

# **National Indigenous Reform Agreement: PI 10— Proportion of Indigenous children who are enrolled in (and attending, where possible to measure) a preschool program in the year before formal schooling**

**Exported from METEOR (AIHW's Metadata Online Registry)**

© Australian Institute of Health and Welfare 2024

This product, excluding the AIHW logo, Commonwealth Coat of Arms and any material owned by a third party or protected by a trademark, has been released under a Creative Commons BY 4.0 (CC BY 4.0) licence. Excluded material owned by third parties may include, for example, design and layout, images obtained under licence from third parties and signatures. We have made all reasonable efforts to identify and label material owned by third parties.

You may distribute, remix and build on this website's material but must attribute the AIHW as the copyright holder, in line with our attribution policy. The full terms and conditions of this licence are available at <https://creativecommons.org/licenses/by/4.0/>.

Enquiries relating to copyright should be addressed to [info@aihw.gov.au](mailto:info@aihw.gov.au).

Enquiries or comments on the METEOR metadata or download should be directed to the METEOR team at [meteor@aihw.gov.au](mailto:meteor@aihw.gov.au).

# National Indigenous Reform Agreement: PI 10—Proportion of Indigenous children who are enrolled in (and attending, where possible to measure) a preschool program in the year before formal schooling

## Identifying and definitional attributes

<b>Metadata item type:</b>	Indicator
<b>Indicator type:</b>	Indicator
<b>Short name:</b>	PI 10—Proportion of Indigenous children who are enrolled in (and attending, where possible to measure) a preschool program in the year before formal schooling
<b>METEOR identifier:</b>	663195
<b>Registration status:</b>	<a href="#">Indigenous</a> , Superseded 06/06/2017
<b>Description:</b>	<p>There are two measures for this indicator:</p> <p>a) The proportion of children enrolled in a preschool program in the year before full-time schooling.</p> <p>b) The proportion of children attending a preschool program in the year before full-time schooling.</p>
<b>Rationale:</b>	<p>Indigenous children generally have a lower level of participation in early childhood education than non-Indigenous children. Without preschool learning opportunities, Indigenous children are likely to be behind from their first year of full-time schooling. This is a key indicator in measuring the Closing the Gap target of ensuring that 95 per cent of all Indigenous 4 year olds are enrolled in early childhood education by 2025.</p>
<b>Indicator set:</b>	<a href="#">National Indigenous Reform Agreement (2017)</a> <a href="#">Indigenous</a> , Superseded 06/06/2017
<b>Outcome area:</b>	<a href="#">Indigenous children have access to affordable, quality early childhood education in the year before full-time schooling</a> <a href="#">Indigenous</a> , Standard 01/07/2016
<b>Data quality statement:</b>	<a href="#">National Indigenous Reform Agreement: PI 10-Proportion of Indigenous children who are enrolled in (and attending, where possible to measure) a preschool program in the year before formal schooling, 2015-16: Quality Statement</a> <a href="#">Indigenous</a> , Superseded 07/02/2018

## Collection and usage attributes

<b>Computation description:</b>	<p>The proportion of children who are enrolled in, and attending, a preschool program in the year before full-time schooling.</p> <p>Proportions are calculated for Indigenous and non-Indigenous children.</p> <p>Presentation: Percentage.</p>
<b>Computation:</b>	$100 \times (\text{Numerator} \div \text{Denominator})$

**Numerator:**

Measure (a): The number of children who are enrolled in a preschool program in the year before full-time schooling.

Measure (b): The number of children attending a preschool program (for at least one hour in the reference period) in the year before full-time schooling.

The numerator is obtained by summing all children who reported for Measure (a), a 'Yes' response against the data element 'Child—early childhood education program enrolment indicator, yes/no code N', and for Measure (b), a 'Yes' response against the data element 'Child—early childhood education program attendance indicator, yes/no code N'.

**Numerator data elements:****Data Element / Data Set**

[Person—date of birth, DDMMYYYY](#)

NMDS / DSS

[Early Childhood Education and Care: Unit Record Level NMDS 2015](#)

**Guide for use**

Data source type: Compilation of jurisdictional administrative data and censuses.

**Data Element / Data Set**

[Child—early childhood education program attendance indicator, yes/no code N](#)

NMDS / DSS

[Early Childhood Education and Care: Unit Record Level NMDS 2015](#)

**Guide for use**

Data source type: Compilation of jurisdictional administrative data and censuses

**Data Element / Data Set**

[Child—early childhood education program enrolment indicator, yes/no code N](#)

NMDS / DSS

[Early Childhood Education and Care: Unit Record Level NMDS 2015](#)

**Guide for use**

Data source type: Compilation of jurisdictional administrative data and censuses.

**Data Element / Data Set**

[Person—Indigenous status, code N](#)

NMDS / DSS

[Early Childhood Education and Care: Unit Record Level NMDS 2015](#)

**Guide for use**

Data source type: Compilation of jurisdictional administrative data and censuses.

**Denominator:**

Measure (a): The estimated number of children in the year before full-time schooling (based on adjusted potential population\* age in months relating to school starting provisions in each state/territory).

