

# QUALITY ASSESSMENT & REGULATION DIVISION



## ANNUAL REPORT 2018



## **DATA RELIABILITY STATEMENT**

Data included in this report is primarily sourced from the National Quality Agenda IT System. Data regarding previous years may be slightly different than previously published, as records may be updated for accuracy.

## **ROUNDING**

Percentages may not always sum up to 100% due to rounding.

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# MESSAGE FROM OUR EXECUTIVE DIRECTOR

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## I AM PLEASED TO PRESENT THE QUALITY ASSESSMENT AND REGULATION DIVISION ANNUAL REPORT FOR 2018.

Changes to the regulatory landscape continue to provide opportunities and challenges for the Quality Assessment and Regulation Division (QARD) as we balance requirements for ensuring safe and healthy environments for children's learning and development with expectations around reducing red-tape and regulatory burden. The non-renewal of the National Partnership funding for the National Quality Agenda by the Commonwealth required additional investment by the Victorian Government in order to maintain regulatory activities.

The sector's profile is evolving. In 2018 approved children's places again increased mostly as a result of growth in the long day care sector. There is an increasing trend towards for-profit providers operating in the market.

In 2018 we were able to lead legislative amendments and implement changes which arose from the 2014 Review of the National Quality Framework (NQF), under the auspices of the Council of Australian Governments.

This review saw amendments to the National Quality Standard (NQS), which has provided opportunity to reflect on how the sector may deliver improved educational and developmental outcomes for children in safe and respectful environments.

A highlight for the year has been our close collaboration with other Government entities including the implementation of No Jab, No Play, the Reportable Conduct Scheme and the Child Safe Standards. These initiatives reflect the increasing community expectations and Government responses to child protection issues highlighted through inquiries like The Royal Commission into Institutional Responses to Child Sexual Abuse. Our team has supported numerous stakeholder forums and initiatives to support the implementation of the Reportable Conduct Scheme and Mandatory Reporting Requirements.





Looking forward to 2019 and beyond, we continue to focus in particular on continuing the development of our risk-based compliance and enforcement frameworks and our responsiveness to the sector through effective and timely communication and engagement. This will enable greater support and guidance for services to meet and manage their regulatory requirements.

The work of the staff within QARD continues to enable and support progress within the sector, and I am proud of the work and achievement of my team. I am thankful for the ongoing engagement from educators and service providers across Victoria, and thank them for their effort and ongoing commitment to the NQF and for promoting quality in the learning and development of the many children in their education and care.

**Madeleine Smith**

**Executive Director**

*Quality Assessment and Regulation Division*

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**A HIGHLIGHT FOR THE YEAR HAS BEEN OUR CLOSE COLLABORATION WITH OTHER GOVERNMENT ENTITIES INCLUDING THE IMPLEMENTATION OF NO JAB, NO PLAY, THE REPORTABLE CONDUCT SCHEME AND THE CHILD SAFE STANDARDS.**

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# ABOUT THE REGULATOR

## STRATEGIC OBJECTIVES

The QARD objectives and strategic plans are informed by broader Department of Education and Training (the Department, DET) objectives and:

- the Department's strategic intent and strategic plan 2018-2022
- obligations and duties of the regulatory authority under the *Education and Care Services National Law Act 2010* (National Law)
- the Statement of Expectations from the Minister for Early Childhood Education (the Minister)
- the National Quality Framework (NQF) objectives.

## STATEMENT OF EXPECTATIONS

Administration and enforcement of our regulatory framework is guided by the Statement of Expectations (SoE) issued by the Minister which, along with the Quality Assessment and Regulation Division's (QARD) response, was published on the Department's website in September 2018.

We continually evolve our approach to strengthen regulatory performance in the context of ensuring the safety, health and wellbeing of children attending early childhood services and improving educational and developmental outcomes. This report outlines our initiatives and performance against our focus on promoting efficiency and effectiveness in the administration and enforcement of regulation.

## QUALITY ASSESSMENT AND REGULATION DIVISION OBJECTIVES

### **Confidence in the regulator:**

Effective administration of our legislative frameworks to maintain community confidence in the system of regulation overseeing the provision of Victorian early childhood education and care.

### **Being a high-performing**

**regulator:** Exemplifying best regulatory practice to efficiently deliver regulatory outcomes.

### **Engaging with the sector:**

Engaging and guiding services to facilitate the provision of high quality education and care services.

### **Supporting reforms and**

**initiatives:** Being responsive to government reforms and initiatives, and community priorities.

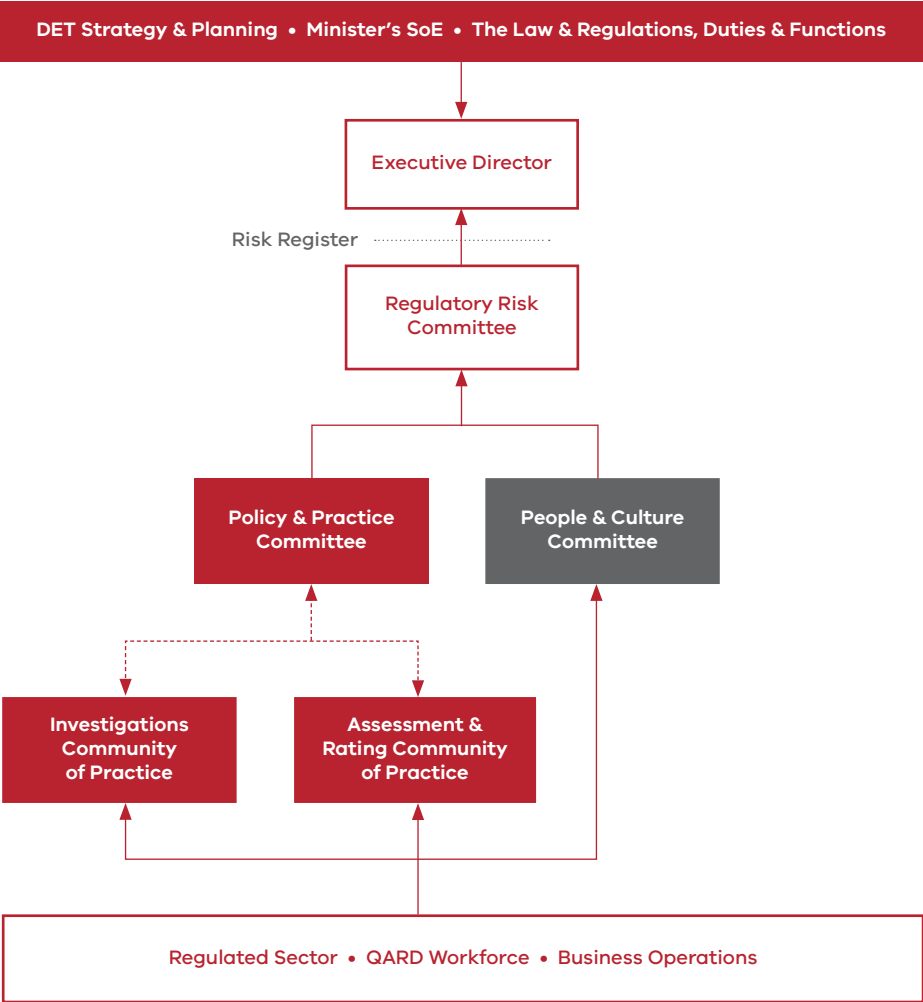
**Excellent workforce:** Developing a high-performing, valued and empowered workforce.



**GOVERNANCE FRAMEWORK**

QARD’s governance framework is designed to ensure accountable and transparent management of regulatory risk, oversight of performance, and engagement of staff in the formulation of regulatory policy and practice.

The Regulatory Risk Committee (RRC) was established in 2018 to strengthen oversight and monitoring of regulatory risk and performance. The RRC is supported by the Policy and Practice Committee (PPC) and the People and Culture Committee (PaCC). The two Communities of Practice, Investigations and Assessment and Rating, focus on improving process efficiency and consistency.



WE CONTINUALLY  
EVOLVE OUR  
APPROACH TO  
STRENGTHEN  
REGULATORY  
PERFORMANCE IN  
THE CONTEXT OF  
ENSURING THE  
SAFETY, HEALTH  
AND WELLBEING  
OF CHILDREN  
ATTENDING  
EARLY  
CHILDHOOD  
SERVICES AND  
IMPROVING  
EDUCATIONAL  
AND  
DEVELOPMENTAL  
OUTCOMES.



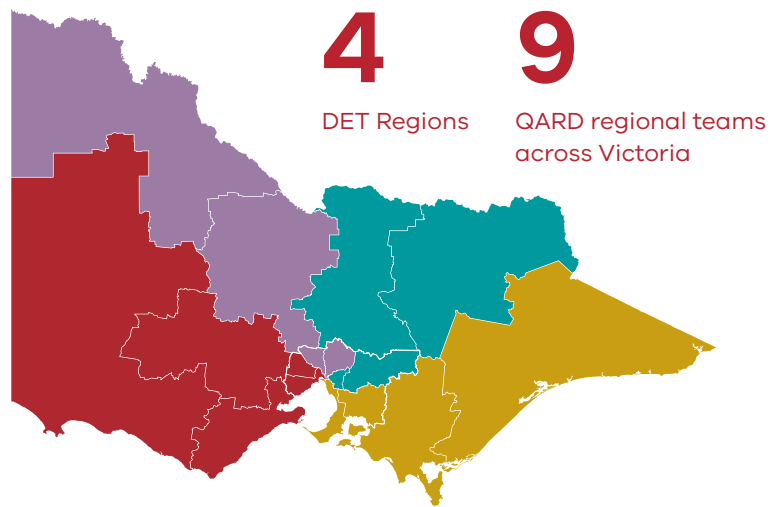
## OUR OPERATIONS

Part of the Early Childhood and School Education Group (ECSEG) of the Department of Education and Training Victoria, QARD regulates services operating under the NQF and the Children's Services Act in Victoria under delegation from the Secretary.

QARD is comprised of four branches:

### Operations Branch

Manages and supports nine area-based regional teams, within the four DET regions, of authorised officers and support staff who assess and rate NQF services against the NQS and conduct premises inspections to monitor compliance with regulatory requirements. Regional teams engage with the sector through forums and other opportunities to support and guide providers of early childhood services.



### QARD Regional Teams:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>● <b>North-Western Victoria</b><ul style="list-style-type: none"><li>• Loddon Mallee</li><li>• Northern Metropolitan</li></ul></li></ul>                        | <ul style="list-style-type: none"><li>● <b>North-Eastern Victoria</b><ul style="list-style-type: none"><li>• Eastern Metropolitan</li><li>• Hume</li></ul></li></ul>       |
| <ul style="list-style-type: none"><li>● <b>South-Western Victoria</b><ul style="list-style-type: none"><li>• Barwon South West</li><li>• Grampians</li><li>• Western Metropolitan</li></ul></li></ul> | <ul style="list-style-type: none"><li>● <b>South-Eastern Victoria</b><ul style="list-style-type: none"><li>• Gippsland</li><li>• Southern Metropolitan</li></ul></li></ul> |



### Service Quality and Legislation Branch

The Service Quality and Legislation Branch (SQLB) develops the guidelines, frameworks, policies and procedures, which ensure regulatory processes are effective, risk-focused and maintain the safety, health and wellbeing, and quality of early childhood services.

**Monitoring and Compliance Unit (MCU):** manages and supports high priority and serious investigations, and appropriate enforcement action.

**Consistent Practice and Support Unit (CPSU):** monitors and supports the assessment and rating process and the training of authorised officers.

### Legislative Reform Unit

The Legislative Reform Unit (LRU) provides legislative policy advice and support on the National Law and National Regulations (where Victoria is the host jurisdiction) and the Children's Service Act and Regulations.

### Systems Administration and Performance Branch

**Service Administration and Support Unit (SASU):** provides a first point of contact for new and existing providers of early childhood services through the administration of applications, notifications of change of circumstances, and the assessment of an applicant's fitness and propriety.

**Business Systems and Review Unit (BSRU):** supports QARD's information management, reporting, data analytics, risk governance, systems improvement, stakeholder engagement and communications functions.



**128**

staff in QARD\*



**74**

authorised officers

*\*Numbers do not include actual positions due to vacancies and secondments*







# 1,784

approved providers  
operating National  
Quality Framework  
services

## REGULATORY FRAMEWORK

We are responsible for the approval, licensing and regulation of almost 4,600 early childhood services in Victoria. We regulate providers of early childhood services in Victoria with the objective of driving continuous improvement of quality in the provision of education and care.

As the regulatory authority for Victoria, the Secretary of the Department of Education and Training Victoria (the Department) has delegated this responsibility to staff members of the Quality Assessment and Regulation Division (QARD).

The Department's regulatory functions are established by the *Education and Care Services National Law Act 2010* (National Law), the *Education and Care Services National Regulations 2011* (National Regulations), the *Children's Services Act 1996* (Children's Services Act) and *Children's Services Regulations 2009* (Children's Services Regs).

