended a vacation care service.

Table 17 Number of children attending child care during the reference week, by service type ^{(a) (b)}

Service Type	2013		2016		2021	
	No of children	%	No of children	%	No of children	%
Centre based day care	592,326	51.9	624,606	49.2	713,564	55.7
Family day care	134,036	11.8	183,015	14.4	75,450	5.9
In home care	5,730	0.5	3,687	0.3	1,842	0.1
Outside school hours care	261,110	22.9	299,208	23.6	314,100	24.5
Vacation care	147,371	12.9	158,306	12.5	176,697	13.8
TOTAL	1,140,573	100.0	1,268,822	100.0	1,281,653	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 18 displays the number of children in each service type by age group.

Almost all services (97.4 per cent) had children aged 3-5 years attending during the reference week. At the service level, almost all centre based day care services had children aged 0-2 years (95.3 per cent) and 3-5 years (99.5 per cent) attending during the reference week, while outside school hours care and vacation care services mainly provided places to children aged 3-5 years and over. Family day care and in home care services provided places to children of all ages during the reference week.

Table 18 Number of children attending per week by age and service type ^{(a) (b)}

	CBDC	FDC	IHC	OSHC	VAC	Total
Children						
Aged 0-2 years						
% of all services ^(b)	95.3	99.1	97.5	0.6	0.2	54.4
No. of children	310,751	26,428	509	211	33	337,931
Aged 3-5 years						
% of all services ^(b)	99.5	99.5	95.0	93.0	97.8	97.4
No. of children	386,796	26,456	524	54,728	35,477	503,981
Aged 6-9 years						
% of all services ^(b)	12.0	95.0	97.5	99.7	99.7	52.4
No. of children	13,693	16,433	548	204,951	116,153	351,778
Aged 10+ years						
% of all services ^(b)	7.1	86.8	82.5	95.2	95.6	47.7
No. of children	2,325	6,133	261	54,210	25,033	87,962
All ages						
No. of children	713,564	75,450	1,842	314,100	176,697	1,281,653
Services						
Total specified	8,232	423	40	4,152	2,464	15,311
Total not specified	0	0	0	0	0	0
TOTAL SERVICES	8,232	423	40	4,152	2,464	15,311

(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 (Aboriginal or Torres Strait Islander) children and 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; and
- Qualification levels of Indigenous paid contact staff.

4.1 Indigenous (Aboriginal or Torres Strait Islander) children

Table 19 shows that 3.8 per cent of children attending child care services during the reference week were Indigenous. Centre based day care services had the highest proportion of Indigenous children attending during the reference week (4.2 per cent), while Indigenous children made up roughly 3.0 per cent of total children in all other services.

More than half (56.9 per cent) of all child care services had Indigenous children attending during the reference week. The proportion of child care services with Indigenous children attending was highest for centre based day care services (60.4 per cent) followed by family day care (54.8 per cent).

Table 19 Indigenous children aged 0 to 12 attending child care, by service type ^{(a) (b) (c) (d)}

	CBDC	FDC	IHC	OSHC	VAC	Total
Children						
No. of children	29,908	2,417	56	9,753	6,150	48,284
% of all children ^(b)	4.2	3.2	3.0	3.1	3.5	3.8
Services						
No. of services with Indigenous children	4,971	232	14	2,152	1,341	8,710
% of all services ^(c)	60.4	54.8	35.0	51.8	54.4	56.9
Total specified ^(d)	8,232	423	40	4,152	2,464	15,311
Total not specified	0	0	0	0	0	0
TOTAL SERVICES	8,232	423	40	4,152	2,464	15,311

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

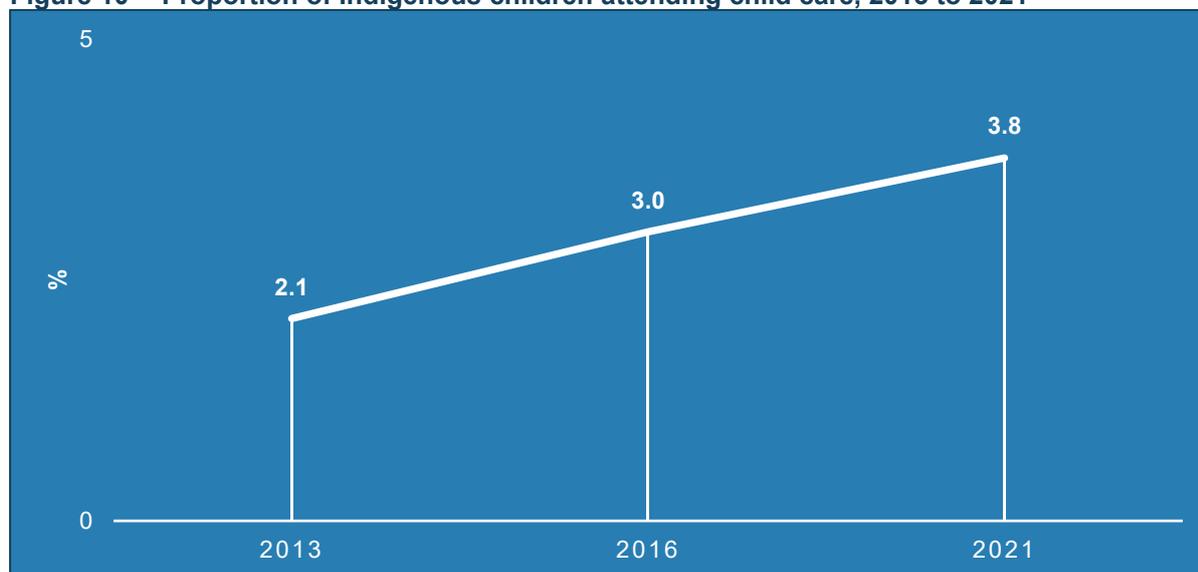
(b) Refers to Indigenous children as a proportion of all children attending the service during the reference week.

(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.

As depicted in Figure 10, the rate of Indigenous children attending child care in Australia increased to 3.8 per cent in 2021 – up 0.8 percentage points since 2016 and 1.7 percentage points since 2013.

Figure 10 Proportion of Indigenous children attending child care, 2013 to 2021 ^(a)



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

Table 20 shows the number of Indigenous children attending child care services by state. One-in-seven (14.2 per cent) children attending child care services in the Northern Territory were Indigenous, as were 4.8 per cent of children in Queensland and 4.7 per cent of children in Tasmania. The vast majority of Northern Territory services (92.6 per cent) reported Indigenous children attending during the reference week, as did three quarters (76.5 per cent) of Queensland services.

Table 20 Indigenous children aged 0 to 12 attending child care, by service State or Territory
(a) (b) (c) (d)

	NSW	Vic	Qld	SA	WA	Tas	NT	ACT	Australia
Children									
No. of children	18,600	5,441	14,711	2,512	3,570	1,132	1,611	707	48,284
% of all children ^(b)	4.3	1.9	4.8	2.6	3.4	4.7	14.2	2.1	3.8
Services									
No. of services with Indigenous children	2,921	1,337	2,405	660	822	170	193	203	8,710
% of all services ^(c)	53.2	40.1	76.5	60.3	57.9	55.8	92.6	63.2	56.9
Total specified ^(d)	5,488	3,331	3,144	1,095	1,420	304	208	321	15,311
Total not specified	0	0	0	0	0	0	0	0	0
TOTAL SERVICES	5,488	3,331	3,144	1,095	1,420	304	208	321	15,311

(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.

The number of Indigenous children attending child care by remoteness area are set out in Table 21.

The proportion of Indigenous children attending child care services during the reference week strengthened with increasing levels of remoteness. In major city areas, 2.6 per cent of children attending child care were Indigenous, compared to 21.5 per cent in remote or very remote areas. Over four-in-five services in remote or very remote (84.3 per cent) and outer regional (82.1 per cent) areas reported Indigenous children attending their child care service, compared to around half (50.6 per cent) of all child care services in major city areas.

Table 21 Indigenous children aged 0 to 12 attending child care, by service remoteness (a) (b) (c) (d)

	Major city	Inner regional	Outer regional	Remote / very remote	Australia
Children					
No. of children	25,607	12,515	7,820	2,335	48,277
% of all children (b)	2.6	6.6	10.2	21.5	3.8
Services					
No. of services with Indigenous children	5,803	1,800	877	228	8,708
% of all services (c)	50.6	71.9	82.1	84.3	56.9
Total specified (d)	11,464	2,503	1,068	270	15,305
Total not specified	0	0	0	0	0
TOTAL SERVICES	11,464	2,503	1,068	270	15,305

(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 (Aboriginal or Torres Strait Islander) paid contact staff

Table 22 illustrates that 2.9 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 vacation care (3.2 per cent), centre based day care (3.0 per cent), and outside school hours care (3.0 per cent) services. Indigenous paid contact staff only made up 0.2 per cent of staff within in home care services.

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

	CBDC	FDC	IHC	OSHC	VAC	Total
Staff						
No. of paid contact staff	101,931	10,008	487	14,917	12,859	140,202
No. of Indigenous paid contact staff	3,088	104	<5	454	406	4,051
% of all staff ^(b)	3.0	1.0	0.2	3.0	3.2	2.9
Services						
No. of services with Indigenous contact staff	1,782	51	1	303	269	2,405
% of all services ^(c)	21.6	12.1	2.5	7.3	10.9	15.7
Total specified ^(d)	8,232	423	40	4,152	2,464	15,311
Total not specified	0	0	0	0	0	0
TOTAL SERVICES	8,232	423	40	4,152	2,464	15,311

(a) Totals may not equal the sum of components due to rounding of weighted data and/or suppression rules.

