

BILATERAL AGREEMENT ON ACHIEVING UNIVERSAL ACCESS TO EARLY CHILDHOOD EDUCATION



An agreement between

the **Commonwealth of Australia** as represented
by the Department of Education, Employment
and Workplace Relations
(**the Commonwealth**)

and

the **State of Western Australia** as represented
by the Department of Education and Training,
Western Australia

Through this Agreement the Commonwealth will fund Western Australia to facilitate it achieving Universal Access to Early Childhood Education Programs by 2013 in its jurisdiction.

Bilateral Agreement on Achieving Universal Access to Early Childhood Education

Intergovernmental Agreement

Parties **Commonwealth of Australia** as represented by the Department of Education, Employment and Workplace Relations of 16-18 Mort Street, Braddon in the Australian Capital Territory.

The State of Western Australia as represented by the Department of Education and Training of 151 Royal Street, East Perth WA 6004.

RECOGNISING THAT:

- A. The Commonwealth and Western Australia are committed to implementing the National Partnership Agreement on Early Childhood Education (NP ECE) and to working together to improve the accessibility, quality and quantity of Early Childhood Education for Australian children. In particular, the NP ECE is the means by which the Commonwealth and the States and Territories have committed to ensure that, by 2013, every child will have access to Early Childhood Education Programs in the year prior to formal schooling.
- B. Under the NP ECE the Commonwealth provides funding to Western Australia to help achieve the aims of the NP ECE.
- C. The Commonwealth provides funding to the States and Territories for the purposes of and subject to this Bilateral Agreement, the NP ECE and the Intergovernmental Agreement on Federal Financial Relations (IGA). These agreements provide the framework of the Universal Access to Early Childhood Education Program (the Program).

THE PARTIES HAVE REACHED THE FOLLOWING AGREEMENT

1. PURPOSE

- (a) The Parties agree to cooperate in the implementation of this Bilateral Agreement, as part of the NP ECE and in accordance with the IGA, as agreed by all governments at the Council of Australian Governments (COAG) on 29 November 2008.

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- (b) The Parties have further agreed to cooperate in multilateral intergovernmental arrangements established under the NP ECE, with particular reference to the Roles and Responsibilities outlined in part 3 of the NP ECE, including developing and implementing:
 - (i) agreed data for performance measurement;
 - (ii) a national early years workforce strategy; and
 - (iii) a national strategy for achieving universal access to early childhood education for Indigenous children (including in remote communities).

2. OBJECTIVES

The objectives of this Agreement are to establish a framework for:

- (a) the provision of funding by the Commonwealth to Western Australia;
- (b) the management and implementation of the program in Western Australia; and
- (c) reporting on performance against the Performance Benchmarks and Deliverables.

3. PERFORMANCE BENCHMARKS AND DELIVERABLES

Western Australia will achieve the Performance Benchmarks and the Deliverables:

- (a) at the times and in the manner specified in table 1 of item C and table 1 of item D of schedule 1; and
- (b) in accordance with the terms of this Bilateral Agreement, the NP ECE, the IGA and assisted by the Guidelines.

4. FUNDING

- (a) Subject to clause 34 of the NP ECE and paragraph 4(b), the Commonwealth will make payments to Western Australia in the manner specified in item A of schedule 2. The Commonwealth's obligation is subject to Western Australia's delivery of the Reports and the Commonwealth's acceptance of the Reports.
- (b) If Western Australia does not meet the agreed Performance Benchmarks and Deliverables as specified in table 1 of item C and in table 1 of item D of schedule 1, the Commonwealth will consider whether or not further payments should be made, and the timing and amount of such payments. Such consideration will be subject to clauses 7 and 8 of this Agreement, and clauses 37 to 40 and 45 of the NP ECE.