## National Quality Framework

The National Quality Framework (NQF) promotes high quality education and care services through a legislative framework which comprises:

- National Law
- National Regulations
- National Quality Standard (NQS)

Administratively, responsibility for implementing and administering the NQF is shared between State Regulatory Authorities and the National Authority, the Australian Children's Education and Care Quality Authority (ACECQA).

Of the almost 4,600 early childhood services in Victoria at the end of 2018, 4,209 were education and care services approved under the NQF.



## NATIONAL QUALITY FRAMEWORK OBJECTIVES

- Ensure the safety, health and wellbeing of children attending education and care services.
- Improve educational and developmental outcomes for children attending education and care services.
- Promote continuous improvement in the provision of quality education and care services.
- Reduce the regulatory and administrative burden for education and care services by enabling information to be shared between participating jurisdictions.
- Improve public knowledge, and access to information, about the quality of education and care services.
- Establish a system of national integration and shared responsibility between participating jurisdictions in the administration of the NQF.

## Children's Services Act

Children's services in Victoria that fall outside the scope of the NQF are regulated under the *Children's Services Act 1996* and *Children's Services Regulations 2009*.

At 31 December 2018 there were 358 services operating under the Children's Services Act. These services include occasional care, limited hours services, school holiday care services and early childhood intervention services.

A reduction in the number of services regulated under the Children's Services Act partly reflects some services that have transitioned to a service approval under the National Law in order to operate for longer hours.

## Children's Services Act and Regulations review

In 2019 the Children's Services Act and Regulations are being reviewed for consistency with the NQF. The review aims to:

- reduce administrative burden and complexity for service providers
- promote equity across the sector
- provide greater consistency for providers and consumers of early childhood education and care services.



# ABOUT THE SECTOR

## WHAT WE REGULATE

Our regulatory approaches are designed to facilitate and motivate service providers to provide high quality services that ensure the safety, health and wellbeing of children and improve children's educational and developmental outcomes.

Victoria's early childhood education sector plays a significant role in contributing to a harmonious, healthy and prosperous society.

The foundations for long-term development are laid in the early years, where children develop crucial cognitive and emotional skills such as reasoning, problem solving, and how to get along with others. The pivotal time for the development of vision, emotional control and language is before the age of three, and the development of social skills is before the age of six. These and other important skills such as creativity, resilience and communication are enhanced through participation in high quality early childhood education.

## EDUCATION AND CARE SERVICES REGULATED UNDER THE NQF

### CENTRE-BASED CARE

Delivered on premises suitable for education and care, including:

#### Kindergarten /Pre-School:

- Program for young children delivered by qualified early childhood teachers.
- Children go to a kindergarten program in the year before starting school, usually when they are four years old.
- Some services also offer kindergarten programs for three-year-old children.

#### Long Day Care:

- Primarily aimed at 0–6 year olds.

- Most often part-time or full-time education and care programs which are created around the developmental needs, interests and experiences of each child.

#### Outside School Hours Care:

- Usually located at or close to primary schools.
- Care provision for primary school aged children (typically 5 to 12 years) outside school hours and during school vacations.
- Education and care may also be provided on student free days and school holidays.

### FAMILY DAY CARE

- Can be provided to children from birth through to school age.
- Generally provided in the educator's own home.
- May be available overnight/ weekends for families who are on-call or work shifts.



**1,784**

approved providers  
operating NQF  
services in Victoria

**312** providers operate  
more than one service

**1,472** single-service  
providers



**436,000**

children attending  
ECEC services

**172,000** children in long  
day care

**25,000** children in  
kindergarten (long day  
care settings)

**54,000** children in  
kindergarten (all other  
settings)

**128,000** children in  
outside school hours  
care

**56,000** children in  
family day care

**2,000** children in  
occasional care



**4,567**

approved early  
childhood services  
in Victoria

**3,961** centre-based  
services

**248** family day care  
services

**358** Children's Services  
Act services



**268,682**

approved early  
childhood places  
in Victoria

**259,542** for centre-  
based services and

**9,140** under the  
Children's Services Act

**Note:** 'Multi-service providers' refers to providers that provide more than one service nationally. Number of children in kindergarten refers to number of children enrolled in funded kindergarten in the year before school, using Victorian Department of Education and Training data. Number of children attending ECEC services refers to children 0-12 years attending Australian CCB approved child care services (excluding children enrolled in funded kindergarten), using national data.

**Table 1: Number of approved Children's Services Act services and places, 2013-2018**

	2013	2014	2015	2016	2017	2018
Services	457	453	430	406	379	358
Places	11,248	11,078	10,569	10,103	9,516	9,140

## CHILDREN'S SERVICES REGULATED UNDER THE CHILDREN'S SERVICES ACT 1996



### STANDARD SERVICE

- Provides care for each child for more than 5 hours per day or more than 15 hours per week. Can be an early childhood intervention service, an occasional care service, a mobile service or a budget-based service.



### OCCASIONAL CARE

- Provided primarily on an ad hoc or casual basis which is not usually full-time, all day or an ongoing service.
- Most of the children are not school children.



### LIMITED HOURS SERVICE

- **Type 1:** Each child is cared for or educated for not more than two hours a day and not more than a total of six hours a week.
- **Type 2:** Each child is cared for or educated for not more than five hours a day and not more than a total of 15 hours a week.
- E.g. A children's service operating at a sport and leisure facility or a neighbourhood house (typically known as occasional care).



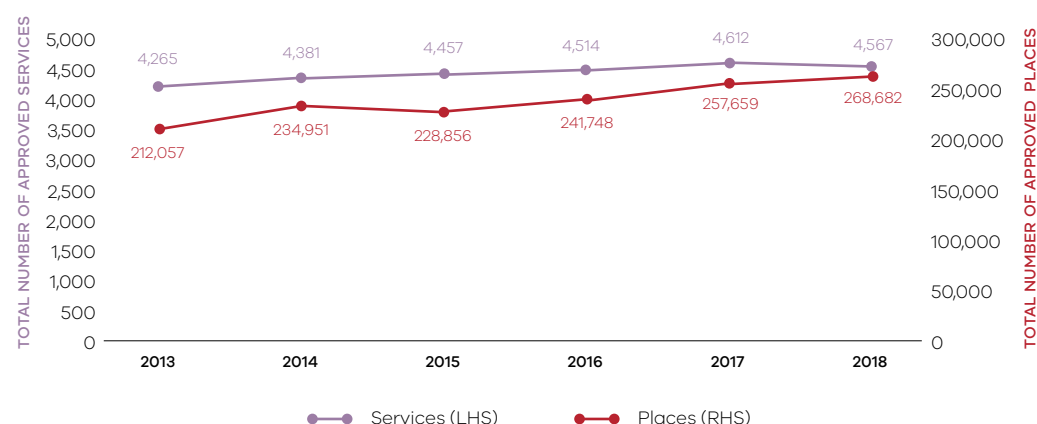


## SECTOR PROFILE

At the end of 2018 there were 4,567 early childhood education and care services in Victoria providing 268,682 approved places. The number of approved places at a centre-based service is the maximum number of children that can be educated and cared for by the service at any one time. For example, a kindergarten may have 60 approved places and run two daily sessions, for a total of 120 children.

Overall, there has been a net decline in the number of approved services in the early childhood sector. This can be attributed to the decline in the number of approved family day care services.

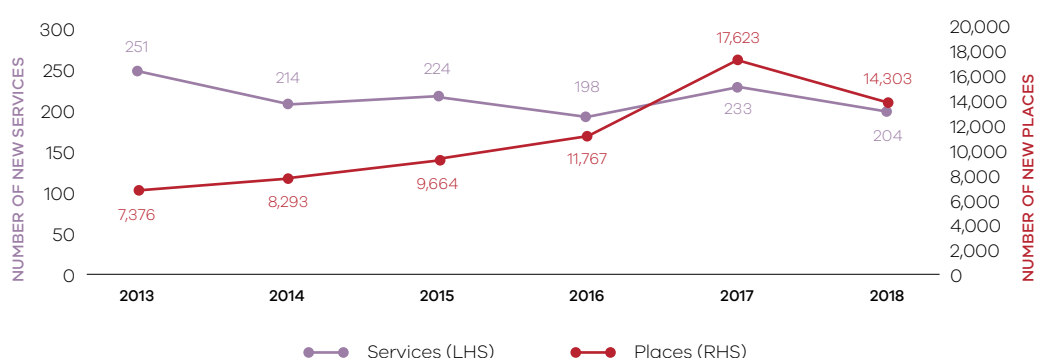
**Figure 1: Number of approved ECEC services and places, 2013–2018**



**Note:** 'Places' only relates to centre-based services and services regulated under the Children's Services Act. Places data for FDC services is not collected. The number of places reflects services approved or licensed capacity.

Approved places at a centre-based service is the maximum number of children that can be educated and cared for by the service at any one time.

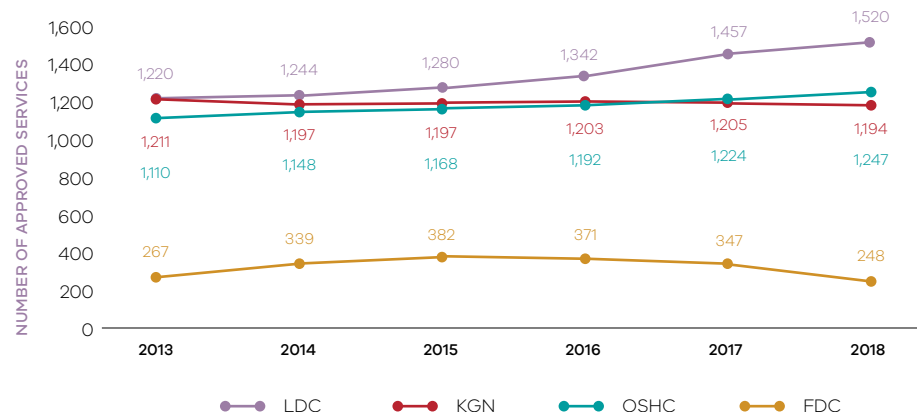
**Figure 2: Number of new NQF services and places, 2013–2018**



**Note:** Number of new services refers to services approved in that year and excludes services suspended, surrendered or cancelled in the same year.



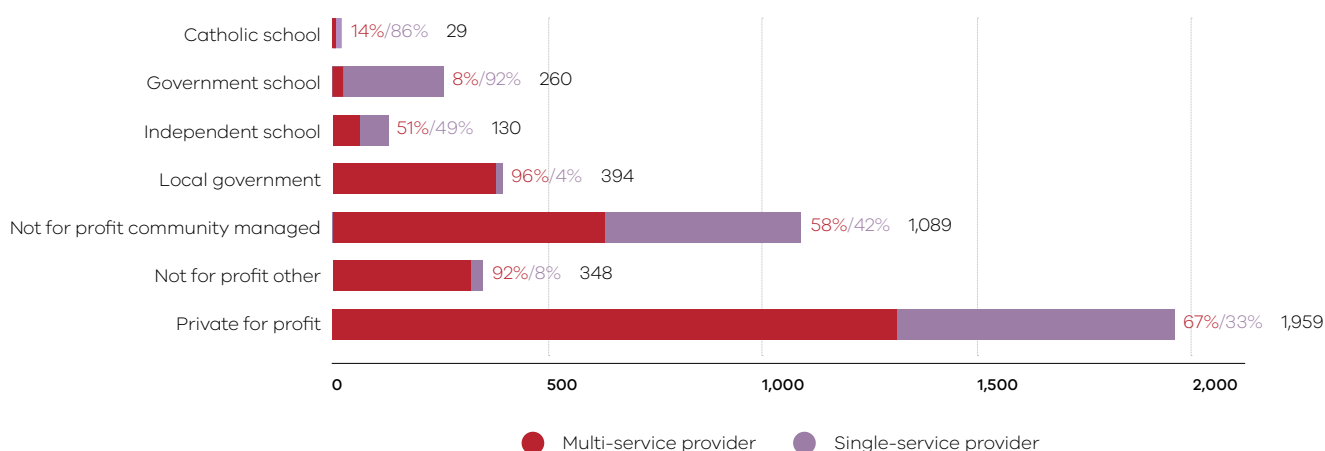
**Figure 3: Number of approved NQF services by care type, 2013–2018**



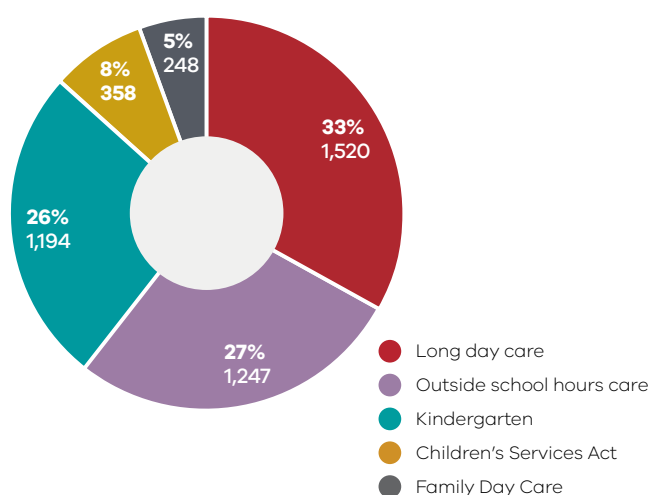
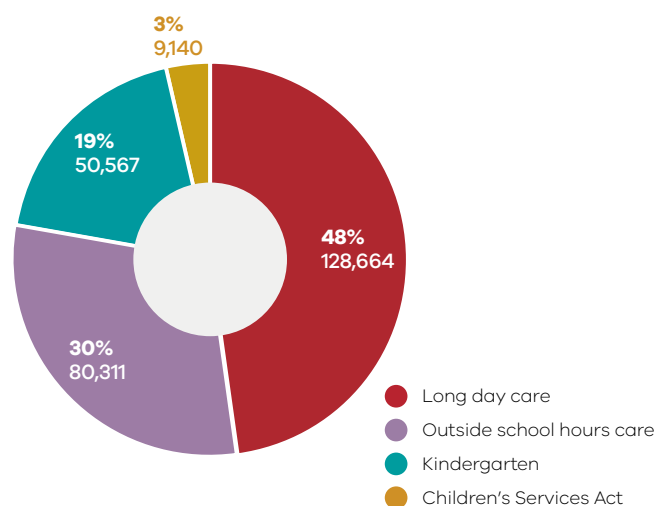
In 2018, 60 per cent of new approved places under the NQF were provided in long day care. Family day care services are not limited to a specific number of approved places, but instead each family day care educator employed by a service is able to educate and care for up to seven children at one residence depending on the ages of the children. The average family day care service employs around 40 educators.