(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 2021, 2.9 per cent of paid contact workers were Indigenous, increasing by 0.9 percentage points since 2016. The proportion of Indigenous paid contact staff increased marginally between 2013 and 2016.

Figure 11 Proportion of Indigenous paid contact staff, 2013 to 2021

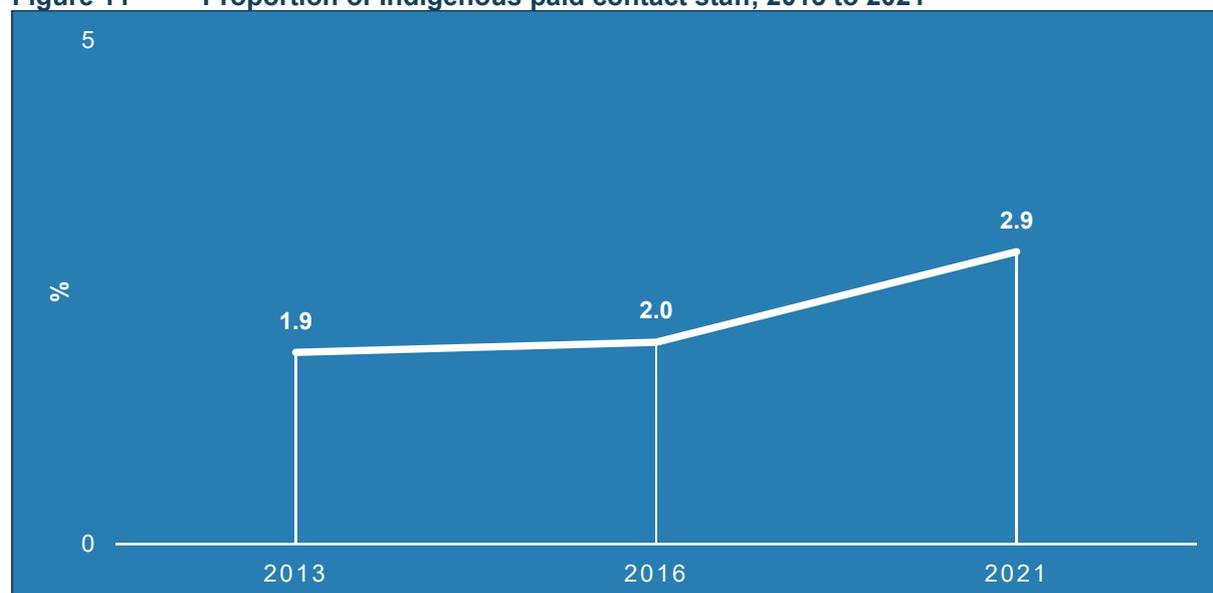


Table 23 demonstrates that one in four (25.4 per cent) paid contact staff working in remote or very remote areas were Indigenous. Over half (54.6 per cent) of the child care services in remote and very remote areas had Indigenous paid contact staff working during the reference week, in contrast to one-in-ten (11.5 per cent) child care services in major city areas.

Table 23 Indigenous paid contact staff, by service remoteness ^{(a) (b) (c) (d)}

	Major city	Inner regional	Outer regional	Remote / very remote	Australia
Staff					
No. of paid contact staff	108,649	20,792	8,867	1,811	140,120
No. of Indigenous paid contact staff	1,915	1,063	610	459	4,047
% of all staff ^(b)	1.8	5.1	6.9	25.4	2.9
Services					
No. of services with Indigenous paid contact staff	1,321	584	352	148	2,405
% of all services ^(c)	11.5	23.3	33.0	54.6	15.7
Total specified ^(d)	11,464	2,503	1,068	270	15,305
Total not specified	0	0	0	0	0
TOTAL SERVICES	11,464	2,503	1,068	270	15,305

(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.

As depicted in Table 24, 36.9 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 18.4 per cent of centre based day care services and 10.4 per cent of family day care services.

Table 24 Indigenous children with access to Indigenous paid contact staff, by service type ^(a)
^{(b) (c) (d) (e) (f)}

	CBDC	FDC	IHC	OSHC	VAC	Total
Children						
No. of Indigenous children with access to Indigenous paid contact staff ^(b)	13,666	653	5	1,963	1,517	17,805
% of Indigenous children ^(c)	45.7	27.0	8.9	20.1	24.7	36.9
% of all children ^(d)	1.9	0.9	0.3	0.6	0.9	1.4
Services						
No. of services with Indigenous children and Indigenous paid contact staff ^(b)	1,517	44	1	259	218	2,039
% of all services ^(e)	18.4	10.4	2.5	6.2	8.9	13.3
Total specified ^(f)	8,232	423	40	4,152	2,464	15,311
Total not specified	0	0	0	0	0	0
TOTAL SERVICES	8,232	423	40	4,152	2,464	15,311

(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 25 shows that four-in-five (79.6 per cent) Indigenous paid contact staff had an ECEC related qualification. This included two-in-five (38.8 per cent) having qualifications at the Certificate III or IV level, one-in-three (32.3 per cent) qualified at the Advanced Diploma or Diploma level and 6.8 per cent at the Bachelor Degree level and above.

Table 25 Qualifications of Indigenous paid contact staff, by service type ^{(a) (b) (c)}

Highest level of qualification completed	CBDC	FDC	IHC	OSHC	VAC	Total
Percentage						
Bachelor Degree and above	6.4	5.2	0.0	6.3	10.6	6.8
Bachelor Degree pass 4 years (or equivalent) and above	5.0	4.1	0.0	3.9	8.0	5.2
Bachelor Degree pass 3 years (or equivalent)	1.4	1.1	0.0	2.4	2.7	1.6
Advanced Diploma / Diploma	34.3	53.5	100.0	22.3	22.2	32.3
Certificate III / IV	42.4	36.2	0.0	28.3	23.6	38.8
Below Certificate III	1.5	0.0	0.0	2.5	2.9	1.7
<i>Subtotal Indigenous staff with an ECEC related qualification^(c)</i>	84.5	94.9	100.0	59.3	59.3	79.6
Total Indigenous staff without an ECEC related qualification	15.5	5.1	0.0	40.7	40.7	20.4
Number						
Bachelor Degree and above	190	5	0	27	40	263
Bachelor Degree pass 4 years (or equivalent) and above	150	<5	0	16	30	202
Bachelor Degree pass 3 years (or equivalent)	40	<5	0	10	10	66
Advanced Diploma / Diploma	1,025	52	<5	94	85	1,261
Certificate III / IV	1,264	35	0	119	90	1,509
Below Certificate III	44	0	0	10	11	65
<i>Subtotal Indigenous staff with an ECEC related qualification^(c)</i>	2,523	98	<5	250	226	3,102
Total Indigenous staff without an ECEC related qualification	461	5	0	172	155	793
Total specified	2,984	103	<5	422	381	3,895
Total not specified	104	1	0	32	24	161
TOTAL INDIGENOUS STAFF	3,088	104	<5	454	406	4,056

(a) Totals may not equal the sum of components due to rounding of weighted data and/or suppression rules.

(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, other human welfare studies, behavioural science and other early childhood education and care related qualifications

Figure 12 shows that the proportion of Indigenous paid contact staff with ECEC related qualifications has declined in 2021 (79.6 per cent, down 1.2 percentage points from 2016), although the number has increased by 5.1 percentage points since 2013. The proportion of Indigenous paid contact staff qualified with a Bachelor Degree and above increased in 2021 by 6.8 per cent compared to 2016 (up 0.8 percentage points) and 2013 (up 1.2 percentage points).

Figure 12 Proportion of Indigenous paid contact staff with qualifications, 2013 to 2021

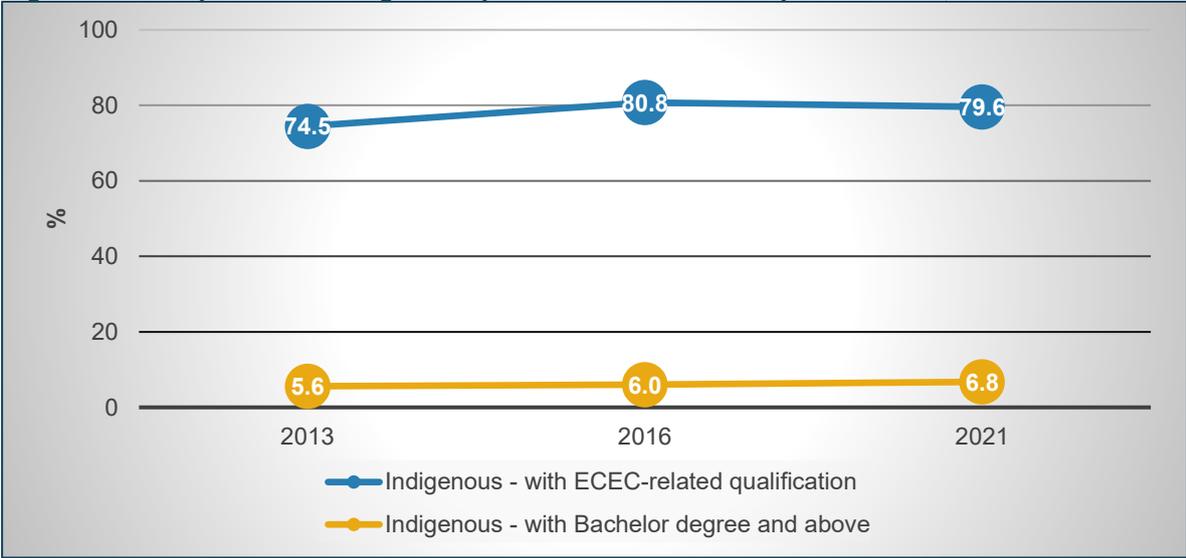


Table 26 demonstrates that a lower proportion of Indigenous paid contact staff (79.6 per cent) had ECEC related qualifications compared to non-Indigenous paid contact staff (86.4 per cent). A higher proportion of Indigenous paid contact staff had qualifications at the Certificate III or IV level compared to non-Indigenous paid contact staff. Lower proportions of Indigenous paid contact staff have completed an Advanced Diploma, Diploma or Bachelor Degree and above compared to non-Indigenous paid contact staff.