5. DISCONTINUANCE OF FUNDING

- (a) In carrying out their responsibilities under this Bilateral Agreement and the NP ECE, the parties confirm they will operate in an open and collaborative manner. However, the Commonwealth reserves the right to withhold or discontinue funding if Western Australia does not fulfil its obligations under this Bilateral Agreement or the NP ECE. Notification will be provided in writing.

6. REPORTS

Western Australia will provide to the Commonwealth:

- (a) the financial reports at the times and in the manner specified by paragraph D33 of the Intergovernmental Agreement; and
- (b) the Reports at the times and in the manner stated in item E of schedule 1 of Western Australia's progress in achieving the Performance Benchmarks and Deliverables and of Western Australia's Data Capability.

7. MONITORING AND REVIEW

- (a) The Parties agree that achievement of the Performance Benchmarks and Deliverables and as detailed in this Bilateral Agreement will be jointly monitored by both parties in accordance with the relevant provisions of the NP ECE (part 4) and the IGA (schedule C).
- (b) The NP ECE and this Bilateral Agreement will be reviewed at least 18 months after 29 November 2008. The review will have regard to the progress made by the Parties against the NP ECE and this Bilateral Agreement, and will specifically address:
 - i. the adequacy of funding to achieve specified outcomes and outputs;
 - ii. the appropriateness of timelines;
 - iii. achievement of agreed outcomes, outputs and performance indicators;
 - iv. satisfactory compliance by governments with all financial reporting requirements of the NP ECE; and
 - v. annual bilateral discussions to review the progress against this Bilateral Agreement, and outcomes and outputs set out in the NP ECE.

8. GOVERNANCE ARRANGEMENTS

- (a) The Parties confirm that the relevant dispute resolution clauses of the NP ECE (clauses 37 to 40) apply.
- (b) In order to facilitate the collaborative implementation of this Bilateral Agreement and the NP ECE, the Commonwealth will be invited to participate in any Western Australian implementation oversight or management committee that may be established, thereby giving effect to shared responsibilities under clause 24 of the NP ECE.

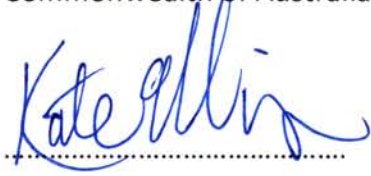
9. STATUS OF THIS AGREEMENT

- (a) This Bilateral Agreement forms part of and is subsidiary to the NP ECE. This Bilateral Agreement ceases to have effect if the NP ECE is terminated by either party in accordance with clause 46 of the NP ECE. The Bilateral Agreement will be reviewed if the NP ECE is amended in accordance with clause 45 of the NP ECE.
- (b) This Bilateral Agreement is not intended to, and does not, create legally binding obligations between the Parties.
- (c) This Bilateral Agreement is entered into on the date set out at page 6 below.

Bilateral Agreement on Achieving Universal Access to Early Childhood Education

The Parties have executed this agreement as follows:

Signed for and on behalf of the
Commonwealth of Australia by

A handwritten signature in blue ink, appearing to read "Kate Ellis", written over a horizontal dotted line.

The Hon Kate Ellis MP
Minister for Early Childhood Education, Childcare and Youth

Date 22.06.09.

Signed for and on behalf of the
State of Western Australia by

A handwritten signature in black ink, appearing to read "Elizabeth Constable", written over a horizontal dotted line.

The Hon Dr Elizabeth Constable MLA
Minister for Education

Date 17/6/09

Schedule 1

A Program and Guidelines

Universal Access to Early Childhood Education Program

For details on the Universal Access to Early Childhood Education Program, refer to the NP ECE.

For details on the administration processes and procedures of the Universal Access Early Childhood Education Program, refer to the Universal Access to Early Childhood Education Program Guidelines. The Program Guidelines specify the roles of the Commonwealth and State-Territory Program Delegates, outline the relevant coordination and consultation arrangements between the parties, address administrative processes in support of the Program, and provide relevant templates for reporting under item E of schedule 1.