For NQF services, private for profit is the largest single entity type, operating 1,959 (47 per cent) of NQF services. Of these, 1,320 (67 per cent) are run by multi-service providers, many of whom have services in other jurisdictions. Private for profit type providers continue to grow steadily as a proportion of the sector.

**Figure 4: Number of approved NQF services by provider management type, 2018**



**Note:** 'Multi-service providers' refers to providers that provide more than one service nationally.

**Figure 5: Number of approved services by care type, 2018****Figure 6: Number of centre-based places by care type, 2018**

**Note:** 'Places' only relates to centre-based services and services regulated under the Children's Services Act. Places data for FDC services is not collected. Number of places reflects services' approved or licensed capacity.

**Table 2: Number of approved services and places by care type, 2018**

Care type	Approved services	Approved places
<b>Total</b>	<b>4,567</b>	<b>268,682</b>
<b>NQF</b>	<b>4,209</b>	<b>259,542</b>
<b>Centre-Based Care</b>	<b>3,961</b>	<b>259,542</b>
Long day care	1,520	128,664
Kindergarten	1,194	50,567
Outside school hours care	1,247	80,311
<b>Family Day Care</b>	<b>248</b>	<b>-</b>
<b>Children's Services Act</b>	<b>358</b>	<b>9,140</b>

**Note:** 'Places' only relates to centre-based services and services regulated under the Children's Services Act. Places data for FDC services is not collected. Number of places reflects services' approved or licensed capacity.



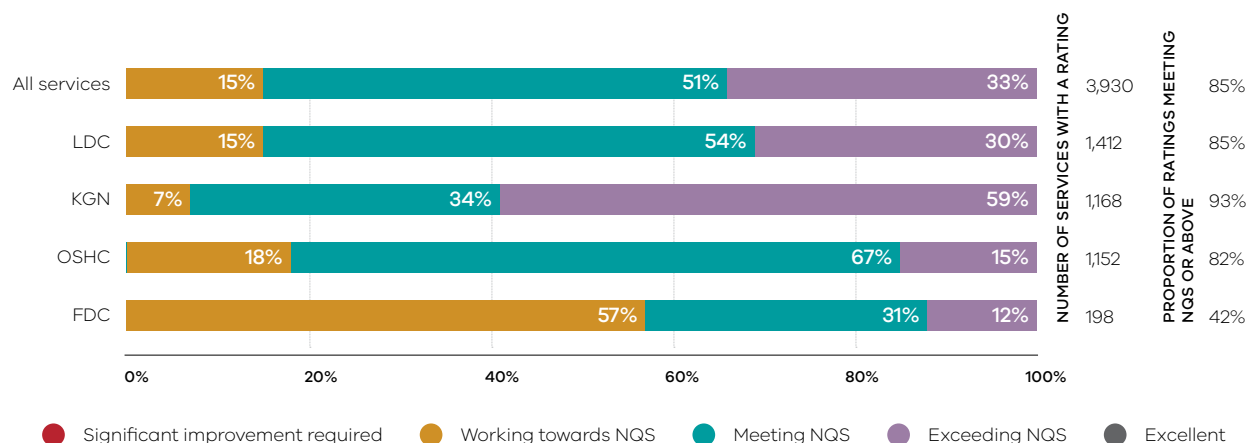
## Overall quality rating comparisons by care type

An objective of the NQF is to promote continuous improvement in the provision of quality education and care services.

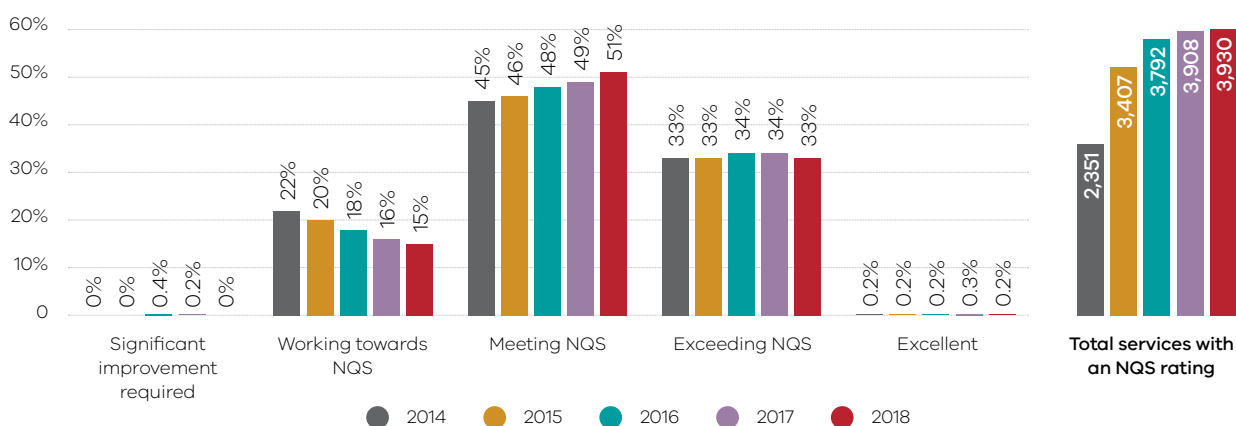
The introduction of the requirement for services to deliver a program based on an approved learning framework has raised the benchmark for educational programs and practice. Over time we have witnessed a steady increase of services achieving Meeting NQS rating in Victoria, improving from 45 per cent in 2014 to 51 per cent in 2018.

Quality Area 1 Educational program and practice is one of the most challenging quality areas for education and care services to meet. Nationally 55 per cent of services received a Meeting NQS rating and 29 per cent Exceeding NQS rating for this quality area. The relatively strong performance of Victorian services in Quality Area 1 (59 percent Meeting NQS and 30 per cent Exceeding NQS) can be attributed to the stronger performance of kindergartens and their historical focus on educational programs and practice and programs delivered by early childhood teachers.

**Figure 7: Overall quality ratings by care type and rating level, 2018**



**Figure 8: Overall quality ratings by rating level, 2014–2018**





## CENTRE-BASED CARE OVERVIEW

### Long Day Care

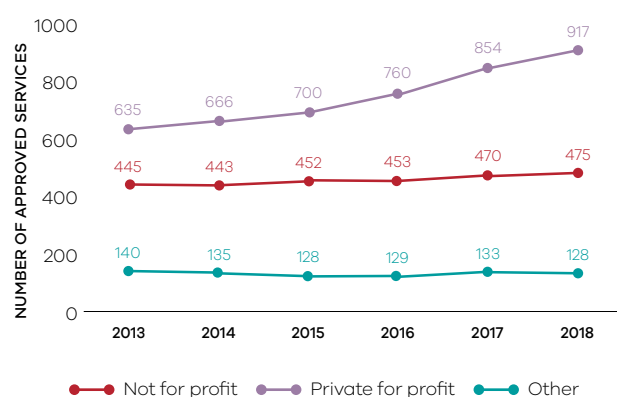
The Long Day Care (LDC) sector makes up the largest component (36 per cent) of services under the NQF, offering half (50 per cent) of NQF approved childcare places in Victoria. Most LDC services (81 per cent) are funded to provide a kindergarten program.

**Table 3: Average number of new places for centre-based services approved within each year by care type, 2013–2018**

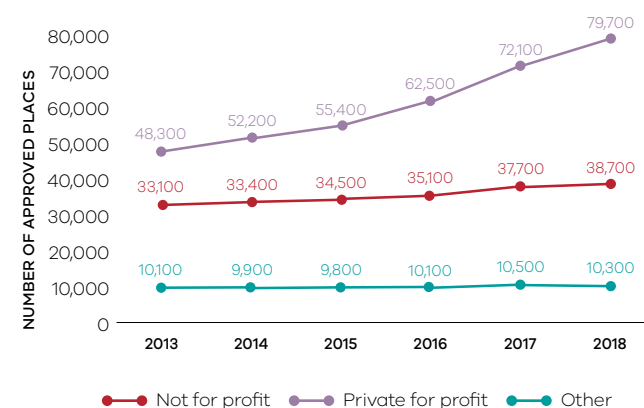
Care type	2013	2014	2015	2016	2017	2018
Long Day Care	93	97	79	98	104	105
Kindergarten	48	51	58	51	44	50
Outside School Hours Care	47	45	47	52	60	53

The steady growth in the LDC sector saw 81 services commence operation in 2018. This was a significant increase on previous years and is accompanied by an increase in the average number of approved places in new services in 2017 and 2018.

**Figure 9: Number of approved LDC services, 2013–2018**

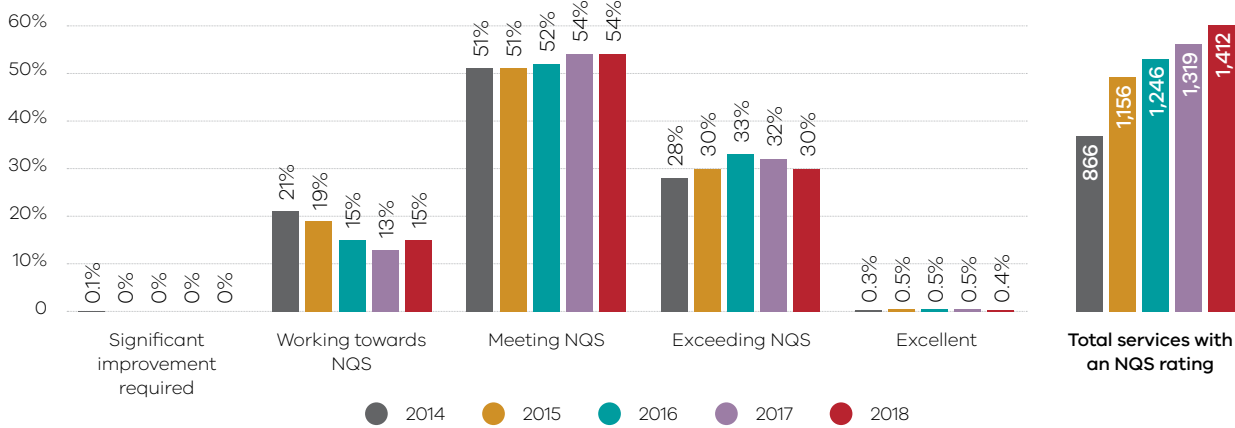


**Figure 10: Number of approved LDC places (rounded), 2013–2018**



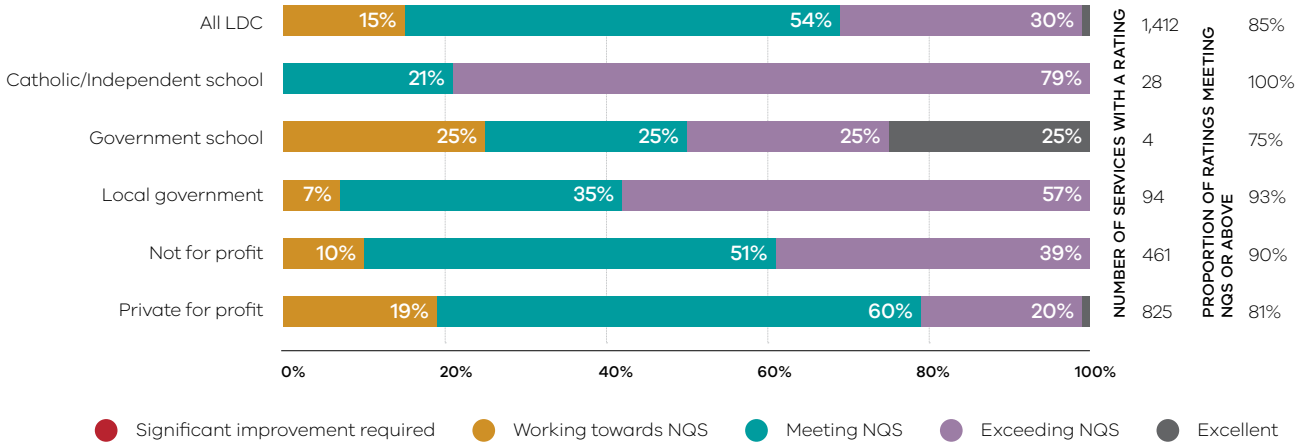
Long Day Care quality rating

Figure 11: Number and proportion of LDC services with quality ratings at the end of the year, by rating level, 2014–2018



The private for profit sector manages 60 per cent of LDC services in Victoria. School and local government services, although relatively small, typically have a high proportion of services that are rated Exceeding NQS.