Table 26 Qualifications of Indigenous and non-Indigenous paid contact staff, by service type
(a) (b) (c)

Highest level of qualification completed	Indigenous staff	Non-Indigenous staff
Percentage		
Bachelor Degree and above	6.8	12.5
Bachelor Degree pass 4 years (or equivalent) and above	5.2	9.8
Bachelor Degree pass 3 years (or equivalent)	1.6	2.7
Advanced Diploma / Diploma	32.3	43.3
Certificate III / IV	38.8	29.6
Below Certificate III	1.7	1.0
<i>Subtotal staff with an ECEC related qualification ^(c)</i>	79.6	86.4
Total staff without an ECEC related qualification	20.4	13.6
Number		
Bachelor Degree and above	263	16,600
Bachelor Degree pass 4 years (or equivalent) and above	201	12,959
Bachelor Degree pass 3 years (or equivalent)	62	3,642
Advanced Diploma / Diploma	1,257	57,347
Certificate III / IV	1,509	39,197
Below Certificate III	65	1,344
<i>Subtotal staff with an ECEC related qualification ^(c)</i>	3,093	114,489
Total staff without an ECEC related qualification	793	17,977
Total specified	3,886	132,466
Total not specified	161	3,689
TOTAL STAFF	4,047	136,155

(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, other human welfare studies, behavioural science and other early childhood education and care related qualifications.

4.3 Indigenous (Aboriginal and Torres Strait Islander) children and paid contact staff over time

Table 27 compares the number of Indigenous children attending child care services, and Indigenous paid contact staff working at child care services, over time. In 2021, 48,284 Indigenous children attended a child care service during the reference week. The number of Indigenous children attending child care services increased 27.9 per cent between 2016 and 2021 (compared to a 60.6 per cent increase between 2013 and 2016).

Furthermore, 4,047 Indigenous paid contact staff were working in child care services during the reference week, of which 3,093 have an ECEC related qualification – an increase of 45.8 per cent since 2016. In 2021, the number of Indigenous paid contact staff with a four-year or equivalent and above Bachelor Degree more than doubled since 2016, and Indigenous workers with a Diploma or Advanced Diploma increased by 78.3 compared to 2016.

Table 27 Number of Indigenous children and paid contact staff, 2013 to 2021 ^{(a) (b) (c)}

	2013	2016	2021	% Change 2013-2016	% Change 2016 -2021
Demographics					
No. of Indigenous children	23,508	37,764	48,284	60.6	27.9
No. of Indigenous paid contact staff	2,466	2,739	4,047	11.1	47.8
% of Indigenous children with Indigenous contact staff ^(b)	31.2	32.8	36.9	5.1	12.4
Indigenous contact staff qualifications (number)					
Bachelor Degree and above	182	158	263	-13.2	66.2
Bachelor Degree pass (4 years or equivalent) and above	124	98	201	-21.2	104.8
Bachelor Degree pass (3 years or equivalent)	58	60	62	4.0	3.2
Advanced Diploma / Diploma	487	705	1,257	44.7	78.3
Certificate III / IV	1,005	1,202	1,509	19.6	25.5
Below Certificate III	65	55	65	-15.4	18.4
TOTAL INDIGENOUS STAFF WITH AN ECEC RELATED QUALIFICATION ^(c)	1,741	2,121	3,093	21.8	45.8

(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, 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 the number of children with a disability or underlying long term health condition, aged 0 to 12, attending child care services during the reference week.

5.1 Language other than English (LOTE)

Table 28 shows that 245,279 (19.1 per cent) children attending child care services during the reference week had parents or guardians who spoke a language other than English at home. Family day care (34.1 per cent) and centre based day care (22.0 per cent) services had the highest proportions of children from a LOTE background among all child care services.

Table 28 LOTE children aged 0 to 12 attending child care, by service type ^{(a) (b) (c) (d)}

	CBDC	FDC ^(b)	IHC	OSHC	VAC	Total
Children						
No. of children	157,133	25,692	103	39,555	22,796	245,279
% of all children ^(c)	22.0	34.1	5.6	12.6	12.9	19.1
Services (number)						
Total specified ^(d)	8,232	423	40	4,151	2,464	15,310
Total not specified	0	0	0	1	0	1
TOTAL SERVICES	8,232	423	40	4,152	2,464	15,311

(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 29 shows that 66,399 (5.2 per cent) children attending child care services during the reference week had a disability or underlying long-term health condition. One-in-six (16.3 per cent) children who attended in home care services during the reference week had a disability or underlying long term health condition, followed by 5.8 per cent of children who attended centre based day care services.

The most common types of disabilities or underlying long term health conditions reported for children attending child care services during the reference week were conditions relating to interpersonal interactions and relationships (2.6 per cent), communication (2.5 per cent) and learning (2.2 per cent).

Table 29 Children aged 0 to 12 with disabilities or underlying long term health conditions attending child care, by service type ^{(a) (b) (c)}

	CBDC	FDC	IHC	OSHC	VAC	Total
Children						
All disabilities or underlying long term health conditions ^(b)						
No. of children	41,615	1,018	300	3,517	9,950	66,399
% of all children ^(b)	5.8	1.3	16.3	4.3	5.6	5.2
Learning						
No. of children	19,598	383	140	4,825	3,499	28,445
% of all children ^(b)	2.7	0.5	7.6	1.5	2.0	2.2
Communication						
No. of children	24,944	388	113	4,053	3,052	32,550
% of all children ^(b)	3.5	0.5	6.1	1.3	1.7	2.5
Mobility						
No. of children	5,250	159	80	676	532	6,698
% of all children ^(b)	0.7	0.2	4.3	0.2	0.3	0.5
Self-care						
No. of children	13,468	295	85	1,644	1,484	16,976
% of all children ^(b)	1.9	0.4	4.6	0.5	0.8	1.3
Interpersonal						
No. of children	20,689	300	91	7,257	5,149	33,486
% of all children ^(b)	2.9	0.4	4.9	2.3	2.9	2.6
Other						
No. of children	15,734	313	90	4,491	3,432	24,059
% of all children ^(b)	2.2	0.4	4.9	1.4	1.9	1.9
Services (number)						
Total specified ^(c)	8,232	423	40	4,152	2,464	15,311
Total not specified	0	0	0	0	0	0
TOTAL SERVICES	8,232	423	40	4,152	2,464	15,311

(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).

As set out in Table 30, the number of children attending child care services during the reference week were from (or had parents / guardians from) a refugee or special humanitarian program background totalled 9,248, representing 0.7 per cent of all children. Almost half of this number (4,590) attended family day care services.

Table 30 Children of humanitarian / refugee background aged 0 to 12 attending child care, by service type ^{(a) (b) (c)}

	CBDC	FDC	IHC	OSHC	VAC	Total
Children						
No. of children	3,343	4,590	9	620	686	9,248
% of all children ^(b)	0.5	6.1	0.5	0.2	0.4	0.7
Services (number)						
Total specified ^(c)	8,232	423	40	4,151	2,464	15,310
Total not specified	0	0	0	1	0	1
TOTAL SERVICES	8,232	423	40	4,152	2,464	15,311

(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 31 shows that 1.0 per cent of Victorian children, and 0.9 per cent of both Queensland and 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 31 Children of humanitarian / refugee background aged 0 to 12 attending child care, by State or Territory ^{(a) (b) (c)}

	NSW	Vic	Qld	SA	WA	Tas	ACT	NT	Australia
Children									
No. of children	2,070	2,700	2,747	586	922	87	33	103	9,248
% of all children ^(b)	0.5	1.0	0.9	0.6	0.9	0.4	0.3	0.3	0.7
Services (number)									
Total specified ^(c)	5,488	3,331	3,143	1,095	1,420	304	208	321	15,310
Total not specified	0	0	1	0	0	0	0	0	1
TOTAL SERVICES	5,488	3,331	3,144	1,095	1,420	304	208	321	15,311

(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 centre based day care services offering Preschool Programs

This section contains analysis of Preschool Programs reported as being delivered in centre based day care services.

The National Partnership Agreement on Universal Access to Early Childhood Education (2018-2021) 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 centre based day care 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 (99.7 per cent) centre based day care services reported offering a Preschool Program based on a curriculum or framework during the reference week, including all centre based day care centres in South Australia, Tasmania, Northern Territory, and the Australian Capital Territory. Centre based 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 32 shows that two-in-three (68.1 per cent) centre based day care services based their Preschool Program exclusively on the Early Years Learning Framework, and a further one-in-six (17.2 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 centre based day care services was highest in New South Wales (91.1 per cent), Tasmania (90.2 per cent) and South Australia (87.5 per cent).