B Performance Objectives

In accordance with clauses 17 and 18 of the NP ECE:

- By 2013 every child will have access to a preschool program in the 12 months prior to full-time schooling.
- The preschool program is to be delivered by a four year university qualified early childhood teacher, in accordance with a national early years learning framework, for 15 hours a week, 40 weeks a year. Reasonable transitional arrangements—including potentially beyond 2013—are needed to implement the commitment to preschool program delivery by four year university qualified early childhood teachers, as agreed in the bilateral agreements.
- The program will be accessible across a diversity of settings, in a form that meets the needs of parents and in a manner that ensures cost does not present a barrier to access.
- In the first two years of implementing the NP ECE (2009 and 2010), national priorities include:
 - increasing participation rates, particularly for Indigenous and disadvantaged children
 - increasing program hours
 - ensuring cost is not a barrier to access
 - strengthening program quality and consistency
 - fostering service integration and coordination across stand-alone preschool and child care.

The strategies for addressing these priorities may differ on a state-by-state basis.

C Performance Benchmarks

Western Australia is responsible for achieving the Performance Benchmarks as agreed with the Commonwealth and specified in Table 1 below.

Table 1: Early Childhood Education Program Performance Benchmarks ^{1, 2}

Outputs	Performance Indicators	Baseline Position	Performance Benchmarks				
			31 December 2009	31 December 2010	31 December 2011	31 December 2012	30 June 2013
Children have universal access to an Early Childhood Education Program for 15 hours per week, 40 weeks per year.	The proportion of children who are enrolled in (and attending, where possible to measure) an Early Childhood Education Program.	95% enrolled in 11 hour programs in public and non-government schools. Numerator: number age-eligible children enrolled. Denominator: number of age-eligible children in WA based on Australian Bureau of Statistics projections.	Maintain baseline position. ³	22% enrolled in 15 hour kindergarten. 73% enrolled in 11 hour kindergarten.	47% enrolled in 15 hour kindergarten. 48% enrolled in 11 hour kindergarten.	72% enrolled in 15 hour kindergarten. 22 % enrolled in 11 hour kindergarten.	95% enrolled in 15 hour kindergarten.
	The number of teachers delivering Early Childhood Education Programs who are four year university trained and early childhood qualified.	470 in public schools. ⁴	Maintain baseline position. ⁴	497 in public schools.	520 in public schools.	543 in public schools.	569 in public schools.

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Outputs	Performance Indicators	Baseline Position	Performance Benchmarks				
			31 December 2009	31 December 2010	31 December 2011	31 December 2012	30 June 2013
	<p>Hours per week of attendance (where possible to measure) at an Early Childhood Education Program.</p> <ul style="list-style-type: none"> <i>The proportion of children enrolled in an Early Childhood Education Program that is available for at least 15 hours a week.</i> <i>The average number of hours per week of attendance at an Early Childhood Education Program.</i> 	Average number of hours of kindergarten offered in WA: 11 hours.	Maintain baseline position.	<p>22% offered 15 hour kindergarten.</p> <p>78% offered 11 hour kindergarten.</p> <p>Average number of hours offered: 11.88 hours</p>	<p>48% offered 15 hour kindergarten.</p> <p>52% offered 11 hour kindergarten.</p> <p>Average number of hours offered: 12.92 hours</p>	<p>73% offered 15 hour kindergarten.</p> <p>27 % offered 11 hour kindergarten.</p> <p>Average number of hours offered: 13.92 hours</p>	<p>100% offered 15 hour kindergarten.</p> <p>Average number of hours offered: 15 hours</p>
Universal access to an Early Childhood Education Program is delivered across a range of settings at a cost which is not a barrier to access	Distribution of children who attend an Early Childhood Education Program by weekly cost per child (after subsidies) as defined by jurisdictions.	<p>Public schools have no compulsory fees; up to \$60 per year voluntary contribution payable per child.</p> <p>Non-government schools levy range of fees.⁵</p>	<p>Public schools will maintain baseline position.</p> <p>Recalculate when non-government provider data is available.⁵</p>	<p>Public schools will maintain baseline position.</p> <p>Recalculate when non-government provider data is available.</p>	<p>Public schools will maintain baseline position.</p> <p>Recalculate when non-government provider data is available.</p>	<p>Public schools will maintain baseline position.</p> <p>Recalculate when non-government provider data is available.</p>	<p>Public schools will maintain baseline position.</p> <p>Recalculate when non-government provider data is available.</p>