Figure 12: Overall LDC quality ratings by provider management type and rating level, 2018



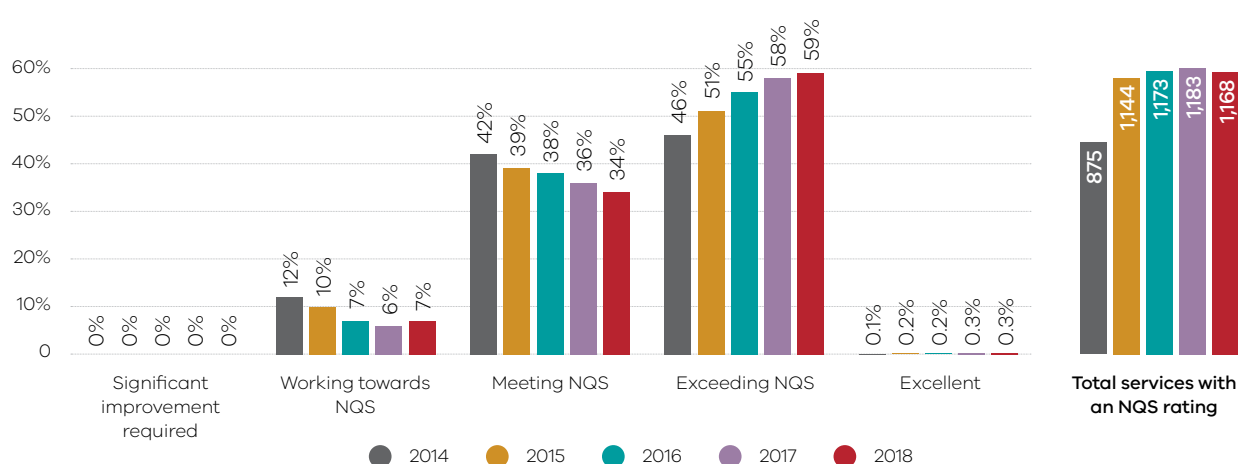


## Kindergarten

The kindergarten (KGN) sector in Victoria has been stable over time, with around 1,200 services operating across the state. The sector is almost exclusively operated by not-for-profit and local government managed providers (89 per cent of all services). Of these provider entities, two thirds of services are managed by providers that operate more than one kindergarten service.

Victoria regulates the highest number of kindergartens, with 1,194 approved services at the end of 2018, compared with New South Wales (796 services), Queensland (518 services) and South Australia (411 services).

**Figure 13: Number and proportion of kindergarten services with quality ratings at the end of the year, by rating level, 2014–2018**



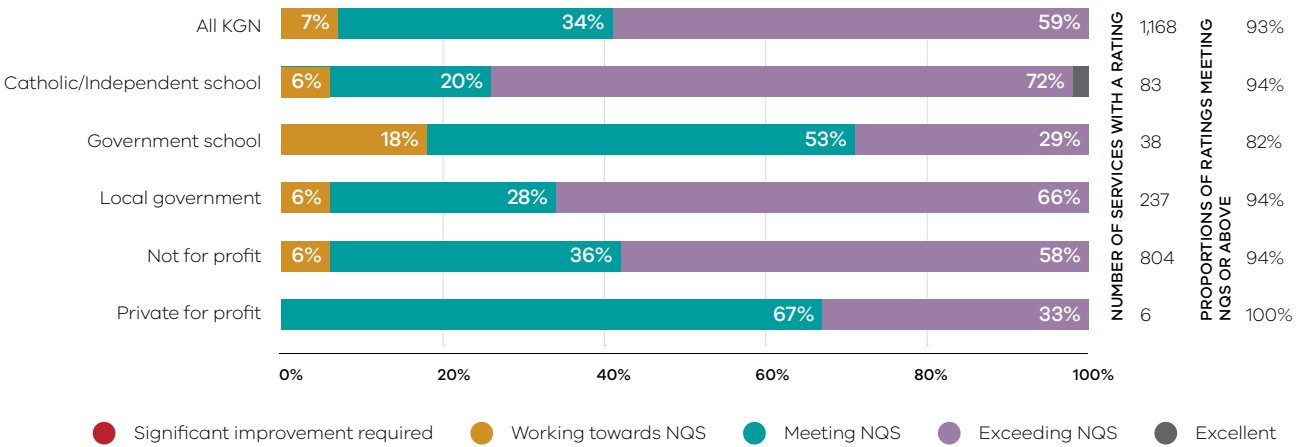
Kindergarten services have the highest quality ratings compared with other service types, in both Victoria and nationally. The vast majority (93 per cent) of services in Victoria had a rating of Meeting NQS or above at the end of 2018. Almost all rated kindergarten services are Meeting NQS or Exceeding NQS in the quality area related to Physical Environment (Quality Area 3) and Collaborative Partnerships with Families and Communities (Quality Area 6).

Services that receive funding to provide 4-year-old kindergarten programs (including services that provide long day care) perform better in Quality Area 1 Education program and practice and Quality Area 7 Governance and leadership, compared with long day care and kindergarten services that do not receive this funding.

Kindergarten services tend to have a higher proportion of services rated Exceeding NQS compared to other service types.



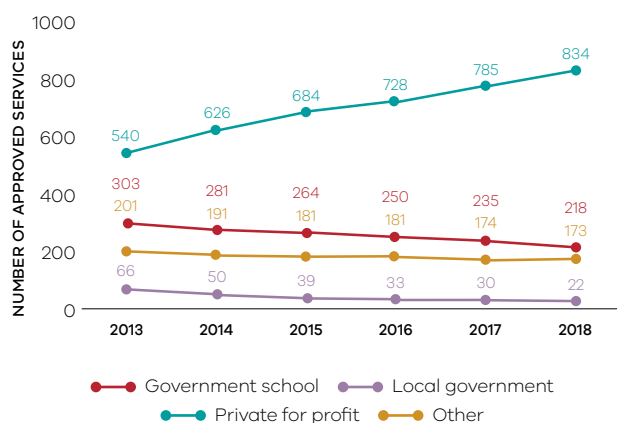
Figure 14: Overall kindergarten quality ratings by provider management type and rating level, 2018



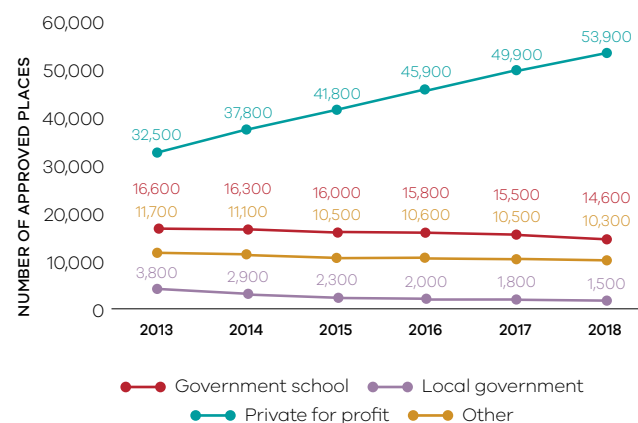
## Outside School Hours Care

In recent years, there has been a trend toward schools engaging third party providers to deliver their outside school hours care (OSHC) programs. The main operators in Victoria are multi-service, private for profit providers, managing two-thirds (66 per cent) of OSHC services, while government schools only manage 17 per cent of these services in 2018.

**Figure 15: Number of approved OSHC services, 2013–2018**

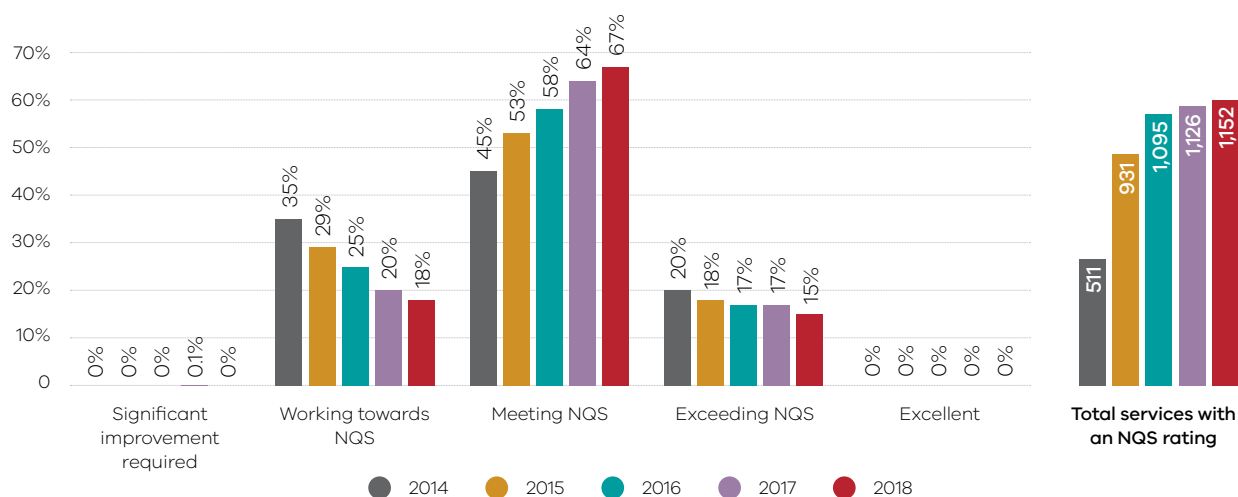


**Figure 16: Number of approved OSHC places (rounded), 2013–2018**



## Outside School Hours Care quality rating

**Figure 17: Number and proportion of OSHC services with quality ratings at the end of the year, by rating level, 2014–2018**



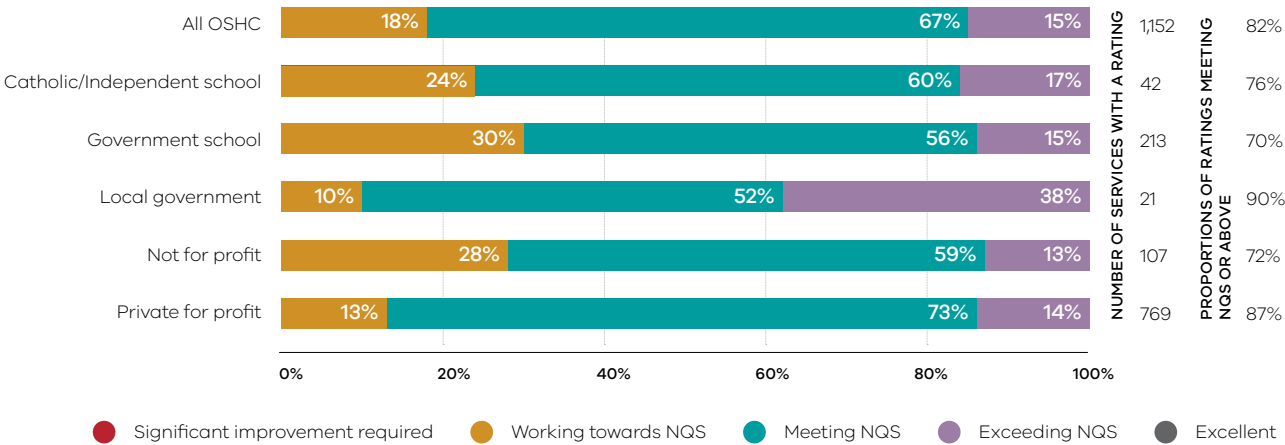
Victoria has the highest proportion of OSHC services Meeting or Exceeding NQS compared with other jurisdictions. Four in five (82 per cent of) OSHC services in Victoria had a quality rating of Meeting NQS or above at the end of 2018, compared with 72 per cent nationally.

The number of rated OSHC services increased by over 80 per cent between 2014 and 2015. The proportion of services rated as Working Towards NQS has decreased over time and those rated as Meeting NQS has increased, as the OSHC sector has matured in Victoria.



Private for profit management makes up the largest proportion of the OSHC provider type. The much smaller local government segment achieves the highest overall quality rating outcomes.