Net usage of the Early Years Learning Framework, whether exclusively or in combination with another curriculum or framework, was universal amongst centre based day care centres in Tasmania, and high in New South Wales (99.4 per cent), the Australian Capital Territory (99.2 per cent) and South Australia (99.1 per cent).

Use of a state or territory curriculum or framework was most popular in Queensland (59.4 per cent) and Victoria (44.6 per cent). Use of another curriculum or framework was also popular in Queensland (12.3 per cent).

Table 32 Curriculum or framework on which Preschool Programs in centre based day care service is based, by State or Territory ^{(a) (b)}

Centre based day care offering Preschool Program	NSW		Vic		Qld		SA		WA		Tas		NT		ACT		Australia		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Centre based day care services																			
Early Years Learning Framework only	2,675	91.1	794	53.1	465	31.0	296	87.5	307	71.6	28	90.2	29	60.3	114	86.4	4,709	68.1	
State or Territory curriculum or framework only	3	0.1	277	18.5	596	39.8	0	0.0	56	13.0	0	0.0	1	2.1	0	0.0	933	13.5	
Other curriculum or framework only	7	0.2	5	0.3	59	3.9	3	0.9	7	1.7	0	0.0	0	0.0	1	0.8	82	1.2	
<i>Subtotal one framework only</i>	<i>2,685</i>	<i>91.4</i>	<i>1,076</i>	<i>72.0</i>	<i>1,120</i>	<i>74.7</i>	<i>299</i>	<i>88.4</i>	<i>370</i>	<i>86.3</i>	<i>28</i>	<i>90.2</i>	<i>30</i>	<i>62.4</i>	<i>115</i>	<i>87.1</i>	<i>5,724</i>	<i>82.8</i>	
Early Years Learning Framework and State or Territory curriculum or framework	69	2.3	311	20.8	253	16.9	13	3.9	42	9.7	1	3.2	13	27.2	8	6.1	710	10.3	
Early Years Learning Framework and Other curriculum or framework	149	5.1	28	1.9	81	5.4	25	7.4	11	2.6	2	6.6	3	6.3	8	6.1	308	4.5	
State or Territory curriculum or framework and other curriculum or framework	1	0.0	1	0.1	2	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	4	0.1	
Early Years Learning Framework, State or Territory and Other curriculum	33	1.1	79	5.3	42	2.8	1	0.3	6	1.4	0	0.0	2	4.2	1	0.8	165	2.4	
<i>Subtotal two or more frameworks</i>	<i>253</i>	<i>8.6</i>	<i>420</i>	<i>28.0</i>	<i>379</i>	<i>25.3</i>	<i>39</i>	<i>11.6</i>	<i>59</i>	<i>13.7</i>	<i>3</i>	<i>9.8</i>	<i>18</i>	<i>37.6</i>	<i>17</i>	<i>12.9</i>	<i>1,187</i>	<i>17.2</i>	
Total Early Years Learning Framework	2,927	99.4	1,213	80.9	842	56.0	335	99.1	366	84.7	31	100.0	47	97.9	131	99.2	5,892	85.0	
Total State or Territory curriculum or framework	106	3.6	668	44.6	894	59.4	14	4.2	103	23.9	1	3.2	16	33.4	9	6.8	1,812	26.1	
Total Other curriculum or framework	191	6.5	113	7.6	185	12.3	29	8.6	24	5.6	2	6.6	5	10.4	10	7.6	559	8.1	

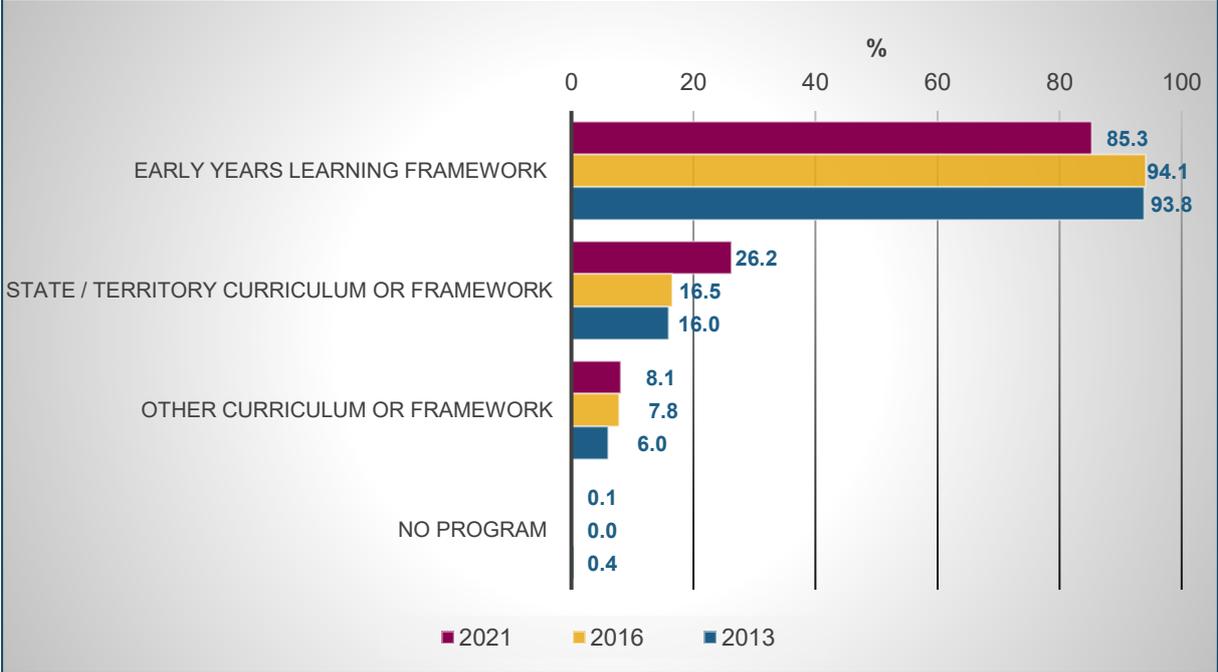
(a) Totals may not equal the sum of components due to rounding of weighted data.

(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 displays usage rates of the various curricula or frameworks as part of Preschool Programs provided in centre based day care services over time.

Overall, although the Early Years Learning Framework remains the most commonly used framework in Preschool Programs (85.3 per cent, down 8.8 percentage points since 2016), there has been a shift towards using State or Territory curriculum (26.2 per cent, up 9.7 percentage points since 2016). The use of another curriculum or framework remained relatively stable since 2016 (8.1 per cent, up 0.3 percentage points). 0.1 per cent of centre based day care services reported that they were not using any curriculum or framework.

Figure 13 Framework of centre based day care Preschool Programs, 2013 to 2021 (a)



(a) 2021 Centre based day care compared to 2013 and 2016 long day care.

7.2 Qualifications of staff delivering Preschool Programs

Table 33 illustrates the highest level of qualification attained by paid contact staff in centre based day care services that reported delivering a Preschool Program during the reference week.

More than one quarter (26.9 per cent) of staff delivering Preschool Programs had attained at least a Bachelor Degree in a teaching field, while a further 4.2 per cent had attained an Advanced Diploma or Diploma in a teaching field. Over two-in-five (43.2 per cent) had attained at least a Diploma in another ECEC related field and another one quarter (24.9 per cent) had attained a Certificate (at any level) in another ECEC related field.

Queensland (36.6 per cent) had the highest proportion of Bachelor Degree qualified paid contact staff in centre based day care delivering Preschool Programs, followed by Tasmania (29.5 per cent) and South Australia (28.8 per cent). At the other end, around one-in-five paid contact staff in centre based day care services delivering Preschool Programs in Western Australia (19.0 per cent) and Northern Territory (22.0 per cent) had a Bachelor Degree in a teaching field.

Table 33 Number and proportion of centre based day care staff delivering Preschool Programs, by qualification level and State or Territory^{(a) (b) (c) (d) (e)}

Centre based 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)	2,957	19.4	1,946	21.7	1,361	30.3	535	26.4	334	16.1	49	26.2	46	19.4	151	18.9	7,380	21.7
Bachelor Degree pass (3 years or equivalent)	971	6.4	358	4.0	283	6.3	48	2.4	62	3.0	6	3.2	6	2.5	37	4.6	1,772	5.2
Subtotal bachelor Degree qualified	3,928	25.7	2,304	25.7	1,645	36.6	583	28.8	396	19.0	55	29.5	52	22.0	188	23.5	9,152	26.9
Advanced Diploma / Diploma	552	3.6	480	5.4	275	6.1	20	1.0	44	2.1	<5	2.6	32	13.5	36	4.5	1,444	4.2
Other ECEC related field, at Diploma level and above ^(e)	6,289	41.2	4,408	49.1	1,704	37.9	878	43.4	923	44.4	70	37.1	90	38.0	335	41.9	14,696	43.2
Other ECEC related field, at Certificate level	4,358	28.6	1,725	19.2	819	18.2	528	26.1	703	33.8	56	29.6	56	23.6	232	29.0	8,476	24.9
Any ECEC field - qualification unknown	130	0.8	60	0.7	52	1.2	14	0.7	14	0.7	5	2.8	7	3.0	9	1.1	291	0.9
Total delivering Preschool Programs in centre based day care	15,257	100.0	8,977	100.0	4,495	100.0	2,022	100.0	2,080	100.0	191	100.0	237	100.0	800	100.0	34,059	100.0
Total delivering Preschool Programs	16,212		9,434		4,822		2,158		2,255		217		261		911		36,272	

(a) Totals may not equal the sum of components due to rounding of weighted data and/or suppression rules.