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Outputs	Performance Indicators	Baseline Position	Performance Benchmarks				
			31 December 2009	31 December 2010	31 December 2011	31 December 2012	30 June 2013
Disadvantaged children have universal access to an Early Childhood Education Program.	The proportion of disadvantaged children Enrolled in (and attending, where possible to measure) an Early Childhood Education Program.	<p>Comparison of kindergarten enrolment across SEI quintiles:⁶</p> <p>High 1: 19.1% 2: 20.9% 3: 19.9% 4: 19.6% Low 5: 20.6%</p> <p>Regarding attendance, see below note 7.</p>	Maintain baseline position.	Maintain baseline position.	Maintain baseline position.	Maintain baseline position.	Maintain baseline position.
Indigenous children (including those in Remote Indigenous Communities) Enrolled in and attending an Early Childhood Education Program	The proportion of Indigenous children (by geographic location as identified by the Australian Standard Geographic Classification), who are Enrolled in (and attending, where possible to measure) an Early Childhood Education Program.	<p>Estimate 95% Indigenous children enrolled in kindergarten programs.⁸</p> <p>Estimate 75% of Indigenous children (compared with 85% of non-Indigenous children) in public schools attending 11 hour kindergarten programs.⁹</p>	<p>Maintain baseline rate of Indigenous kindergarten enrolment.</p> <p>Maintain baseline position.</p>	<p>Maintain baseline rate of Indigenous kindergarten enrolment.</p> <p>Kindergarten attendance rate of Indigenous children 78%</p>	<p>Maintain baseline rate of Indigenous kindergarten enrolment.</p> <p>Kindergarten attendance rate of Indigenous children 80%</p>	<p>Maintain baseline rate of Indigenous kindergarten enrolment.</p> <p>Kindergarten attendance rate of Indigenous children 83%</p>	<p>Maintain baseline rate of Indigenous kindergarten enrolment.</p> <p>Kindergarten attendance rate of Indigenous children 85%</p>

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Notes:

1. Where agreed reliable data is not available, Western Australia will agree with the Commonwealth a strategy for developing an appropriate data set, as part of Western Australia's Data Capability Report.
2. This table should be read in conjunction with the Deliverables at Table 2 below.
3. Data harvesting mechanisms (for enrolment, attendance, qualifications and fees) to be agreed between public and participating non-government schools in 2009.
4. The proportion of teachers with an early childhood qualification is not known but may be clarified through the proposed national workforce survey and/or a WA specific audit of kindergarten teachers. The intended reporting mechanism will be outlined in Western Australia's Data Capability Report. At present, a small number of Long Day Care Centres employ early childhood teachers.
5. As Western Australia has effective universal access to kindergarten services, and because fee information from non-government providers is not currently collected, it is agreed that initially, Western Australia will only report fee information that relates to the children attending government kindergartens. It is proposed that there will be a nationally agreed approach to gathering and reporting fees data in non-government provided settings. Currently, 28 per cent of children enrolled in a kindergarten program are in a non-government school. Tuition fees vary considerably in the non-government sector.
6. Baseline data provided here include public and non-government sector data – public sector based on SEI; non-government based on their SES index. Western Australia's Socio-Economic Index (SEI)^(a) has been used as the basis for the definition of disadvantage. The baseline position has been determined by dividing enrolment data for the compulsory years of schooling in all public primary schools into quintiles and then calculating the proportion of total kindergarten enrolments that apply to each quintiles. Quintile 1 is high; quintile 5 is low. Across quintiles, an even 20 per cent enrolment per quintile would indicate parity across socio-economic communities. The data from WA indicates that the rate of kindergarten enrolment among schools in the bottom quintile is above 20 percent – better than in the top quintile of most disadvantaged school communities.
 - (a) WA's Socio-Economic Index (SEI) is constructed in the same manner as the IRSED. An SEI is calculated for every public school every five years. The SEI uses data from ABS collection districts of the actual addresses for all children enrolled at the school. It is a strong predictor of educational disadvantage in WA public schools and correlates more closely with NAPLAN scores than does the IRSED index.
7. It is anticipated that data drawn from the DET's School Attendance Management (SAM) database will enable the public sector to report attendance by SEI. This is a relatively new data and currently includes data from only about 75 per cent of public schools. As such, it provides only an *estimate* of attendance across SEI bands for each public school cohort. It may also be possible to configure SAM data according to the Australian Standard Geographic Classification.
8. In 2008, 2002 Aboriginal children were enrolled in public and non-government kindergarten programs. Based on the Experimental Estimate of Aboriginal and Torres Strait Islander Australians (3238 ABS) it is estimated that there were 1,744 Aboriginal 4-year olds in Western Australia in 2008. This implies that more than 100 percent of Aboriginal children were enrolled in kindergarten in 2008. It is known, however, that due to early-entry rules that apply in Remote Community Schools and Aboriginal Kindergartens within the public sector, kindergarten enrolments for Aboriginal children include 3-year old children. The baseline estimate of enrolments is therefore 95 percent. The Commonwealth will be providing data on geographic location on a national basis.
9. Attendance data drawn from the (SAM) database. SAM data is collected to meet MCEETYA attendance reporting requirements for full-time schooling (which does not include kindergarten). It is intended that greater attention will be given to the kindergarten data set in coming years so the veracity of this data will improve. SAM data does not include non-government schools.

D Deliverables

Western Australia is responsible for achieving the Deliverables as agreed with the Commonwealth and specified at Table 1 below.

Table 1: Early Childhood Education Program Deliverables¹

Outputs	Performance Indicators	Deliverables	Quantity/Target	Timing
Children have universal access to an Early Childhood Education Program for 15 hours per week, 40 weeks per year.	The proportion of children who are enrolled in (and attending, where possible to measure) an Early Childhood Education Program.	<p>1 (a) Scope, plan and build additional purpose-built facilities to accommodate expanded kindergarten provision at <i>local</i> schools across the WA public school system.</p> <p>(b) Public consultation and public information campaign to inform families and broader community of changes, the roll-out schedule and the importance of kindergarten to long-term learning outcomes for young children.</p> <p>(c) Establishment of data harvesting mechanisms for enrolment and attendance in public and participating non-government schools.</p>	<p>Buildings required for:</p> <p>2010 Tranche – 47</p> <p>2011 Tranche – 39</p> <p>2012 Tranche – 32</p> <p>2013 Tranche – 23.</p> <p>Consultation with schools, professional bodies, community groups, relevant unions and other agencies including childcare.</p> <p>Tailored to meet performance benchmarks.</p>	<p>Building program to proceed as Universal Access funding increases from 2011-12. . Some buildings to be paid for through <i>Building the Education Revolution</i> source. Capacity to guarantee local access will be limited by building program, but offer of 15 hour program will not be affected.</p> <p>2009 and ongoing</p> <p>2009 and ongoing</p>