\*Potential population:

- Jurisdictions with wider age cohorts of children in the 'year' before full-time schooling —the number of children already in full-time schooling has been subtracted from the revised population estimates to create a cohort of children who could be in an early childhood education program (ECEP) prior to attending school the following year.
- Jurisdictions with early school starters — counts of children aged 4 years who are enrolled in school (early starters) have been subtracted from the population denominator.
- Adjusted population — adjusted population projections of Indigenous children aged 4 years in 2015 take account of the undercount for those aged 0 years at the time of the 2011 Census of Population and Housing. This method replaced the 2015 projection of the 4 year old Indigenous population with the average of the 4 year old population projection for 2014 and 2016.

Measure (b): The number of children enrolled in a preschool program in the year before full-time schooling.

**Denominator data elements:****Data Element / Data Set****Data Element**

Students—Full-time

Students—Age

**Data Source**

[National Schools Statistics Collection](#)

**Data Element / Data Set****Data Element**

Person—estimated resident population of Australia

**Data Source**

[ABS Estimated resident population \(2011 Census-based\)](#)

**Data Element / Data Set****Data Element**

Person—estimated resident population of Australia

**Data Source**

[ABS Indigenous estimates and projections \(2011 Census-based\)](#)

**Data Element / Data Set**

[Child—early childhood education program enrolment indicator, yes/no code N](#)

**NMDS / DSS**

[Early Childhood Education and Care: Unit Record Level NMDS 2015](#)

**Guide for use**

Data source type: Compilation of jurisdictional administrative data and censuses

**Disaggregation:****Current Period (2015):**

Measure a):

- State and Territory, and nationally by Indigenous status

Measure b):

- Nationally by remoteness, by Indigenous status (Remoteness areas are Major cities; Inner/Outer regional areas; Remote/Very remote areas).
- State and Territory and nationally, by Indigenous status

**Time series**—not applicable (first time these Measures have been reported).**Comments:**

Collection of data involves alignment of the numerator and denominator by:

- for **attendance and enrolment** place of usual residence—child is counted where they reside, not by where the provider is located (where insufficient information on the child's address was collected, where no address details have been provided, or no unit record level information exists—remoteness area is to be assigned using the address of the service at which the child is enrolled, according to the Remoteness Structure of the ABS Australian Statistical Geography Standard (ASGS)).
- for **enrolment only** treatment of not stated Indigenous status—Indigenous count includes addition of a share of children enrolled with a not stated Indigenous status in proportion to the ratio of children enrolled with known Indigenous status. (For **attendance** not stated Indigenous status is excluded from the numerator).

This performance indicator should use child level data excluding repeaters where available, calculated using a [Statistical Linkage Key \(SLK\)](#) which provides a unique identifier for the majority of children.

Currently, some records in the National Early Childhood Education and Care (ECEC) Collection are produced from aggregate data rather than at the unique child level. Where no child level data are available, counts of preschool episodes are to be used.

Where available, the count of 'Children in a preschool program in the year before full-time schooling' (YBFS) is to be used. This count includes all children aged 4 and 5 years who were enrolled in and attended an early childhood education program in the YBFS for the first time in the collection year (that is, excluding 5 year old children who were enrolled in and attended more than one year of a preschool program).

Where YBFS is not available, the count of 'Children in a preschool program in the calendar year' ('Children in 2015') is to be used. This count includes all children aged 4 and 5 years old that were enrolled in and attended a preschool program in the collection year. A child is included in this count regardless of whether they also attended a preschool program in a previous year (that is, including children who were enrolled in and attended more than one year of a preschool program).

For more information on creating unique child records from child episode data, including how to treat multiple enrolments and repeat enrolments over time, see Chapter 3 of ABS 2013.

## Representational attributes

<b>Representation class:</b>	Percentage
<b>Data type:</b>	Real
<b>Unit of measure:</b>	Person
<b>Format:</b>	NN[N].N

## Indicator conceptual framework

<b>Framework and dimensions:</b>	<a href="#">Socioeconomic Factors</a>
----------------------------------	---------------------------------------

## Data source attributes

### Data sources:

#### Data Source

[National Schools Statistics Collection](#)

#### Frequency

Annual

#### Data custodian

Ministerial Council on Education, Early Childhood Development and Youth Affairs

#### Data Source

[ABS Estimated resident population \(2011 Census-based\)](#)

#### Frequency

Quarterly

#### Data custodian

Australian Bureau of Statistics

#### Data Source

[ABS Indigenous estimates and projections \(2011 Census-based\)](#)

#### Frequency

Periodic

#### Data custodian

Australian Bureau of Statistics

## Accountability attributes

**Organisation responsible for providing data:** Australian Bureau of Statistics.

**Further data development / collection required:** Specification: Long-term.

Further improvements are required to provide comparable YBFS data for all states and territories. Further work on the quality of attendance data will improve the quality of these data.

Further work is required to provide appropriate sub-state population counts for the denominator.

## Source and reference attributes

**Steward:** [National Indigenous Reform Agreement Performance Information Management Group](#)

**Reference documents:** ABS (Australian Bureau of Statistics) 2013. National Early Childhood Education and Care Collection: Concepts, Sources and Methods. ABS Cat. no. 4240.0.55.001. Canberra: ABS.

## Relational attributes

**Related metadata  
references:**

Supersedes [National Indigenous Reform Agreement: PI 10-The proportion of Indigenous children aged 4 and 5 years who are enrolled in, and attending, a preschool program in the year before full-time schooling, by remoteness, 2015 Indigenous](#), Superseded 18/11/2015

See also [National Indigenous Reform Agreement \(2017\) Indigenous](#), Superseded 06/06/2017