(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.

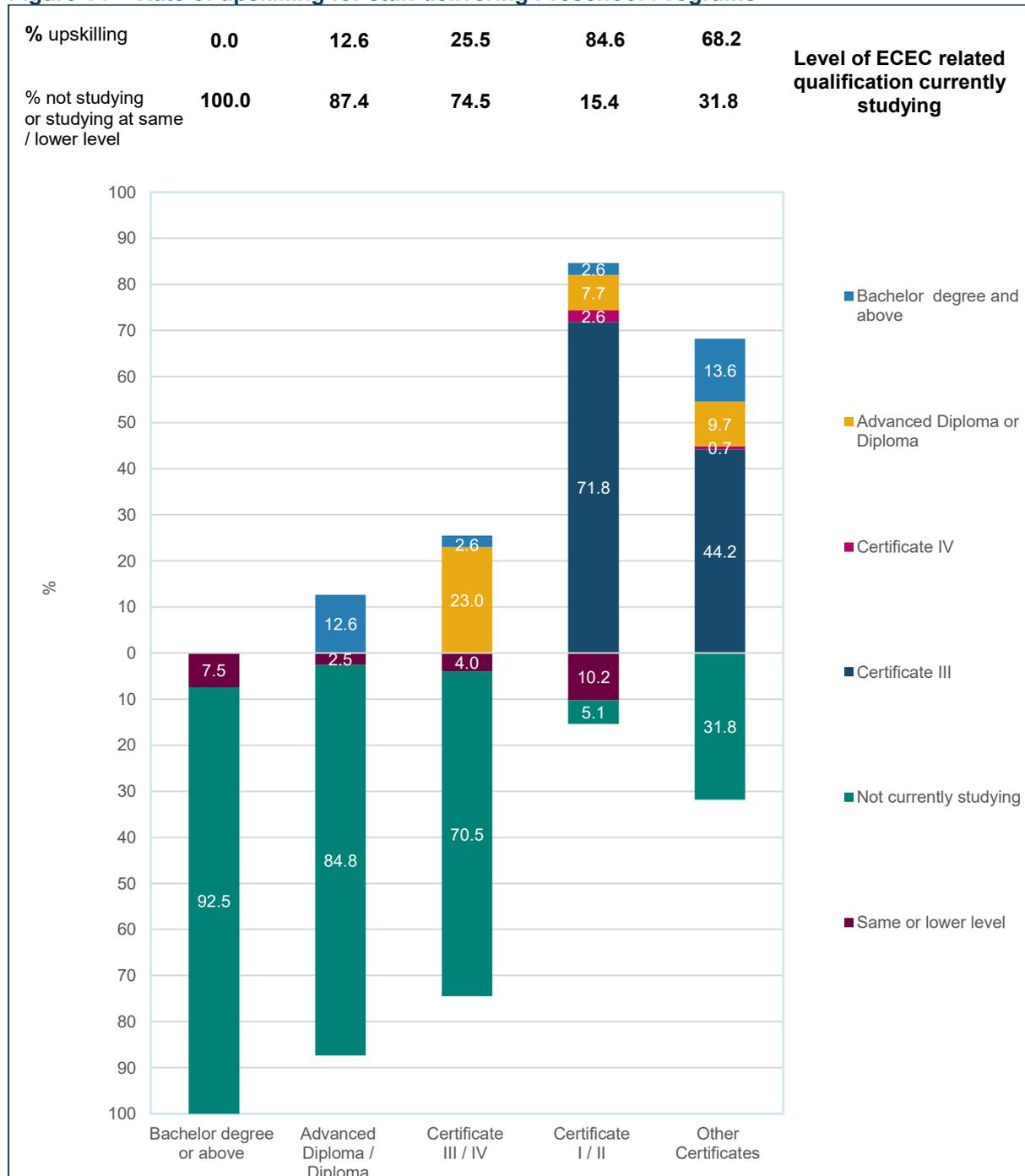
(e) Other ECEC related qualifications include child care, nursing, other human welfare studies and services, behavioural science and other ECEC related qualifications, at the level of Diploma or above.

7.2.1 Rate of upskilling

Figure 14 presents the qualification level of paid contact staff delivering a Preschool Program in centre based day care services that were also studying during the reference week, by the highest level of ECEC related qualification.

Most staff qualified at the Certificate I or II level (84.6 per cent) and other certificates (68.2 per cent) were 'upskilling', that is, studying at a higher level – mostly at the Certificate III level. A quarter (25.5 per cent) of paid contact staff qualified at the Certificate III or IV level were studying at a higher level – mostly an Advanced Diploma or Diploma. One-in-eight (12.6 per cent) paid contact staff qualified at the Advanced Diploma or 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

The hours worked, and qualifications of, staff delivering a Preschool Program in centre based day care services during the reference week is illustrated in Table 34.

Almost half (44.1 per cent) of paid contact staff delivering a Preschool Program in centre based child care services were working on a full-time basis, that is, working 35 to 40 hours during the reference week.

The number of hours worked is associated with whether paid contact staff were qualified in a teaching field or in other ECEC related fields, and the level of qualification completed. Paid contact staff with a Bachelor Degree in a teaching field (51.0 per cent) had the highest proportion working on a full-time basis during the reference week, followed by those with an Advanced Diploma or Diploma in a teaching field (47.4 per cent). Then staff at a Diploma level or above in an ECEC related field (43.2 per cent), and finally those at the Certificate level in an ECEC related field (37.8 per cent) had the lowest proportion of paid contact staff working on a full-time basis during the reference week.

Table 34 Number of staff delivering a Preschool Program, by hours worked, qualification level and service type (a) (b) (c) (d) (e)

Centre based day care offering Preschool Programs	Hours worked								Total	
	1 to 19 Short part time		20 to 34 Long part time		35 to 40 Full time		41 or more		Total	
	No.	row %	No.	row %	No.	row %	No.	row %	No.	row %
Teaching field (c)										
Bachelor Degree pass (4 years or equivalent) and above (d)	1,000	13.5	2,389	32.4	3,795	51.4	197	2.7	7,380	100.0
Bachelor Degree pass (3 years or equivalent)	257	14.5	588	33.2	871	49.2	56	3.1	1,772	100.0
<i>Subtotal bachelor Degree qualified</i>	<i>1,257</i>	<i>13.7</i>	<i>2,976</i>	<i>32.5</i>	<i>4,666</i>	<i>51.0</i>	<i>253</i>	<i>2.8</i>	<i>9,152</i>	<i>100.0</i>
Advanced Diploma / Diploma	213	14.8	521	36.1	683	47.4	25	1.8	1,441	100.0
Other ECEC related field, at Diploma level and above (e)	2,665	18.1	5,497	37.4	6,343	43.2	192	1.3	14,696	100.0
Other ECEC related field, at Certificate level (e)	2,019	23.8	3,205	37.8	3,200	37.8	52	0.6	8,476	100.0
Any ECEC field - qualification unknown	65	22.2	96	33.0	125	43.1	5	1.7	291	100.0
Total delivering Preschool Programs in centre based day care	6,218	18.3	12,294	36.1	15,017	44.1	527	1.5	34,056	100.0
Total delivering Preschool Programs	6,780	18.7	13,074	36.0	15,870	43.8	545	1.5	36,269	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) ECEC related qualifications include early childhood teaching, primary teaching, other teaching, child care, nursing, other human welfare studies, behavioural science and other early childhood education and care related qualifications

Appendix 1 Time Series Tables

Table 35 Changes in workforce size and demographics, 2013 to 2021 ^(a)

		2013		2016		2021		Change 2013-2016		Change 2016-2021	
		No.	%	No.	%	No.	%	No.	%	No.	%
Characteristic	Total	126,203	100.0	194,994	100.0	216,619	100.0	68,791	54.5	21,625	11.1
Service type	CBDC	76,518	60.6	109,458	56.1	146,726	67.7	32,940	43.0	37,268	34.0
	FDC	14,054	11.1	32,580	16.7	13,091	6.0	18,526	131.8	-19,489	-59.8
	IHC	1,809	1.4	1,901	1.0	1,038	0.5	92	5.1	-862	-45.4
	OSHC	18,086	14.3	27,491	14.1	31,085	14.3	9,406	52.0	3,593	13.1
	VAC	15,737	12.5	23,563	12.1	24,679	11.4	7,827	49.7	1,115	4.7
Jurisdiction	NSW	39,904	31.6	66,406	34.1	71,789	33.1	26,502	66.4	5,383	8.1
	VIC	29,221	23.2	50,674	26.0	50,238	23.2	21,453	73.4	-436	-0.9
	QLD	29,537	23.4	39,760	20.4	48,258	22.3	10,222	34.6	8,498	21.4
	SA	10,198	8.1	12,668	6.5	15,732	7.3	2,470	24.2	3,064	24.2
	WA	9,593	7.6	14,573	7.5	18,030	8.3	4,980	51.9	3,457	23.7
	TAS	2,813	2.2	3,838	2.0	4,064	1.9	1,024	36.4	226	5.9
	NT	1,443	1.1	1,904	1.0	2,365	1.1	462	32.0	460	24.2
	ACT	3,493	2.8	5,170	2.7	6,144	2.8	1,677	48.0	973	18.8
Age group	15-19	7,879	6.3	9,871	5.1	11,818	5.5	1,992	25.3	1,947	19.7
	20-24	25,363	20.4	38,022	19.6	40,649	18.8	12,660	49.9	2,626	6.9
	25-29	18,249	14.7	29,523	15.2	32,538	15.0	11,274	61.8	3,015	10.2
	30-34	13,953	11.2	24,664	12.7	27,823	12.8	10,711	76.8	3,159	12.8
	35-39	12,799	10.3	21,198	10.9	25,921	12.0	8,399	65.6	4,723	22.3
	40-44	12,649	10.2	20,356	10.5	21,582	10.0	7,707	60.9	1,226	6.0
	45-49	10,968	8.8	16,937	8.7	18,584	8.6	5,969	54.4	1,647	9.7
	50-54	10,027	8.1	14,409	7.4	15,288	7.1	4,383	43.7	879	6.1
	55 and over	12,435	10.0	19,376	10.0	22,416	10.3	6,941	55.8	3,040	15.7
Gender	Male	8,049	6.4	17,351	8.9	16,777	7.7	9,302	115.6	-574	-3.3
	Female	117,539	93.3	177,561	91.1	199,454	92.1	60,022	51.1	21,893	12.3
	Other / Non-binary	445	0.4	63	0.0	386	0.2	-382	-85.8	323	509.2
Indigenous status	Yes	1,924	1.8	3,040	2.0	4,513	2.9	1,115	57.9	1,473	48.5
	No	104,283	98.2	149,204	98.0	152,888	97.1	44,921	43.1	3,684	2.5