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Outputs	Performance Indicators	Deliverables	Quantity/Target	Timing
	<p>The number of teachers delivering Early Childhood Education Programs who are four year university trained and early childhood qualified.</p>	<p>2 (a) Audit of all kindergarten teachers to confirm qualifications in public and non-government kindergarten programs, including through participation in the proposed national workforce survey and clarification of definitions regarding teacher qualifications.</p> <p>(b) Establish Workforce Development policies and support mechanisms (including upgrade scholarships, collaboration with universities for possible RPL arrangements and provision of further early childhood conversion courses as required).</p> <p>(c) Increase teacher and teacher assistant FTE in public schools.</p> <p>(d) Increase teacher and teacher assistant FTE in participating non-government schools.</p>	<p>100% of teachers in public schools delivering kindergarten are four year university trained and early childhood qualified (or agreed equivalent).</p> <p>Increase by 0.25 and teacher assistant FTE by 0.2 in every kindergarten class in which the hours of provision increases from 11 hours to 15 hours per week</p> <p>Additional teacher and teacher assistant FTE in non-government schools for expanded kindergarten provision to be determined.</p>	<p>Audit complete in 2009.</p> <p>Workforce Development support mechanisms established 2009 on the basis of audit outcomes.</p> <p>Increased teacher and teacher assistant FTE from 2010.</p> <p>Increased teacher and teacher assistant FTE from 2010.</p>

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Outputs	Performance Indicators	Deliverables	Quantity/Target	Timing
	<p>Hours per week of attendance (where possible to measure) at an Early Childhood Education Program.</p> <ul style="list-style-type: none"> • <i>The proportion of children enrolled in an Early Childhood Education Program that is available for at least 15 hours a week.</i> • <i>The average number of hours per week of attendance at an Early Childhood Education Program.</i> 	<p>3 (a) Over four years (2010 – 2013 inclusive) introduce 15-hour kindergarten to all schools in all 14 public school education districts. Begin in districts with lowest mean SEI and highest proportion of Indigenous families. Maintain existing industrial conditions for teachers and teacher assistants.</p> <p>(b) Participating non-government schools will introduce 15-hour kindergarten over four years. Approximately 250 non-government schools offered kindergarten in 2009. Roll-out schedule in non-government schools may reflect that adopted by public school sector (to be confirmed, provisionally by September 2009).</p>	<p>By 2013, 100% of age-eligible children have universal access to 15 hours kindergarten at their local public school.</p> <p>Current 11 hour provision maintained until 15 hour program available.</p> <p>By 2013, 15 hours per week kindergarten offered to all age-eligible children in all parts of Western Australia.</p>	<p>Number of public school education districts added in each Tranche to 15-hour provision (and % extra children who gain access to 15hours accordingly):</p> <p>2010 Tranche – 5 districts (25% children);</p> <p>2011 Tranche – 2 districts (25% children);</p> <p>2012 Tranche – 5 districts (25% children);</p> <p>2013 Tranche – 2 districts (25% children).</p>

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Outputs	Performance Indicators	Deliverables	Quantity/Target	Timing
<p>Universal access to an Early Childhood Education Program is delivered across a range of settings at a cost which is not a barrier to access.</p>	<p>Distribution of children who attend an Early Childhood Education Program by weekly cost per child (after subsidies) as defined by jurisdictions.</p>	<p>4 (a) Kindergarten in public schools will continue to be free of compulsory charges (but subject to up to \$60 voluntary contribution per year per child).</p> <p>(b) Inquiry conducted into the provision of kindergarten in childcare settings where convenient local access to kindergarten cannot be achieved through school-based provision. Inquiry will also investigate opportunities for improved integration between schooling, childcare and other early childhood and family support services.</p> <p>(c) Opportunities to establish outside school hours care (OSHC) programs in locations with unmet demand will be explored with a focus on disadvantaged communities.</p>	<p>Public schools will maintain baseline position.</p> <p>Inquiry complete and inquiry recommendations provided to the Minister for Education for consideration.</p> <p>Scoping of opportunities complete and priority list of OSHC services prepared.</p>	<p>Ongoing.</p> <p>2009.</p> <p>2009</p>