Figure 18: Overall OSHC quality ratings by provider management type and rating level, 2018



In particular, Victorian OSHC services have performed better than the national OSHC average in the following quality areas:

- **Quality Area 6 Collaborative partnerships with families and communities** - Ninety-seven per cent (97%) of rated services Meeting or Exceeding NQS compared with 88 per cent nationally
- **Quality Area 3 Physical environment** - Ninety-four per cent (94%) of rated services Meeting or Exceeding NQS compared with 84 per cent nationally
- **Quality Area 1 Educational program and practice** - Eighty-nine per cent (89%) of rated services Meeting or Exceeding NQS compared with 79 per cent nationally.

Larger approved providers of OSHC have indicated that the predominantly part-time and transient workforce can create challenges in staff retention. This can affect quality in the sense that educators require time to understand each child’s individual needs and may be less likely to form enduring relationships with the community and families.



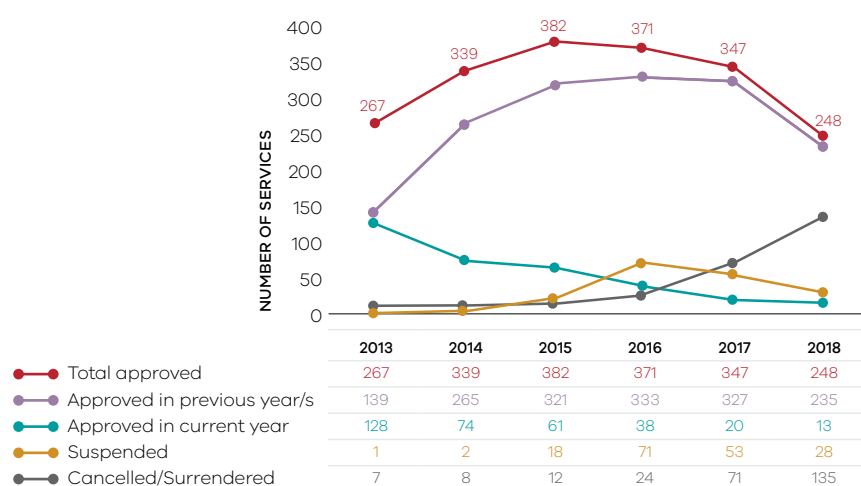
## Family day care

Family day care (FDC) is regulated under the National Law. Traditionally, the FDC model was a popular way for local providers such as municipal councils to increase access to affordable and flexible early learning and care for their communities. The years leading into 2016 saw a rapid growth of FDC private operators.

With this growth came a number of services who were found not to be operating in compliance with the NQF. Significant effort in addressing non-compliance has taken place in Victoria, resulting in the number of approved FDC services being reduced from 382 in 2015 to 248 services at the end of 2018.

Increased focus on FDC compliance has resulted in a reduction in the number of the overall number of approved FDC providers, along with a lower number of applications for service approvals received since 2017.

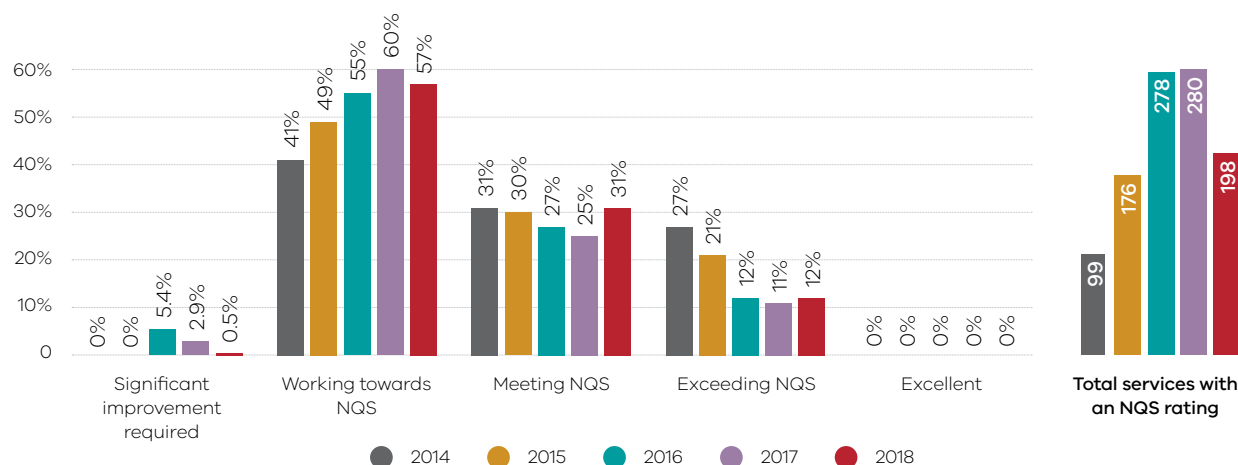
**Figure 19: Number of FDC services, 2013–2018**



## Family day care quality ratings

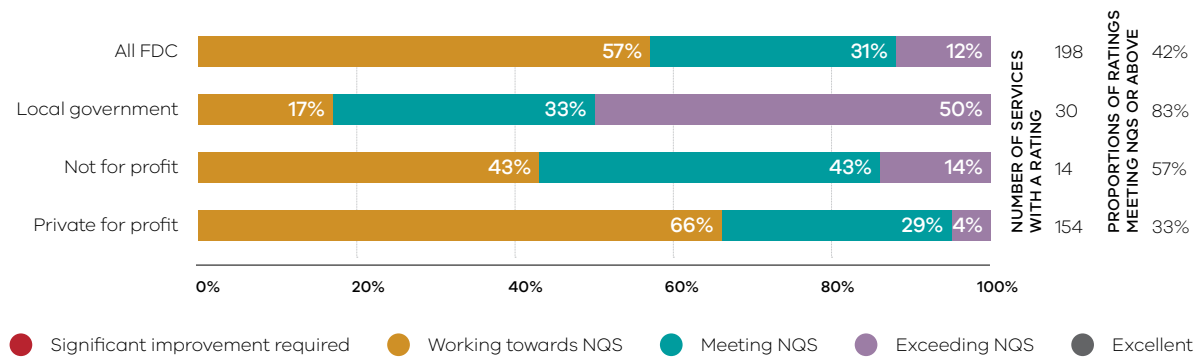
Comparatively, sections of the FDC sector have experienced challenges achieving the quality of service provision set by the NQS.

**Figure 20: Number and proportion of FDC services with quality ratings at the end of the year, by rating level, 2014–2018**



The 30 local government operated FDC services assessed and rated in 2018 significantly out-performed those operated by the private for profit management type on their quality rating outcomes. The introduction of NQS 2018 produced scope for improved oversight and support within Family Day Care (FDC) to achieve better compliance and quality across the whole sector.

Figure 21: Overall FDC quality ratings by provider management type and rating level, 2018



There are broader quality issues with FDC services. As at 31 December 2018, 58 per cent of services did not meet the NQS, down from 63 per cent in 2017. The percentage of rated FDC services with a Significant Improvement Required (SIR) rating decreased from three per cent (3%) in 2017 to less than one per cent (0.5%) in 2018, demonstrating work that QARD has undertaken to improve the integrity and quality of the FDC sector.

IMPROVING FAMILY DAY CARE

The Western Metropolitan Area regulates approximately 620 education and care services, with just under 100 family day care services.

Throughout the last 12 months, the team has worked closely with central compliance teams to investigate FDC providers who fail to provide quality education and care for children. This resulted in the cancellation of a number of provider and service approvals in the area.

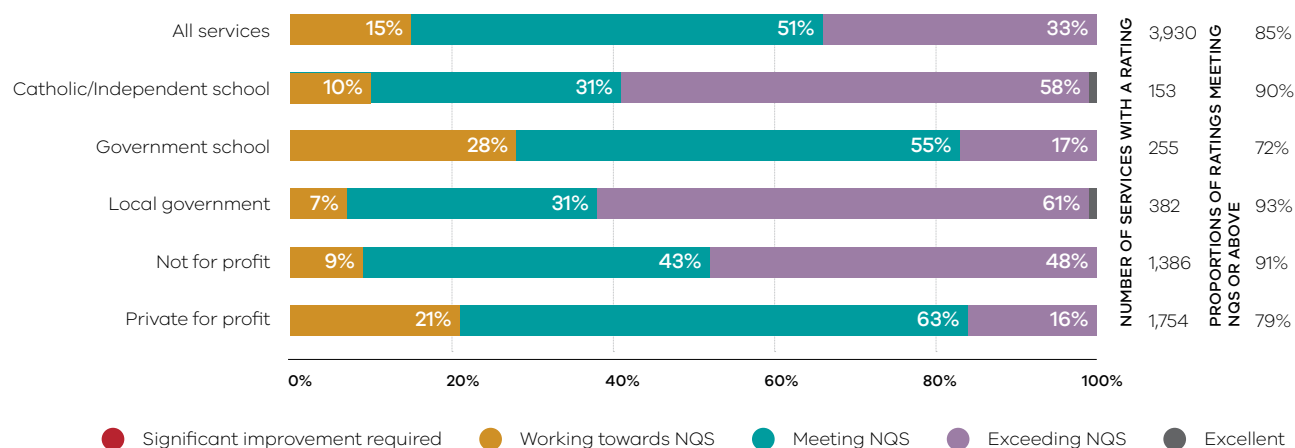
Robust systems have also been implemented to strengthen the quality of care of other services in the area, through monitoring, education and support. This has also allowed authorised officers to more strategically plan targeted visits to under-performing services to ensure quality of care being provided to children is improving.



### Overall rating comparisons by provider type

Local government and school providers operate one in five services. The not for profit sector is a major provider of kindergarten services, which historically have performed better compared to other care types. Lower quality ratings in the private sector reflect recent service growth in LDC and OSHC as well as the private sector being the main provider of FDC services.

**Figure 22: Overall quality ratings by provider management type and rating level, 2018**



## SUPPORTING THE SECTOR

QARD actively engages with the early childhood sector to support, guide and facilitate the provision of high quality early childhood education and care services in Victoria.

### Design guidelines

Work commenced in 2018 to develop a comprehensive Early Childhood Centre Design Guide to support the sector in the design of compliant buildings that incorporate best practice. It is anticipated the guide will be published in 2019.

The rise in number of approved places is reflected in the increasing number of multi-storey service developments. Multi-storey services require careful design to ensure children have access to quality outdoor spaces on each level that allow them to explore the natural environment.



MULTI-STOREY  
SERVICES  
REQUIRE  
CAREFUL DESIGN  
TO ENSURE  
CHILDREN  
HAVE ACCESS  
TO QUALITY  
OUTDOOR  
SPACES ON EACH  
LEVEL THAT  
ALLOW THEM  
TO EXPLORE  
THE NATURAL  
ENVIRONMENT.

**Table 4: Number of approved multi-storey services, 2013–2018**

	2013	2014	2015	2016	2017	2018
Services	33	38	45	57	75	83

**Note:** This includes only services that have been identified to be operating in multi-storey buildings at the end of 2018.

### Information sessions

#### New applicants

The Service Administration and Support Unit (SASU) deliver centre-based service and family day care assessment forums throughout the year. These forums serve to inform applicants of their obligations as a provider of an education and care service, and to assess their fitness and propriety. This is an integral component when determining to either grant or refuse a provider approval application.

#### Regional

The QARD regional teams and authorised officers engage regularly with local services and educators to ensure a better understanding of the NQF and encourage compliance with their regulatory obligations. They provide information sessions focussed on current issues and areas of change, such as the NQF and the Reportable Conduct Scheme, and help to encourage dialogue and information sharing among our team, services and partners.

### WORKSHOPS IN LODDON MALLEE

Following an analysis of non-compliances, the Loddon Mallee team identified an opportunity to assist regional services in understanding the National Law and Regulations. The region aimed to enhance educators' understanding of their roles and responsibilities and, following consultation with approved providers and services, the team designed four separate workshop types to address the different learning needs of educators; those with less than 12 months of experience,

experienced educators, educational leaders and nominated supervisors.

Workshops were delivered in Mildura in April 2018, seeing a high level of engagement in the sessions which were designed for educational leaders and nominated supervisors. Participants were equipped with skills in applying principles of the NQF and developing an action plan to take back to the service to consolidate their learning and share with colleagues.



### Supporting government school Outside School Hours Care programs

Working with Community Child Care and regional representatives, QARD co-delivered nine educative information sessions for government school principals and third-party OSHC providers on school-sites. These sessions aimed to build an understanding of principals' obligations as an approved provider and management of outsourced OSHC arrangements.

### School readiness funding and early childhood languages program

QARD has worked with central and regional teams to support the implementation of the school readiness funding programs and the early childhood languages program, through contributing to forums, information sessions, and regulatory advice.

### Relationships with the early childhood education and care sector

Relationships continued to strengthen with stakeholders in 2018 through the establishment of the Early Childhood Education and Care Regulatory Reference Group, where we invited 20 key industry representatives to discuss trends and issues within the sector. This complemented an additional 15 forums and regular meetings with major providers and peak bodies.