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

Table 36 Changes in highest level of qualification completed for paid contact staff, 2013 to 2021 (a) (b) (c) (d)

	2013		2016		2021		Change 2013-2016		Change 2016-2021	
	No.	%	No.	%	No.	%	No.	%	No.	%
Highest level of qualification completed – paid contact staff	129,034	100.0	154,849	100.0	179,183	100.0	25,815	20.0	24,334	15.7
Bachelor Degree and above	20,619	16.0	18,403	11.9	21,383	11.9	-2,216	-10.7	2,979	16.2
Bachelor Degree pass 4 years (or equivalent) and above	14,662	11.4	12,898	8.3	16,936	9.5	-1,764	-12.0	4,038	31.3
Bachelor Degree pass 3 years (or equivalent)	5,958	4.6	5,506	3.6	4,447	2.5	-452	-7.6	-1,059	-19.2
Advanced Diploma / Diploma	36,619	28.4	52,796	34.1	74,938	41.8	16,177	44.2	22,142	41.9
Certificate III / IV	46,660	36.2	58,792	38.0	53,890	30.1	12,132	26.0	-4,902	-8.3
Below Certificate III	1,968	1.5	1,913	1.2	1,816	1.0	-55	-2.8	-97	-5.1
<i>Subtotal staff with an ECEC related qualification</i> (c)	<i>105,867</i>	<i>82.0</i>	<i>131,904</i>	<i>85.2</i>	<i>152,026</i>	<i>84.8</i>	<i>26,037</i>	<i>24.6</i>	<i>20,122</i>	<i>15.3</i>
Total staff without an ECEC related qualification	23,168	18.0	22,945	14.8	27,157	15.2	-223	-1.0	4,212	18.4
Highest level of qualification completed in a teaching field (d) – paid contact staff										
Bachelor Degree and above	19,200	14.9	16,174	10.4	18,024	10.1	-3,026	-15.8	1,849	11.4
Bachelor Degree pass 4 years (or equivalent) and above	13,862	10.7	11,454	7.4	14,394	8.0	-2,408	-17.4	2,941	25.7
Bachelor Degree pass 3 years (or equivalent)	5,338	4.1	4,721	3.0	3,629	2.0	-617	-11.6	-1,091	-23.1
Other (e)	3,742	2.9	4,451	2.9	7,283	4.1	709	18.9	2,832	63.6
<i>Subtotal qualifications in a teaching field</i>	<i>22,942</i>	<i>17.8</i>	<i>20,625</i>	<i>13.3</i>	<i>25,306</i>	<i>14.1</i>	<i>-2,317</i>	<i>-10.1</i>	<i>4,682</i>	<i>22.7</i>
Total qualifications in other ECEC related field	82,925	64.3	111,280	71.9	126,720	70.7	28,355	34.2	15,441	13.9
Total without qualifications	23,168	18.0	22,945	14.8	27,157	15.2	-223	-1.0	4,212	18.4

(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, 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.

Table 37 Changes in centre based care services offering a Preschool Program based on a curriculum or framework, 2013 to 2021 Worker Survey
(a) (b) (c)

Centre based day care offering Preschool Program	2013		2016		2021		Change	2013-2016		2016-2021	
	No.	%	No.	%	No.	%		No.	%	No.	%
Early Years Learning Framework	4,047	93.8	5,645	94.1	5,892	85.3	1,598	39.5	247	4.4	
State or Territory curriculum or framework	688	16.0	991	16.5	1,812	26.2	303	44.0	821	82.8	
Other curriculum or framework	260	6.0	468	7.8	559	8.1	208	80.2	91	19.4	
<i>Subtotal offering Preschool Program</i>	4,295	99.6	5,992	100.0	6,921	99.9	1,696	39.5	930	15.5	
No program	17	0.4	1	0.0	8	0.1	-16	-93.9	7	678.6	
TOTAL	4,312	100.0	5,993	100.0	6,930	100.0	1,681	39.0	937	15.6	

(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.

(c) 2021 Centre based day care compared to 2013 and 2016 long day care.

Appendix 2 Abbreviations and Glossary

Approved child care services - Approved child care services are Centre Based Day Care, Family Day Care, In Home Care and Outside School Hours Care services approved by the Australian Government to receive Child Care Subsidy and Additional Child Care Subsidy on behalf of families.

An approved provider under provisions set out in *A New Tax System (Family Assistance) (Administration) Act 1999* and *A New Tax System (Family Assistance) Act 1999* provides child care in one or more of its services and receives and passes on Child Care Subsidy and Additional Child Care Subsidy payments to eligible families to reduce the cost of child care.

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

Centre Based Day Care (CBDC) - a centre based form of child care service in receipt of Child Care Subsidy and Additional Child Care Subsidy. CBDC services provide all-day or part-time care typically for children from birth to six 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 6:00/6:30 am and 6:00/6:30 pm on normal working days for minimum 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 operate these services.

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.

Child Care Subsidy System (CCSS) – is the information technology system used by Services Australia to administer payments of Child Care Subsidy and Additional Child Care Subsidy. CCSS generated the child care services contact list for the Early Childhood Education and Care National Workforce Census.

Child care services – refers to OSHC (Before School Care and After School Care), FDC, IHC, CBDC and VAC (Vacation Care) services.

Contact Role - Contact staff include Primary Contact workers and Other Contact workers.

Disability or long term health condition – The National ECEC NWC 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).

Exemptions and waivers – Services were asked if they had approval(s), exemption(s), or other form(s) of formal permission that enabled a position to be occupied by a worker without holding the required early childhood education and care qualification(s). Services were asked to:

Include the number of positions that have an arrangement where a service can employ a person with a lesser qualification than is required under state or territory regulations. An approval/exemption/other form of formal permission is given to a service to provide immunity from state or territory qualification regulatory requirements when there is a shortage of appropriate staff to work at that service. An exemption applies to a position within a service, not an individual's qualification levels.

Exclude those with 'grandfathered' qualifications. A 'grandfathered' qualification is where certain employment and educational experience is deemed to be equivalent to a certain level of qualification. For example, an individual may have an early childhood diploma and 10 years' experience, but the government department or regulatory agency has recognised the individual's qualifications and experience as equivalent of a four year early childhood university Degree.

Exclude positions that have a transitional provision allowing the staff member to be working towards an Early Childhood Teaching Degree, Diploma Level Qualification, or Certificate III Level Qualification.

Family Day Care (FDC) - refers to services in receipt of the Child Care Subsidy and Additional Child Care Subsidy where a network of individual educators 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 up to the age of 13 and not attending high school

Both not-for-profit and for-profit providers may operate a FDC service.

A FDC provider is responsible for the effective operation of all components of its service/s, including recruiting, training and supporting educators; monitoring care provision; and providing advice, support and information for parents. The provider also assists parents to select an appropriate FDC educator 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) - Families unable to access Centre-based Day Care (CBDC), Family Day Care (FDC) and Outside School Hours Care (OSHC) because of their unique circumstances may be able to access education and care provided in the family home through IHC to support their workforce participation.

IHC is designed to support the provision of early childhood education and care in the home particularly for families working non-standard or variable hours, geographically isolated from other approved child care services or those with complex and challenging needs.

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) - Outside School Hours Care services provide care before and after school hours and during school holidays for children who normally attend school.

Children who do not attend school may attend Outside School Hours Care (for example, a service may provide care for preschool-age siblings of school-age children), and the mix of children attending the service can vary from day-to-day or week-to-week. However, an Outside School Hours Care service must predominantly provide care to school-age children.

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.

Preschool - State-funded service that usually offers shorter hours or sessional education and care during school terms. Provides preparation for school through a play-based learning curriculum. It can be a standalone service or part of another education and care service or school.

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, centre based day care service in association with a school.

Preschool program delivery - where a paid contact worker has been reported by a preschool or centre based 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.

Service Survey – refers to the first of the two surveys which are part of the 2021 ECEC NWC, 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’.