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Outputs	Performance Indicators	Deliverables	Quantity/Target	Timing
Disadvantaged children have universal access to an Early Childhood Education Program.	The proportion of disadvantaged children Enrolled in (and attending, where possible to measure) an Early Childhood Education Program.	<p>5 (a) Additional purpose-built facilities built to enable public schools to guarantee universal free access to 15-hour kindergarten at a child's <i>local</i> school. Public schools will continue to request a voluntary contribution of \$60 per year per child.</p> <p>(b) Establish wrap-around programs (modelled on <i>Toronto First Duty</i> program) in identified localities with a high proportion of- Indigenous, low-income and CaLD families.</p> <p>(c) Conduct the <i>Best Start</i> program in selected disadvantaged communities. Complement with ongoing <i>Best Start</i> programs funded from State sources.</p> <p>(d) Expand Outside School Hours Care (OSHC) in locations of unmet demand to support working families.</p> <p>(e) Ensure leveraging of provision for children and families are achieved through links with establishment of Early Learning and Care Centres and Children and Family Centres in high needs communities.</p> <p>(f) Develop and distribute teacher resource materials based on Indigenous Early Childhood Education Framework. Trialled in 6 schools and used to develop on-line resources available to all teachers by 2011.</p>	<p>Buildings required to guarantee local access (estimate): 2010 Tranche – 47 2011 Tranche – 39 2012 Tranche – 32 2013 Tranche – 23</p> <p>To be determined during detailed scoping in 2009.</p> <p>Three <i>Best Start</i> sites to be funded through Universal Access. Twelve sites funded from State sources.</p> <p>To be determined during detailed scoping in 2009.</p> <p>Four Early Learning and Care Centres and Five Children and Family Centres.</p> <p>Materials trialled in six kindergartens and distributed online to all public schools.</p>	<p>Building program to proceed as Universal Access funding increases from 2011-12. Some buildings to be paid for through <i>Building the Education Revolution</i> source. Capacity to guarantee local access will be limited by building program, but offer of 15 hour program will not be affected.</p> <p>Ongoing.</p> <p>From 2010.</p> <p>From 2010.</p> <p>Materials trialled in 2009. Provided on-line from 2011.</p>

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Outputs	Performance Indicators	Deliverables	Quantity/Target	Timing
<p>Indigenous children (including those in Remote Indigenous Communities) Enrolled in and attending an Early Childhood Education Program</p>	<p>The proportion of Indigenous children (by geographic location as identified by the Australian Standard Geographic Classification), who are enrolled in (and attending, where possible to measure) an Early Childhood Education Program.</p>	<p>6 (a) Existing 26 Aboriginal Kindergartens maintained in range of metropolitan, rural and remote locations:</p> <ul style="list-style-type: none"> ○ Continue existing process for reclassifying additional kindergartens as Aboriginal Kindergartens. ○ Add to the number of purpose-built early childhood facilities at Aboriginal kindergartens to increase their capacity. ○ Existing buses to/from Aboriginal Kindergartens to maximise kindergarten attendance among Indigenous children maintained. ○ Existing policy of including an early childhood teacher and Aboriginal and Islander Education Officers (AIEOs) in the staffing profile of all remote community schools maintained. ○ Existing coordination and consultation with local Aboriginal communities (through each public school district's Manager, Aboriginal Education) maintained. <p>(b) Workforce Development programs to upgrade teacher assistant qualifications to degree level will target AIEOs and other CaLD groups.</p> <p>(c) Public campaigns encouraging families to ensure their children are enrolled and attend kindergarten will be tailored to appeal to Aboriginal and marginalised family groups.</p>	<p>Public schools will maintain existing provision/support:</p> <ul style="list-style-type: none"> • 26 Aboriginal Kindergartens; • AIEOs integral to all Remote Community Schools and Aboriginal Kindergartens; • Buses to/from school for Aboriginal Kindergartens; • Where space permits, free access to Aboriginal Kindergartens and Remote Community Schools in public schools for children from age 3; and • Role of Manager, Aboriginal Education in each education district. <p>Twelve scholarships for teacher assistants and/or AIEOs in the Pilbara and Kimberly regions awarded in 2009. Further scholarships planned in coming years.</p> <p>Over \$80,000 State funds spent on enrolment campaign in 2009.</p>	<p>Ongoing.</p> <p>Greater focus from 2009 on Aboriginal families and their children.</p>