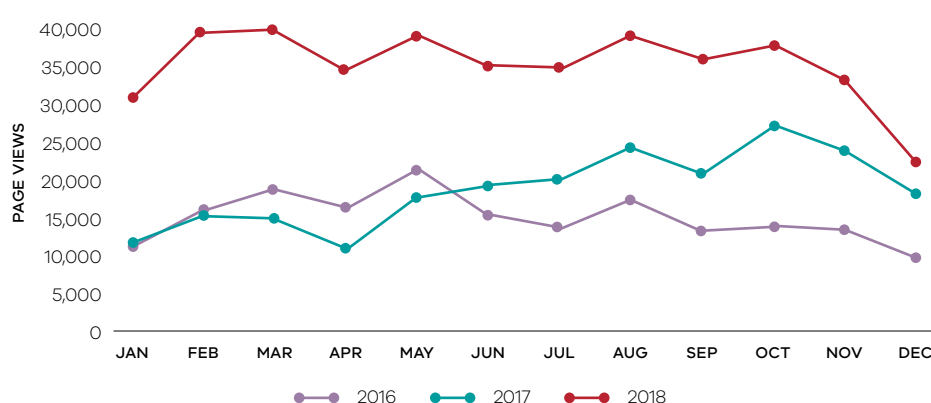
### Phone and email enquiries

QARD manages enquiries through dedicated phone and email channels. Almost 6,000 enquiries in 2018 were received from the public, applicants, existing providers and services, parents and other government agencies. Many were related to approvals, licensing and other application types.

### Website visits

QARD utilises the DET website to provide resources and guidance to providers and services. In 2018 website traffic increased by approximately 53 per cent, representing an average 35,632 pages views per month compared to 19,030 in 2017.

**Figure 23: Regulation/provider website page views per month, 2016–2018**



The majority of website traffic came from search engines (70%), while 25 per cent of our audience visited us directly via [education.vic.gov.au](http://education.vic.gov.au).

This traffic increase reflects significant work done with the Division and the DET Online Communications team across website and content improvement.

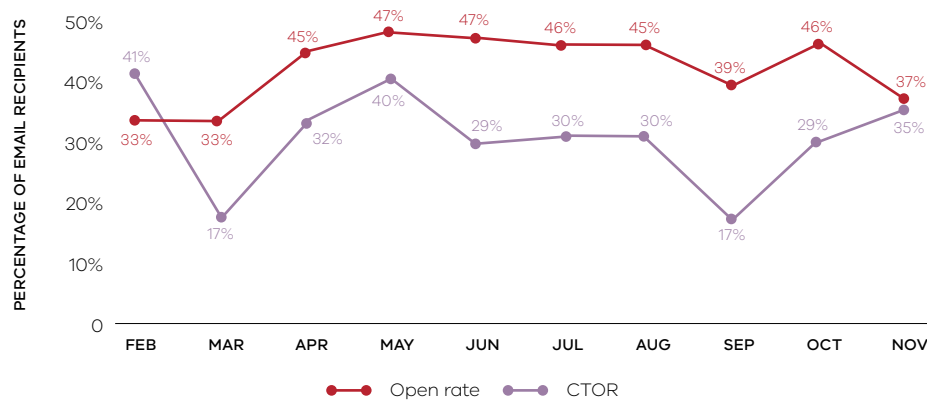


## Email newsletters

QARD maintains an email newsletter to inform providers and services of current regulatory issues and opportunities for improvement. During 2018, QARD distributed ten email newsletters to an average of 4,419 sector contacts (total of 44,193 emails sent). Topics covered in 2018 included:

- safety issues ie. cladding, bushfires, water activities
- funding opportunities
- quality improvement plans
- emergency management plans
- mandatory reporting requirements
- healthy eating
- educator resources and requirements
- seasonal compliance reminders

**Figure 24: Percentage of email recipients who engaged with the newsletter**



**Note:** Open rate (opened the email), and CTOR (click through open rate represents the number of unique clicks divided by the number of unique opens).

## Red-tape reduction

QARD continually works to improve processes and reduce red-tape. Major improvements to the NQA ITS public portal were released in 2018 to streamline and standardise data capture for service providers. Work included the development and the release of a new online service context form for capturing information required when undertaking assessments and ratings.



## STAKEHOLDER SATISFACTION SURVEY

In 2018, an industry survey was developed and distributed to over 4,200 services in Victoria to establish a benchmark of perceived satisfaction from the sector of QARD's compliance related support and advice. In the long term it is anticipated that the survey will contribute to QARD's ongoing improvement in these areas.

Qualitative responses indicate that QARD is accessible and supportive to the sector, with room to improve upon consistency of advice across regions and situations.



### Overall satisfaction with QARD's regulatory support and guidance

**53%** satisfied

**28%** neutral

**19%** dissatisfied



### Effective and efficient systems and processes

**64%** of respondents agreed that QARD uses effective IT solutions and that the public portal is easy to use.



### Experience of regulatory practices

**56%** of respondents were satisfied with their experience of QARD's regulatory practices.

**71%** of respondents agreed that regulatory requirements were clear.



### Communicating with and engaging stakeholders

**65%** of respondents agreed that QARD communicates simply using relevant formats and provides opportunities to engage with stakeholders.



### Providing compliance assistance and advice

**66%** of respondents agreed that QARD staff are knowledgeable and responsive when providing information.

**62%** of respondents agreed that compliance assistance and advice were clear.



# REGULATORY PERFORMANCE

## RISK-BASED REGULATOR

Our primary objective as the regulator of services is to ensure they protect children's safety, health and wellbeing and deliver quality education and care to support children's learning and developmental outcomes.

We are committed to exemplifying best practice regulation across our regulatory functions and activities. To meet our regulatory objectives and deliver outcomes efficiently and effectively, we apply risk-based approaches to focus attention on areas or problems that present the greatest risk to the safety, health and wellbeing of children.

Our actions are responsive and proportionate to the problem being addressed.

In accordance with our regulatory model, QARD is responsible for:

- assessing an applicant's suitability to operate an early childhood education and care service
- receiving and investigating notifications of incidents and complaints
- educating providers and staff within services on regulatory obligations

- assessing and rating service quality against the NQS through the assessment and rating process
- monitoring compliance with and enforcing requirements of the National Law and Regulations and Children's Services Act and Regulations

## APPLICATIONS AND NOTIFICATIONS

QARD is responsible for assessing new applications, notifications of change of circumstances and applicant's fitness and propriety.

### Applications

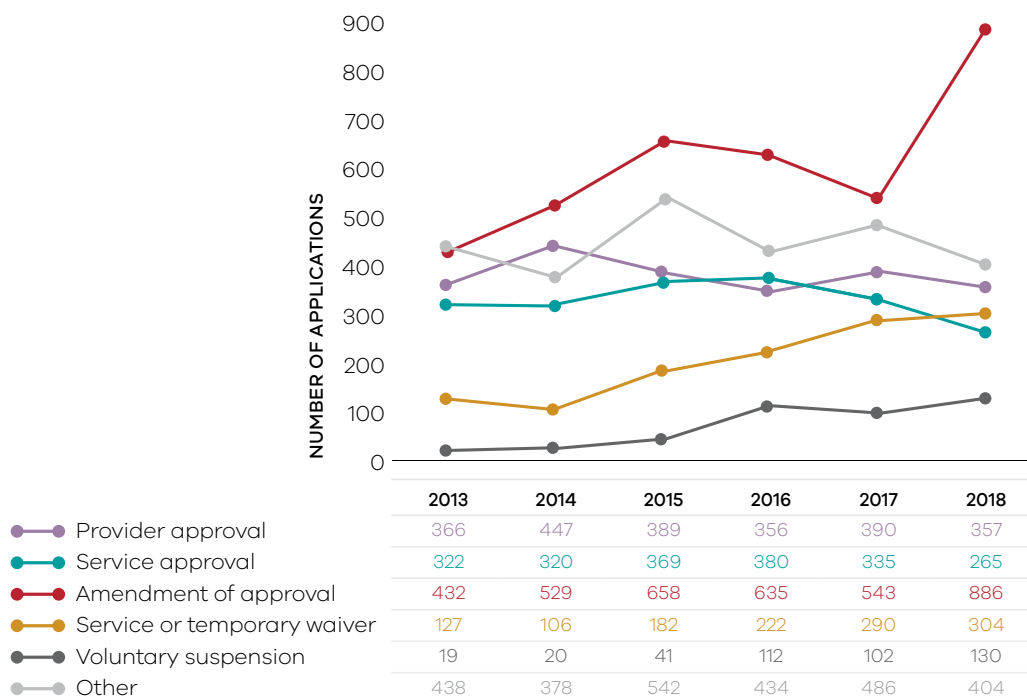
There were 2,346 applications submitted to QARD in 2018. The majority of them relate to provider and service approvals (27 per cent) and amendments to provider and service approvals (38 per cent).

The increase in the number of amendment of approval applications for 2018 compared with previous years may be attributed to a change in law around FDC venues. The increase in the number of waiver applications relates to an expiry of the provision relating to staff qualifications.





**Figure 25: Number of applications submitted by application type, 2013–2018**



### Notifications of change of circumstances

QARD receives notifications of certain circumstances and information, which include change in the management or control of an approved provider or responsible persons at the service, surrenders of service or provider approval, and change of information about an early childhood service.

There were 9,044 notifications of change of circumstances received by QARD in 2018.

Fifty-five per cent (55%) of these notifications in 2018 were related to changes to services, with the majority of them related to the changes in nominated supervisors of services.

Thirty-three per cent (33%) of these notifications in 2018 were related to change of contact details, most of them related to services' contact details.



## ASSESSMENT AND RATING

Assessment and rating is a core regulatory activity for delivering the NQF's continuous improvement objective. In accordance with the National Law, authorised officers assess service quality against the 40 elements of the NQS by undertaking a desktop review of service's quality improvement plans, history of compliance and other information, and by conducting a service visit to discuss and observe practice, and sight documents.

Following analysis, officers determine a quality rating and report the outcome to service providers including identifying areas for improvement.

### Revised NQS

As an outcome of the 2014 Review of the National Quality Agenda, in February 2018 a revised and streamlined NQS was introduced. On 1 February 2018 services commenced their assessment based on the 2018 NQS.

The NQS 2018 strengthens quality through placing greater emphasis on Quality Area 1: Educational Program and Practice. It introduced key "concepts" for each standard and element, and has been streamlined, removing conceptual overlap between elements and standards. Requirements have been revised to provide greater clarity, culminating in a reduction of standards from 18 to 15, and a reduced number of elements from 58 to 40.

## Exceeding Themes

New guidance on determining the Exceeding NQS rating level came into effect on 1 February 2018. A rating of Exceeding NQS means going 'above and beyond' what is expected at the Meeting NQS level for a standard.



The Exceeding Themes have been introduced to help services and staff improve their quality rating and focus on continuous improvement. For a service to be rated Exceeding NQS the following three themes must be demonstrated:

- practice is embedded in service operations
- practice is informed by critical reflection
- practice is shaped by meaningful engagement with families and/or the community.

**981**

assessment and rating visits conducted between 1 January and 31 December 2018

**85%**

of services are rated Meeting NQS or Exceeding NQS in Victoria, up 1.1% from 2017

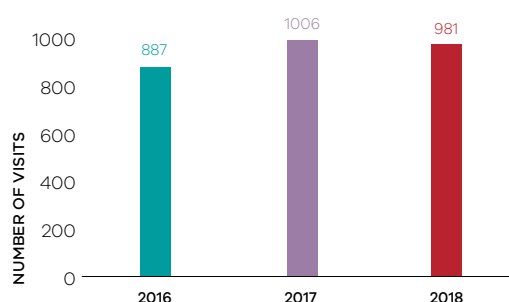




## Quality rating assessments

At the end of 2018, QARD had rated 93 per cent of approved services in Victoria, and 98 per cent of eligible services. Services are eligible for assessment and rating after 12 months of operation. 981 services (25 per cent) were assessed and rated in 2018.

**Figure 26: Number of assessment and rating visits completed, 2016–2018**



Eighty-five per cent (85%) of Victorian services with a quality rating received an overall rating of Meeting NQS or above. This is higher than the national average of 79 per cent.

Victorian education and care services continue to show a steady improvement in quality as the proportions of overall ratings of Meeting NQS or above grows. Quality Areas with the greatest opportunity for improvement are Quality Area 7 Governance and Leadership, Quality Area 1 Educational Program and Practice and Quality Area 2 Children's Health and Safety where 11 per cent, 11 per cent and 8 per cent of ratings (respectively) result in a Working Towards NQS.

A smaller number of services were rated in 2018, which can be attributed to the transition to the NQS 2018 which came into effect in February 2018.

## Next Assessment and Rating

The assessment and rating process provides the benchmark of the NQF's continuous improvement objective. Next assessment and rating visits (reassessments) represent an opportunity for services to demonstrate their improvements against the NQS.

By the end of 2018, QARD had conducted 2,140 rating reassessments, with 37 per cent achieving a higher rating than previous assessments. Thirty-seven per cent (37%) of reassessments were for services with a prior rating of Working Towards NQS. Of these, 70 per cent resulted in a higher quality rating.