Worker Survey – refers to worker information collected from services - whereby services were asked to provide information about their workforce at the individual worker level, including worker demographics, the role of worker, length of service, qualifications (including exemptions), wages, current study, professional development and employment status.

Vacation Care – refer to OSHC

Appendix 3 Dedicated preschools

Dedicated preschools funded by jurisdictions were included in the 2010 and 2013, but **were not** included in the 2016 ECEC NWC. Select data on preschools has again been included in the 2021 collection.

At the time of the 2016 NWC, the ECEC portfolio was with the Department of Social Services and standalone preschools were considered out of scope because they were the responsibility of the Department of Education. Following stakeholder feedback after 2016, it was identified there was a need for complete coverage that included dedicated preschools and kindergartens. Participation in the NWC for preschools and kindergartens is voluntary.

Dedicated preschools and kindergartens in South Australia and Western Australia are not included in the 2021 NWC data, however both jurisdictions have provided a contextual overview about their preschool workforce which are included in this section.

Response summary

Table 38 summarises the overall response for dedicated preschools to the 2021 ECEC NWC. It was estimated that 2,823 services were operational in Australian states and territories (excluding South Australia and Western Australia) during the reference week and were considered as in-scope for the Service Survey. Of these, 1,754 (62.1 per cent) services responded to the Service Section and 1,666 (59 per cent) services responded to the Staff Section of the survey.

Table 38 Achieved sample for 2021 ECEC National Workforce Census – dedicated preschools ^{(a) (b)}

	Estimated in-scope services during reference week No.	Service Section Responding services ^(a) No.	Response rate %	Staff Section Responding services ^(b) No.	Response rate %
Total Preschool Services	2,823	1,754	62.1	1,666	59.0
State or Territory					
NSW	759	547	72.1	531	70.0
Vic	1,106	716	64.7	684	61.8
Qld	549	309	56.3	293	53.4
SA	0	0	0.0	0	0.0
WA	0	0	0.0	0	0.0
Tas	209	88	42.1	71	34.0
NT	118	63	53.4	56	47.5
ACT	82	31	37.8	31	37.8

(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).

Table 39 Workforce size and demographics, dedicated preschools, 2021 (a) (b) (c)

		NSW		VIC		QLD		TAS		NT		ACT	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Characteristic	TOTAL	7735		7308		3545		2128		845		886	
Age	15-19	127	1.6	52	0.7	60	1.7	9	0.4	17	2.0	11	1.2
	20-24	353	4.6	99	1.3	135	3.8	32	1.5	42	5.0	50	5.7
	25-29	462	6.0	349	4.8	122	3.4	82	3.9	78	9.3	66	7.5
	30-34	595	7.7	553	7.6	221	6.2	150	7.1	105	12.5	82	9.3
	35-39	936	12.1	872	11.9	427	12.1	283	13.3	116	13.8	101	11.3
	40-44	1,061	13.7	1,142	15.6	596	16.8	315	14.8	114	13.5	180	20.3
	45-49	1,214	15.7	1,439	19.7	676	19.1	321	15.1	101	12.0	111	12.5
	50-54	1,118	14.5	1,253	17.1	551	15.5	394	18.5	114	13.5	140	15.8
	55 and over	1,865	24.1	1,549	21.2	757	21.4	542	25.4	156	18.5	145	16.4
Gender	Male	312	4.0	231	3.2	187	5.3	309	14.5	124	14.8	127	14.3
	Female	7,418	96.0	7,069	96.7	3,358	94.7	1,813	85.2	716	85.0	759	85.7
	Other / Non-binary	0	0.0	10	0.1	0	0.0	6	0.3	<5	0.3	0	0.0
Indigenous status	Yes	389	5.4	34	0.6	182	5.8	44	3.7	282	37.1	19	3.1
	No	6,861	94.6	5,719	99.4	2,942	94.2	1,145	96.3	478	62.9	577	96.9
Highest level of qualification completed in a teaching field - paid contact staff	Bachelor Degree and above	1,984	31.0	2,579	41.6	1,104	42.4	807	63.7	272	51.4	407	61.6
	Bachelor Degree pass 4 years (or equivalent) and above	1,346	21.0	2,008	32.4	950	36.5	798	63.0	270	51.0	397	60.0
	Bachelor Degree pass 3 years (or equivalent)	638	10.0	571	9.2	154	5.9	9	0.7	<5	0.4	11	1.6
	Other ^(b)	327	5.1	564	9.1	144	5.5	26	2.1	25	4.8	19	2.8
	<i>Subtotal qualifications in a teaching field</i>	<i>2,311</i>	<i>36.1</i>	<i>3,143</i>	<i>50.7</i>	<i>1,248</i>	<i>47.9</i>	<i>833</i>	<i>65.8</i>	<i>300</i>	<i>56.2</i>	<i>426</i>	<i>64.4</i>
	Total qualifications in other ECEC related field	3,902	61.0	2,957	47.7	1,199	46.0	341	27.0	156	29.5	214	32.4
	Total without qualifications	184	2.9	105	1.7	157	6.0	91	7.2	76	14.3	21	3.2

(a) Totals may not equal the sum of components due to rounding of weighted data and/or suppression rules.

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

(c) South Australia and Western Australia data not collected.

Table 40 Workforce size and demographics, dedicated preschools, 2013 and 2021 ^{(a) (b)}

		NSW		VIC		QLD		SA		WA		TAS		NT		ACT	
		2013	2021	2013	2021	2013	2021	2013	2021	2013	2021	2013	2021	2013	2021	2013	2021
Characteristic	TOTAL	8034	7731	6592	7308	3436	3545	2018		4318		872	2128	437	845	505	886
Age	15-19	149	127	44	52	104	60	10	nc	24	nc	5	9	10	17	9	11
	20-24	480	353	278	99	301	135	60	nc	170	nc	34	32	8	42	18	50
	25-29	567	462	410	349	261	122	94	nc	271	nc	53	82	15	78	29	66
	30-34	609	595	603	553	334	221	175	nc	378	nc	61	150	52	105	49	82
	35-39	960	936	898	872	489	427	281	nc	493	nc	116	283	70	116	58	101
	40-44	1,328	1,061	1,261	1,142	631	596	328	nc	792	nc	157	315	73	114	107	180
	45-49	1,389	1,214	1,049	1,439	444	676	309	nc	677	nc	153	321	77	101	96	111
	50-54	1,319	1,118	983	1,253	387	551	366	nc	662	nc	161	394	60	114	67	140
	55 and over	1,233	1,865	1,066	1,549	485	757	395	nc	851	nc	132	542	72	156	72	145
Gender	Male	208	312	123	231	76	187	52	nc	166	nc	59	309	11	124	22	127
	Female	8,040	7,418	6,671	7,069	3,446	3,358	1,995	nc	4,224	nc	821	1,813	445	716	488	759
	Other / Non-binary	0	0	0	10	0	0	0	nc	0	nc	0	6	0	<5	0	0
Indigenous status	Yes	343	389	46	34	143	182	36	nc	113	nc	21	44	98	282	14	19
	No	7,311	6,861	6,218	5,719	2,871	2,942	1,935	nc	3,851	nc	673	1,145	320	478	443	577
Highest level of qualification completed in a teaching field - paid contact staff	Bachelor Degree and above	2,217	1,984	2,465	2,579	909	1,104	772	nc	1,874	nc	425	807	186	272	257	407
	Bachelor Degree pass 4 years (or equivalent) and above	1,244	1,346	1,813	2,008	761	950	624	nc	1,618	nc	407	798	167	270	246	397
	Bachelor Degree pass 3 years (or equivalent)	974	638	652	571	148	154	148	nc	256	nc	18	9	19	<5	11	11
	Other ^(b)	341	327	517	564	141	144	145	nc	241	nc	25	26	44	25	11	19
	<i>Subtotal qualifications in a teaching field</i>	<i>2,558</i>	<i>2,311</i>	<i>2,982</i>	<i>3,143</i>	<i>1,050</i>	<i>1,248</i>	<i>917</i>	<i>nc</i>	<i>2,115</i>	<i>nc</i>	<i>450</i>	<i>833</i>	<i>230</i>	<i>300</i>	<i>269</i>	<i>426</i>
	Total qualifications in other ECEC related field	3,740	3,902	2,839	2,957	1,606	1,199	636	nc	1,331	nc	162	341	68	156	157	214
	Total without qualifications	759	184	310	105	260	157	281	nc	347	nc	96	91	113	76	38	21

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

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

South Australia Preschools

In South Australia, preschool is primarily delivered through Department for Education ('department') operated standalone and school-based preschool programs with a market share of approximately 80 per cent of children enrolled in 2021, with the remaining 20 per cent of children enrolled in a department funded preschool program delivered by non-government preschools, schools and child care services. In 2021, the department operated 272 standalone preschools (or 71 per cent of department operated services) and 110 school-based (or 29 per cent of department operated services).

Department preschools are administered under the *Education and Children's Services Act 2019* that provides for preschool, children's services, primary and secondary education in South Australia, and to constitute the teaching service in this State. Preschool is not compulsory in South Australia; however, it is recommended to support children's critical learning and development at that age.

All children are entitled to access a preschool program for up to 600 hours across four school terms in the year before they start school. In department preschools, children who turn four-years-old before the 1st of May currently can begin preschool at the beginning of the year. Aboriginal children as well as children in care can start preschool after they turn three-years old and are entitled to access up to 12 hours per week. They are also eligible for 15 hours per week of preschool in the year before they start school.