Notes:

1. This table should be read in conjunction with the Performance Benchmarks at Table 1 above.

E Reporting

E1 The State Delegate is responsible for providing the Program Delegate with two hard copies and an electronic copy of Reports as follows:

Details of Report	Due Date*
Data Capability Report	30 June 2009
2009 Progress Report	30 September 2009
2009 Annual Report	31 March 2010
2010 Progress Report	30 September 2010
2010 Annual Report	31 March 2011
2011 Progress Report	30 September 2011
2011 Annual Report	31 March 2012
2012 Progress Report	30 September 2012
2012 Annual Report	31 March 2013
Final Report	30 September 2013

* Where the due date falls on a weekend or a public holiday, the due date is taken to be the next business day.

E2 Data Capability Reports must contain the following details for each Performance Indicator:

- (a) Collection Name(s)
- (b) Data (i.e. the figure(s) for the Baseline Data position)
- (c) Methodology (of the underlying data and sources)
- (d) Coverage (i.e. the participant coverage in the collection)
- (e) Data Quality Assessment
- (f) Future Data Developments.

E3 Progress Reports must contain the following details:

- (a) Title of the Program
- (b) Description of the Program
- (c) Program activities commenced in the reporting period 1 January to 30 June
- (d) Program activities completed in the reporting period
- (e) A statement of issues of concern that may impact on the achievement of any of the Performance Benchmarks or Deliverables
- (f) be signed by the State Delegate or the Delegate's authorised representative.

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- E4 Annual Reports must contain the following details:
- (a) Title of the Program
 - (b) Description of the Program
 - (c) Program activities commenced in the reporting period
 - (d) Program activities completed in the reporting period
 - (e) Progress against:
 - i. the Performance Benchmarks and Deliverables
 - ii. the national priorities, as outlined in paragraph 18 of the NP ECE
 - (f) A statement of issues of concern that may impact on the achievement of any of the Performance Benchmarks or Deliverables
 - (g) Copies of all reports, evaluations, analysis and /or survey outcomes Western Australia has undertaken or had commissioned in relation to achieving any of the Performance Benchmarks or Deliverables
 - (h) A Data Capability Exception Report reflecting any changes from the previous year
 - (i) be signed by the State Delegate or the State Delegate's authorised representative.
- E5 As part of the Annual Report, the State Delegate or State Delegate's authorised representative will attend a meeting with the Commonwealth to present and discuss the Annual Report.
- E6 The Final Report must contain the information to be included in Annual Reports described in item E4, except for the information described in paragraphs (f) and (h).

Schedule 2 - the Commonwealth's Obligations

A Funding

A1 The total funding for the Agreement is \$98,402,000 (exclusive of GST) payable by the following instalments:

Amount	Payable on acceptance by the Commonwealth of the:	No later than:
\$3,700,000	signing of this agreement	7 June 2009
\$3,900,000	Data Capability Report due by 30 June 2009	7 Oct 2009
\$3,800,000	Progress Report due by 30 September 2009	7 Dec 2009
\$8,000,000	Annual Report due by 31 March 2010	7 Jul 2010
\$1,700,000	Progress Report due by 30 September 2010	7 Dec 2010
\$14,850,000	Annual Progress Report due by 31 March 2011	7 Jul 2011
\$14,850,000	Progress Report due by 30 September 2011	7 Dec 2011
\$23,801,000	Annual Report due by 31 March 2012	7 Jul 2012
\$23,801,000	Progress Report due by 30 September 2012	7 Dec 2013

A2 The Commonwealth will not provide any additional funds to Western Australia to meet any GST liabilities Western Australia incurs as a result of subcontracting any part of the performance of Western Australia's obligations under this Agreement.