## Excellent rated services

At the end of 2018, nine Victorian services had achieved Excellent, the highest level rating (six LDC and three kindergartens). An Excellent rating is assessed and determined by ACECQA following application from a service. The service must be rated Exceeding NQS in all quality areas in order to apply for an Excellent rating.

- Millville
- Balnarring Pre-School
- Clarendon Children's Centre Co-op
- Wesley College Melbourne Glen Waverley Early Childhood Learning Centre
- Jindi Woraback Children's Centre
- Bonkers Beat Music Kinder & Childcare Aspendale
- CPS Children's Centre
- Cambrian Preschool
- Doveton College Early Learning Centre



**7 in 10 services with an initial rating of Working Towards NQS received a higher rating after reassessment.**





## SPOTLIGHT ON AN EXCEEDING NQS SERVICE

**Kardinia Childcare and Kindergarten, Geelong, established in 2008, is a 204 place service whose team leads and facilitates the Educational Leaders Network in their region.**

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**'They are an exceptional service and being able to demonstrate that level of consistency across such a large service is quite impressive.'**

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BARWON SOUTH  
WEST AREA  
MANAGER

With a core value of consistency, Kardinia believes that quality education and care requires reliability and stability for the children in their care.

After receiving a Working Towards NQS rating for not meeting Quality Area 2 – Children's Health and Safety in 2014, the Kardinia team were disappointed, however they began to recognise that health and safety was an area that they could improve on – having previously been focused on practice and education – and acknowledged the need to allocate the same amount of resources to this area.

Following reassessment and achieving a Meeting NQS rating, Kardinia knew that they had more work to do and space for improvement.

When renovating their outdoor space 4 years ago, they employed local tradespeople to build the space using high quality and natural resources when possible.

The service employs a diverse workforce, participating in sponsorship programs for permanent visa applicants.

The team worked on updating their Quality Improvement Plan (QIP) to prioritise the distribution of equal resources across all quality areas, with a specific focus on improving their result in Quality Area 2.

In the same year Kardinia applied for partial reassessment and received a rating of Meeting NQS.



## REFLECTION

'It wasn't until I looked back objectively ... that we could see that this process is here for a reason. It's valuable, and we have to reflect, and when we reflected we could see the gaps.'

KARDINIA  
CHILDCARE &  
KINDERGARTEN  
SERVICE MANAGER

A 2018 assessment and rating of the service saw further improvement, achieving a rating of Exceeding NQS.

The assessment and rating process taught the team that their focus on education, keeping up with research and best practice, and maintaining strong relationships with children and families was valuable, but that health and safety is just as important. While Kardinia's Service Manager admits that these are not necessarily the most exciting topics for educators, their importance is clear, and the team worked to get processes in place to make ensure their equal inclusion alongside all Quality Areas.

### What they did

1. Reflected and learnt from the experience
2. Accepted the outcomes of the assessment and rating
3. Outlined a plan to dedicate equal resources across all Quality Areas, with a focus on improving Quality Area 2
4. Updated their QIP
5. Enlisted external consultants to provide regular objective insight into their health and safety practices

### Key learnings from the service

#### Relationship between Quality Areas

While Quality Area 2 was their drawback from quality, the service recognised that this rating brought down every other Quality Area as they are interlinked. For example, supervision of bathroom cleanliness is related to staff management and resourcing.

#### Leadership

Kardinia accepted that no one person is responsible for quality. All staff have to participate, so the service worked on an approach which set clear goals, empowering leaders to manage their teams effectively, to become a part of the assessment and rating process and to be jointly responsible for quality in the service. Kardinia introduced new leadership training for staff, and gave them 'real authority, and then trusted and supported them'. Staff are encouraged to herald success within their teams, but the service works to provide a safe environment for staff to report problems or suggestions for improvement.

'The relationships [with children] were ones that gave me goosebumps – authenticity and appreciation for every child as unique and the ability for educators to really know children on a deep level.'

BARWON SOUTH  
WEST AREA  
AUTHORISED  
OFFICER



Significant Improvement Required

At the end of 2018, Victoria had one FDC service with a Significant Improvement Required (SIR) rating. When assessed, it was found that the service did not meet at least one quality area or relevant regulation in a way that constituted an unacceptable risk to the safety, health or wellbeing of children attending the service. Services with this rating face greater departmental oversight, enforcement action and possible cancellation of approval if they do not improve.

Reviews of ratings

The National Law allows service providers to request a review of the service’s rating if the provider disagrees with the rating given. The review of ratings by the regulatory authority is referred to as a first tier review. In 2018 there were 12 applications for a review of rating by the regulatory authority, compared to 15 applications in 2017.

Approved providers have applied for a first tier review for less than two per cent of ratings in the last three years.

If the approved provider is still not satisfied after the first tier review, they may apply to ACECQA for a further review (a ‘second tier review’) by a ratings review panel. There were no second tier reviews in 2018.

Table 5: Proportion of ratings with a first tier review, 2016–2018

	2016	2017	2018
First tier reviews	12	15	12
Ratings given	838	979	1001
Proportion of ratings resulting in a first tier review	1.4%	1.5%	1.2%

**Note:** Count of ratings given excludes partial reassessment and re-ratings. Ratings relate to those finalised in that year, where some visits were completed in the previous year.

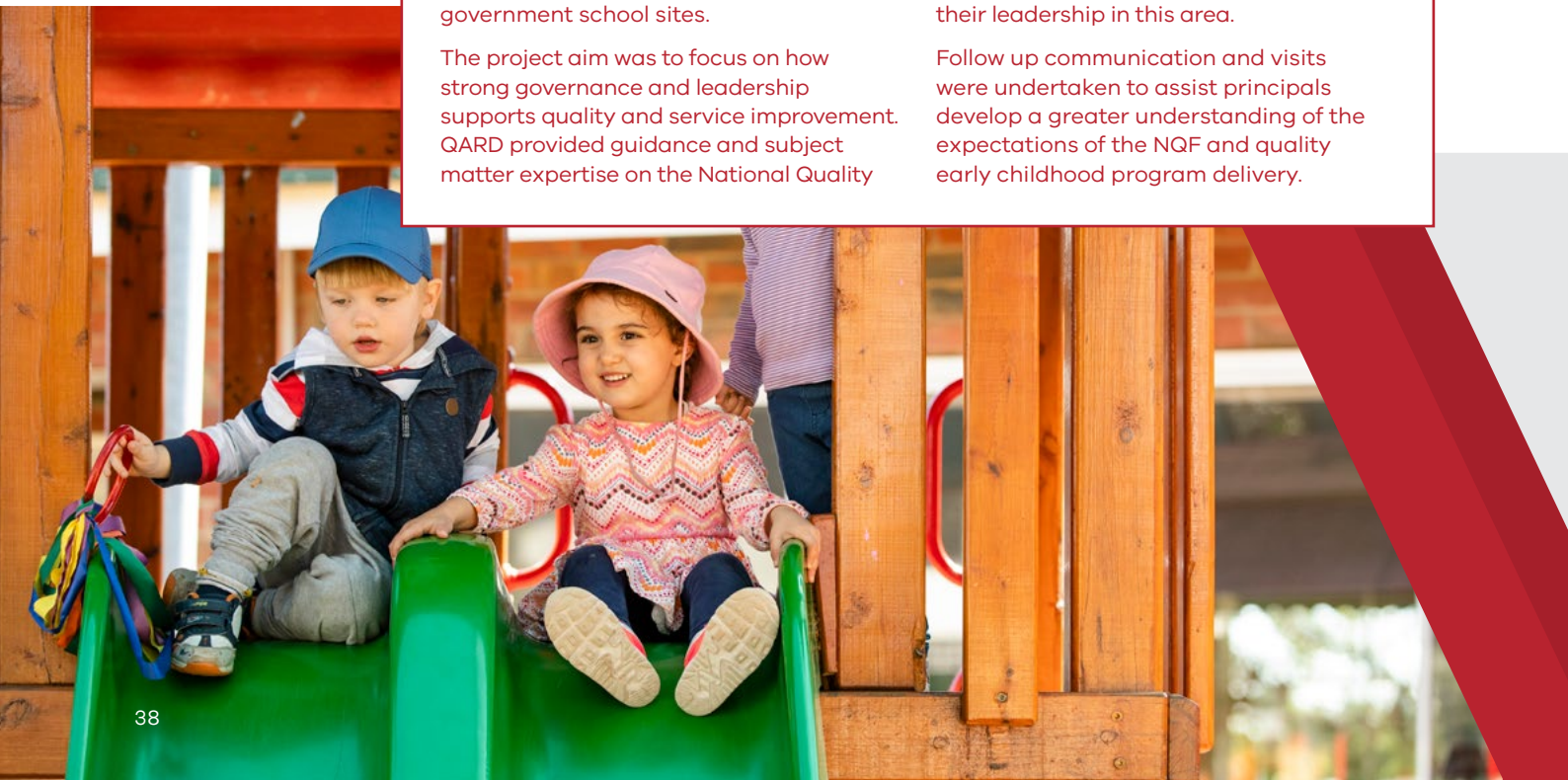
NORTHERN METROPOLITAN KINDERGARTENS PROJECT

The Northern Metropolitan Team participated in a project targeted at Victorian kindergartens co-located on government school sites.

The project aim was to focus on how strong governance and leadership supports quality and service improvement. QARD provided guidance and subject matter expertise on the National Quality

Standard through information sessions for school principals to emphasise the importance of quality and the value of their leadership in this area.

Follow up communication and visits were undertaken to assist principals develop a greater understanding of the expectations of the NQF and quality early childhood program delivery.





## MONITORING AND COMPLIANCE

QARD conducts premises inspections to monitor compliance with legislative requirements.

In 2018, authorised officers completed 2,612 compliance visits to services operating under the NQF and 167 compliance visits to services operating under the Children's Services Act.

**Table 6: Number of compliance visits completed per 100 services by care type, 2018**

Care type	2018
Long day care	83
Kindergarten	42
Outside school hours care	55
Family day care	68
Children's Services Act service	47

**Note:** A compliance visit is defined here as any of the following visit types in NQA ITS: application/assessment, change of ownership, complaint, incident, investigation and post-approval. Some compliance visits relate to services that were cancelled or surrendered by the end of 2018.

### Addressing the challenges with family day care compliance in Victoria

QARD has been acting strongly on compliance issues in FDC for some time, and rigorously assesses applicants before they are approved to operate. Our monitoring and enforcement action has significantly increased.

Recent legislative changes that strengthen the regulation of FDC services in Victoria (and nationally) include:

- requiring approved providers of FDC services to only operate from a jurisdiction in which they hold a service approval and to have a principal office in each jurisdiction in which they operate
- imposing a limit on the number of FDC educators who can be engaged by each service
- ensuring approved providers engage a minimum number of FDC co-ordinators based on the number of educators at the service
- requiring stronger oversight of FDC educators by approved providers
- enhancing authorised officers' powers of entry to FDC residences to investigate an alleged offence.

Where services fall into serious non-compliance, QARD will take enforcement action, including imposing conditions on service approvals, suspending or cancelling provider and service approvals, or taking prosecution action.



# 2,779

compliance visits

### Notification of Serious Incidents

The National Law and Children's Services Act outline the circumstances under which services must notify QARD of a complaint or an incident. These include:

- the death of a child
- any incident involving serious injury or trauma to, or illness of, a child
- any incident where the attendance of emergency services was required

## COMPLIANCE MANAGEMENT PLANS

Services identified as having a history of systemic and sustained non-compliance are subjected to targeted investigations by QARD.

Analysis of compliance history through a desktop audit and targeted compliance visits enables QARD to take appropriate enforcement actions where required.

Compliance Management Plans are used to outline the steps services must take to resolve identified non-compliance within agreed timeframes.

Developed by the relevant Region, they serve to assist services to work proactively to achieve long term and sustained service compliance.

Compliance management plans allow services to obtain clarity about their processes and requirements and what steps should be undertaken to get there.

- any circumstance where a child being educated and cared for by an early childhood education and care service appears to be missing or cannot be accounted for.

In addition, QARD is required to be notified of incidents affecting the hours and days of operation of a service, any circumstance that poses a risk to a child and matters related to FDC venues. In 2018, QARD received around 3,600 notifications of serious incidents from early childhood education and care services.

**Table 7: Number of reported serious incidents per 100 NQF services by care type, 2018**

Care type	2018
Long day care	149
Kindergarten	62
Outside school hours care	38
Family day care	40

**Note:** Some serious incidents may relate to services that were not operating at the end of each year.

### Complaints

QARD receives complaints about services both directly from parents and members of the public, and through notifications from service providers. Providers are required to lodge a notification of complaints they have received from parents at a service. All complaints are assessed and investigated as required.

In 2018, QARD received 1,691 complaints in total; 1,661 about services operating under the NQF, 15 about services operating under the Children's Services Act and 15 regarding alleged unlicensed services.