Table 41 South Australia 2021 Department Preschool Enrolments aged 3 to 5 years as at August 2021

Preschool Type	Number of Services	Total Preschool Enrolments	Total Aboriginal Enrolments
School-based	110	3,082	577
Standalone	272	12,106	1,334
Total	382	15,188	1,911

Data source: Department for Education 2021 Annual Census of Preschool Services

Preschool Educator Employment Requirements

All teachers, early childhood workers (ECW) and school services officers (SSOs) employed as 'primary contact staff' to meet the relevant National Quality Framework (NQF) educator to child ratios in department operated preschools must have an approved qualification under the National Quality Framework.

Early Childhood Teachers (ECT) must hold either a four-year early childhood teaching qualification (completed at a university level) or a university undergraduate degree and approved postgraduate pre-service university qualification in early childhood teaching. There are a small number of exceptions to the qualification requirements. For example, ECTs employed as a preschool teacher prior to the commencement in 2012 of the Education and Early Childhood Services National Law and Regulations.

ECTs employed in a department preschool are also required to be registered with the Teachers Registration Board (TRB) or have authorisation from the TRB to practice as outlined in the *Teachers Registration and Standards Act 2004*. The TRB is committed to ensuring that South Australia's teaching profession is comprised of competent and suitable educators.

All ECWs in the department preschools and SSOs who are working in the department's school based preschool programs, must have, or be actively working towards, the minimum qualification of a Certificate III Level in either Children Services or Education Support.

Preschool Educator Employment Awards

The South Australian School and Preschool Education Staff Enterprise Agreement 2020 ('Enterprise Agreement') read in conjunction with the Teachers (DECS) Award and the Pre-School (Kindergarten) Teaching Staff Award provides for the remuneration and conditions of employment for all department school-based and standalone preschool teachers. The Enterprise Agreement read in conjunction with the School Services Officers (Government Schools) Award and the Early Childhood Worker Award provides for the remuneration and conditions of employment for all other primary contact staff employed in department preschools.

Department Preschool 2021 Workforce Data Summary

The 2021 workforce summary tables for 2021 were sourced from the department's workforce administration system (Valeo) as at 19 August 2021. The source data does not include all preschool educators employed due to staff employed in a school-based service being recorded as school staff rather than preschool staff in Valeo. The summary includes all preschool staff who were actively employed or on paid leave as at 19 August 2021.

Table 42 South Australia Preschool Teachers/Leaders by Gender

Gender	Head Count	Full-time Equivalent
Female	1,016	800.54
Male	24	20.94
Total	1,040	821.48

Table 43 South Australia Preschool Teachers/Leaders by Age as at 19 August 2021

Age	Head Count	Full-time Equivalent
20 to 24	12	11.20
25 to 29	105	88.86
30 to 34	125	96.02
35 to 39	140	101.27
40 to 44	137	106.18
45 to 49	143	115.85
50 – 54	124	100.07
55 to 59	104	84.94
60 to 64	110	86.08
65+	40	31.01
Total	1,040	821.48

Table 44 South Australia Preschool Teachers/Leaders by Highest Level of Qualification

Qualification	Head Count	Full-time Equivalent
Postgraduate Degree	108	85.35
Bachelor Degree (Honours) / Graduate Diploma / Graduate Certificate	130	104.86
Bachelor (or Associate) Degree	703	555.0
Diploma	90	69.32
Not recorded	9	6.95
Total	1,040	821.48

Table 45 South Australia Preschool ECWs and SSOs by Highest Level of Qualification

Qualification	Head Count	Full-time Equivalent
Postgraduate Degree	19	9.89
Bachelor Degree (Honours) / Graduate Diploma / Graduate Certificate	22	12.48
Bachelor (or Associate) Degree	89	50.35
Diploma	422	268.19
Certificate III or IV	411	242.32
Not recorded	46	23.19
Total	1,009	606.42

Western Australia Preschools

In Western Australia, preschool (kindergarten) provision is primarily delivered through school-based kindergarten programs, which are not subject to the Education and Care Services National Law Act. Kindergarten teachers and assistants are part of the school workforce, and subject to the *School Education Act 1999* (the Act). Thus, by definition, they do not come under the ECEC national workforce.

Over the past two decades, kindergarten participation through the school sector has been normalised among Western Australian families, and is widely known as the first year of schooling. While this year is part-time and pre-compulsory, once children are enrolled, regular attendance is expected, with absences and follow-up managed by schools.

The normalisation of kindergarten provision through the school sector began in 1995, with the introduction of the *Good Start* program by the State Government, which resulted in the expansion of kindergarten provision through schools.

The Act enshrined this in legislation, entitling all four-year-old (children who turn four on or before 30 June) children to enrol, free of compulsory charges, at a public school or community kindergarten for their first year of pre-compulsory education for a minimum of 11 hours per week. Provision was also made in the Act for non-government schools to deliver kindergarten. This provision took effect for all age-eligible children from January 2001.

The joint federal-state funding commitment under the *National Partnership Agreement on Universal Access to Early Childhood Education*, increased state-wide access to kindergarten in the school sector from 440 hours per year in 2008, to 600 hours per year from 2013. In Western Australia, kindergarten children are taught a minimum of 15 hours a week by a qualified teacher.

In 2020, there were 689 Western Australian public schools, and 261 non-government schools that offered kindergarten. The 2020 Preschool Education Australia data, provided in April 2021, indicated that in Western Australia, 5.6 per cent of children accessed kindergarten exclusively through centre-based day care; 20.7 per cent accessed kindergarten across more than one provider type – including schools; and 73.8 per cent of children accessed kindergarten exclusively through the school sector.

Kindergarten teaching and learning programs are guided by the *Early Years Learning Framework*, Australian and Western Australia curriculum, the National Quality Standard (mandated for kindergarten – Year 2), and the relationship between these documents. In addition, educators use their professional knowledge to develop programs that are aligned with education sector strategic directions, whole school plans and initiatives, and tailored to community contexts.

With kindergarten provision through schools, there are opportunities for kindergarten children to participate in targeted national and state education projects. Examples include the science, technology, engineering and maths (Early Learning STEM) strategy, English Language Learning for Indigenous Children (ELLIC), and Early Learning Languages Australia (ELLA).

Table 46 Western Australia Preschools Semester 2, (August) 2020 Census Information

Sector	Total number kindergarten children	Aboriginal cohort within the total number of kindergarten children
Public	25,373	2,016
Catholic	5,073	233
Independent	3,466	97
Total	33,912	2,346

The *Teacher Registration Act 2012* gives paramount consideration to the best interests of school children in Western Australia, and the Teacher Registration Board of Western Australia (TRBWA), has responsibility for the registration of Western Australian teachers. TRBWA registers all teachers from early childhood to Year 12 who teach in an educational venue, Western Australian kindergarten teachers are required to be registered with the TRBWA.

Public school teachers' salaries and wages, allowances, hours of work, and leave entitlements are set out under the *Teachers Award 1993*, and *The School Education Act Employees' (Teachers and Administrators) General Agreement 2019*.

Education assistants and Aboriginal and Islander education officers' salaries and wages, allowances, hours of work, and leave entitlements are set out under the *Teachers' Aides Award 1997*, *Miscellaneous Government Conditions and Allowances Award 1992*, *Education Assistants' General Agreement 2021*, and *District Allowance General Agreement 2010*.

Workforce Data

Table 47 Western Australia Preschools- Teachers who taught in a public school or community kindergarten class by gender (semester 2, 2020)

Gender	Head Count	Full-time Equivalent
Female	1,127	843.20
Male	7	6.00
Total	1,134	849.20

Table 48 Western Australia Preschools - Teachers who taught in a public school or community kindergarten class by age (semester 2, 2020) ^(a)

Age	Head Count	Full-time equivalent
20 to 24	22	18.30
25 to 29	117	104.50
30 to 34	120	88.28
35 to 39	174	111.00
40 to 44	147	108.68
45 to 49	144	111.76
50 – 54	163	125.32
55 to 59	104	80.69
60 to 64	106	77.62
65 to 69	32	22.25
70 to 74 and 75-79	<5	<5
Total	1,134	849.20

(a) Totals may not equal the sum of components due to suppression rules.

Table 49 Western Australia Preschools - Teacher qualifications, as at August 2020 census^(a)

Qualification	Number of teachers per education sector		
	Public	Catholic	Independent
Postgraduate Degree	52	18	27
Graduate Diploma or Graduate Certificate	220	45	73
Bachelor Degree (Honours)	37	<5	12
Bachelor Degree (4 Years)	1,117	169	168
Bachelor Degree (3 Years)	162	10	37
Advanced Diploma	9	0	<5
Diploma	71	<5	17

(a) Totals may not equal the sum of components due to suppression rules.

Table 50 Western Australia Preschools - Education Assistant qualifications, as at August 2020 census^(a)

Qualification	Number of education assistants per education sector		
	Public	Catholic	Independent
Postgraduate Degree	<5	0	5
Graduate Diploma or Graduate Certificate	9	<5	<5
Bachelor Degree (Honours)	<5	<5	<5
Bachelor Degree (4 Years)	35	11	15
Bachelor Degree (3 Years)	22	6	10
Advanced Diploma	15	5	5
Diploma	138	43	43
Certificate III or IV	1,462	318	212
Certificate I or II	98	<5	<5
Other Certificate	20	10	6
No ECE qualification	127	19	16

(a) Totals may not equal the sum of components due to suppression rules.