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, 2020

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Identifying and definitional attributes

Metadata item type:	Indicator
Indicator type:	Indicator
Short name:	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, 2020
METEOR identifier:	718490
Registration status:	[Indigenous](), Standard 17/11/2019
Description:	There are two measures for this indicator:

(a) The proportion of children enrolled in a preschool program in the year before full-time schooling.

(b) The proportion of children attending a preschool program in the year before full-time schooling. |
Rationale:	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 'Ensure that 95% of all Indigenous 4 year-olds are enrolled in early childhood education by 2025'.
Indicator set:	[National Indigenous Reform Agreement (2020)]() [Indigenous](), Standard 23/08/2019
Outcome area:	[Indigenous children have access to affordable, quality early childhood education in the year before full-time schooling]() [Indigenous](), Standard 01/07/2016
Data quality statement:	[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, 2020; Quality Statement]() [Indigenous](), Standard 06/02/2020

Collection and usage attributes

Computation description:	The proportion of children who are enrolled in, and attending, a preschool program in the year before full-time schooling.

Proportions are calculated for Indigenous and non-Indigenous children.

Presentation: Percentage. |
| **Computation:** | 100 x (Numerator ÷ Denominator) |

Numerator: Measure (a):

The estimated 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 2018](#)

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 2018](#)

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 2018](#)

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 2018](#)

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 who are enrolled in school (early starters) have been subtracted from the population denominator.
- Adjusted population—population projections (based on 2016 Census) of Indigenous children aged 4 years.

Measure (b):

The estimated number of children enrolled in a preschool program in the year before full-time schooling.

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

Students—Full-time

Students—Age

Data Source

[National Schools Statistics Collection](#)

Data Element / Data Set

Person—estimated resident population of Australia

Data Source

[ABS Estimated resident population (2016 Census-based)](#)

Data Element / Data Set

Person—estimated resident population of Australia

Data Source

[ABS Indigenous estimates and projections (2016 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 (2018):

Measure (a):

- State and territory, and nationally by Indigenous status

Measure (b):

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

Time series—2015, 2016 and 2017 (to be revised using 2016 Census-based populations).

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

- 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 Australian Bureau of Statistics 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 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.

Records in the National Early Childhood Education and Care (ECEC) Collection are produced from the unique child level.

Direct comparisons cannot be made between years due to differences in coverage and methodologies.

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 who were enrolled in and attended an early childhood education program in the YBFS, where YBFS is based on adjusted potential population age in months relating to school starting provisions in each state/territory.

Where YBFS is not available, the count of 'Children in a preschool program in the calendar year' ('Children in 2016') is to be used. This count includes all children aged 4 and 5 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 in National Early Childhood Education and Care Collection: Concepts, Sources and Method (ABS 2013).

Representational attributes

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

Indicator conceptual framework

Framework and dimensions: Socioeconomic Factors

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 (2016 Census-based)](#)

Frequency

Quarterly

Data custodian

Australian Bureau of Statistics

Data Source

[ABS Indigenous estimates and projections (2016 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: 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

Submitting organisation: Australian Institute of Health and Welfare

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-Proportion of Indigenous children who are enrolled in (and attending, where possible to measure) a preschool program in the year before formal schooling, 2019 Indigenous](#), Superseded 17/11/2019