### STREAMLINING LOW PRIORITY INCIDENT NOTIFICATION HANDLING

In January 2018, the Barwon South West Regional team piloted a revised process for assessing, prioritising and responding to notifications of low priority incidents reported by services. These are incidents which are likely to have a low impact on the health, safety and wellbeing of a child or children who is being educated or cared for by the service. These do not include complaints by parents or the general public.

The revised process reduced the time taken for authorised officers to assess low priority incidents and determine a course of action. This utilised standardised tools to assess the risks presented from each incident and guide any decisions to investigate or take further action.

An evaluation showed a 52 per cent reduction (11.3 days in 2018 compared with 23.5 days in 2017) in the time taken across QARD to assess and resolve low priority incidents since 2017, along with allowing senior AOs to focus more effort on complex investigative functions. This approach was expanded to all regions in the first quarter of 2018.



## ENFORCEMENT

QARD takes a responsive approach to its enforcement actions which are escalated depending on the provider's response to identified non-compliance. Enforcement actions are proportionate to the seriousness of the non-compliance, risk and the potential harm to the safety and wellbeing of children attending a service.

We use a range of regulatory tools to address non-compliance ranging from providing information and guidance through to prosecution before a court, or cancelling a provider's approval to operate.

In 2018, the Department applied 85 statutory enforcement sanctions relating to serious non-compliances. This compares to 77 similar actions in 2017. The Department publishes all applicable enforcement actions on its website.

In Victoria there continues to be significant compliance issues within FDC services. Approximately 75 per cent of published enforcement actions in 2018 related to FDC services, despite making up only six per cent of NQF services operating in Victoria. In 2018, the Department undertook 65 published enforcement actions in relation to FDC services. This included 51 cancellations and two suspensions of provider approval, seven amendments of service approval and five compliance notices.

## Strengthening skills of investigators

Our continued focus on empowering and equipping investigators with technical skills has resulted in the development of resources and training for authorised officers (AOs) in their powers of entry and powers of compulsion under the National Law, and in determining non-compliances related to matters associated with an investigation.

External resources for both the sector and wider community were developed to provide transparency through information and advice on what to expect if requested/required to provide a statement or be interviewed for an investigation. In early 2018, we published the QARD Investigations Guidelines on the Department website.

Following consultation with the authorised officer workforce, we developed and provided training in contemporary investigative techniques as we focus on continuous improvement in all aspects of investigations.

In 2018, the Investigations Community of Practice was formed as part of the revised governance structure of QARD. Reporting to the Policy and Practice Committee, it has developed terms of reference to ensure authorised officers are supported in their investigative work and investigations are conducted effectively, efficiently and consistently across all regions.





# REFORMS AND INITIATIVES

## CO-REGULATORY PARTNERS

Our team works alongside national and state regulatory authorities to support the successful implementation of the NQF. This includes regular interaction with all jurisdictions and ACECQA regarding the effectiveness of operational policy, training, systems, business processes, information management and sector support. We collaborate within a 'community of practice' designed to improve regulatory practice, identify emerging issues and reduce risk.

We collaborate with other regulators to promote coherence through information sharing and to build capability within the education and care sector through our compliance, monitoring and inspection regime.

### Commission for Children and Young People

At the request of the Commission for Children and Young People (CCYP), QARD as a relevant authority has made determinations of services' compliance with the Child Safe Standards. Regular meetings and sharing of information has been held with the CCYP to support the implementation of the Reportable Conduct Scheme. This has included:

- Addressing concerns about a service's compliance with the Child Safe Standards
- Coordination of investigations arising from reportable conduct matters
- Supporting the implementation of the Reportable Conduct Scheme for the majority of early childhood education and care services on 1 January 2019
- Continuing to raise awareness of the Child Safe Standards

## Child Safe Standards

Following the 2012 and 2013 *Inquiry into the Handling of Child Abuse by Religious and Other Organisations*, and the 2014 and 2017 amendments to the *Child Wellbeing and Safety Act 2005*, we have supported the sector with the introduction and/or amendments to the Child Safe Standards, the Reportable Conduct Scheme and Organisational Duty of Care, including:

- Correspondence to all approved providers to advise of their respective obligations under the Reportable Conduct Scheme, including specific upcoming 2019 changes
- Information sessions delivered to the sector and QARD staff to increase understanding of their responsibilities
- Ensure services comply with requirements to have policies and procedures for providing a child safe environment
- QARD AOs continue to raise awareness of the standards and allow services to ask questions and seek further guidance
- Preparation for the 1 March 2019 changes to Mandatory Reporting role requirements

## PROTECT and Mandatory Reporting

Changes to the mandatory reporting requirements introduced on 1 March 2019 necessitated additional support to staff and educators in Victorian early childhood services that included the updating of:

- Online training and the PROTECT resource on the Department's website that provides information about all educators' responsibilities in relation to child protection.



- The Protecting Children - Mandatory Reporting and Other Obligations for the Early Childhood Sector module that provides staff members of early childhood services with information about their obligations and specific advice on how to identify, respond to and report concerns regarding the safety, health and wellbeing of children.

### **Victorian Registration and Qualifications Authority**

The Secretary of the Department signed a Memorandum of Understanding (MoU) with the Director of the Victorian Registration and Qualifications Authority (VRQA). The VRQA and the Secretary have a number of shared interests, including school councils that are the providers of early childhood education and care services (such as OSHC), and the provision of early childhood-related qualifications by Registered Training Organisations (RTOs) regulated by the VRQA. The aim of the MoU is to create a framework for conducting joint investigations and foster collaboration to align policy and minimise regulatory burden for the jointly regulated sector.

### **Department of Health and Human Services**

Alongside the Department of Health and Human Services (DHHS), we work with Nutrition Australia and the Healthy Eating Advisory Service to develop resources and strategies to raise awareness that supports:

- early childhood services to provide food and beverages that are nutritious and to promote healthy eating
- authorised officers' capacity to assess service compliance with the food and beverage provisions and the promotion of healthy eating.

### **No Jab, No Play**

QARD has worked closely with DHHS to support recent changes to clarify the requirements of the No Jab, No Play (NJNP) legislation.

During visits to services, authorised officers continue to monitor services compliance with the NQF and the Children's Services Act by checking

children's enrolment records to ensure the required documentation is in place to meet NJNP requirements, following changes to the legislation in 2018.

QARD has continued support of NJNP through multiple communications via the monthly newsletter and forums to ensure providers are aware of the requirements under NJNP. QARD responds regularly to individual service's issues and requests for new information regarding NJNP.

### **Department of Justice and Community Safety**

We share information where there are concerns a relevant person may not hold or be eligible to hold a Working with Children Check.

### **WorkSafe Victoria**

Collaboration with WorkSafe Victoria ensures issues of shared interest impacting on the safety, health and wellbeing of children are addressed. There is collaboration where each agency is involved in an investigation of the same matter.

### **Victorian Institute of Teaching**

We maintain close relationships with the Victorian Institute of Teaching through an established MoU and regular liaison regarding registration of early childhood teachers.

### **Commonwealth Department of Education and Training**

Regular collaboration and information sharing between QARD and the Commonwealth DET contributes to the identification of non-compliant services and providers. Sanctions taken by the Commonwealth in relation to child care funding are considered and action taken to cancel provider approvals as appropriate. This has contributed to a large reduction in the number of family day care services in Victoria with concerning compliance issues.

### **Victoria Police**

QARD works closely with Victoria Police on alleged criminal matters as required.

# GLOSSARY



Term	Acronym	Meaning
Approved provider		An entity which holds a provider approval under the NQF.
Approved service		An approved early childhood education and care service for which a service approval exists under the NQF.
Assessment and Rating	A&R	The process by which services are assessed and rated by their regulatory authority against the National Quality Standard, and given a rating for each of the seven quality areas and an overall rating based on these results.
Care type		Centre-based services offering more than one type of service are classified as follows: services which provide long day care in addition to any other service type are classified as long day care services; services which provide kindergarten services as well as outside school hours care services are classified as kindergarten services; services which provide outside school hours care services only are classified as outside school hours care services.
Centre-based service		An education and care service other than a family day care service. This includes most long day care, preschool/kindergarten and outside school hours care services that are delivered at a centre.
Early childhood education and care services/early childhood services	ECEC	Blanket terms, used in reference to all early childhood education and care services under both the NQF and CSA.
Incident notification		See Notification
Integrated service		Regulated under the <i>Children's Services Act 1996</i> , a service that consists of two or more service types (other than a short-term service) provided at one premises by one licensee.
Licensed service		A service regulated under the <i>Children's Services Act 1996</i> for which a licence exists.
Limited hours service		Regulated under the <i>Children's Services Act 1996</i> , a service that provides education and care to a child at a sports and leisure centre or shopping centre where the parent is a patron.





Term	Acronym	Meaning
National Law		The National Quality Framework (NQF) operates under an applied law system, comprising the <i>Education and Care Services National Law Act 2010</i> and the Education and Care Services National Regulations. The purpose of the applied law system is to set a national standard for children's education and care across Australia. In effect it means the same law is applied in each state and territory, but with some varied provisions as applicable to the needs of each state or territory. In this case Victoria passed the <i>Education and Care Services National Law Act 2010</i> and other jurisdictions adopted that law through an Application Act or passed corresponding legislation.
National Quality Agenda for Early Childhood Education and Care	NQA	The overarching name given to the quality reforms to early childhood education care, which incorporate the National Quality Standard, including the Early Years Learning Framework, the assessment and rating system and the National Regulations.
National Quality Framework	NQF	The National Quality Framework covers services providing or intending to provide education and care on a regular basis to children under the age of 13 years. This includes family day care services, long day care services, outside school hours care services and preschools (kindergartens). The NQF comprises the National Law, National Regulations and National Quality Standard and Approved Learning Frameworks.
National Quality Standard	NQS	The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care and outside school hours care services in Australia. The NQS includes 7 quality areas that are important outcomes for children. Services are assessed and rated by their regulatory authority against the NQS, and given a rating for each of the 7 quality areas and an overall rating based on these results.
No Jab, No Play	NJNP	Under the No Jab, No Play legislation, before enrolling a child, early childhood education and care services have to first obtain evidence that the child is up to date with all vaccinations that are due for their age, or that they are able to receive.
Notification		Approved providers are required to notify the regulatory authority about incidents, complaints and changes to information.
National Quality Agenda IT System	NQA ITS	A web-based information system to assist state and territory regulatory authorities and ACECQA to manage the approval, monitoring and quality assessment of children's education and care services. The system also enables services, providers and educators to submit application and notification forms online to regulatory authorities and ACECQA.
Occasional Care		Regulated under the <i>Children's Services Act 1996</i> . Casual, occasional care services that offer care of less than two hours per day and less than six hours per week, which includes crèches at gyms and shopping centres.

Term	Acronym	Meaning
Outside School Hours Care	OSHC	Regulated under the NQF. Not defined in the National Law or Regulations. A service that provides care for primary school aged children (typically 5 to 12 years) before and after school and can also operate during school holidays (vacation care) and on pupil free days (National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care, p. 7). Outside school hours care services are usually provided from primary school premises. Services may also be located in child care centres or community facilities. Outside school hours care services are often provided by parent associations or non-for-profit organisations.
Places		Places only relates to centre-based services and services regulated under the Children's Services Act. The maximum number of children who can be educated and cared for by a service at any one time, stated on the service approval. Number of places reflects services' approved or licensed capacity. Places data for FDC services is not collected.
Preschool		Not defined in the National Law or Regulations. A service that provides an early childhood education program, delivered by a qualified teacher, often but not necessarily on a sessional basis in a dedicated service. Alternative terms used for preschool in some jurisdictions include kindergarten, pre-preparatory and reception (National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care, p.7).
Provider management type		The type of legal or social entity responsible for managing the delivery of an early childhood education and care service.
Provider		See Approved provider





Term	Acronym	Meaning
Quality Improvement Plan	QIP	The approved provider must ensure a Quality Improvement Plan (QIP) is in place for each service. The aim of a QIP is to help providers self-assess their performance in delivering quality education and care, and to plan future improvements. The QIP also helps regulatory authorities with assessing the quality of the service.
Reportable Conduct Scheme		Scheme to improve oversight of how organisations respond to allegations of child abuse and child-related misconduct, commenced on 1 July 2017.
School holidays care service		Licensed under the <i>Children's Services Act 1996</i> . Cares for or educates children for no more than 4 weeks per calendar year during school holidays.
Serious incident		Serious incidents that occur while a child is being educated and cared for by an education and care service include: the death of a child; a serious injury or trauma to a child; the serious illness of a child requiring hospital attendance; an emergency for which emergency services attended; circumstances where a child is missing or unaccounted for/is taken or removed/is mistakenly locked in or out of the service/service premises.
Service approval		A person must have service approval to operate an education and care service under the National Law and Regulations. Regulatory authorities are responsible for assessing and determining applications for service approval.
Waiver		An exemption from a requirement that an approved education and care service comply with a prescribed element(s) of the National Quality Standard or regulation of the National Regulations. While a waiver is in force, the approved service is not required to comply with the element(s) or regulation(s) specified in the waiver.





# DATA TABLES



DATA IN THIS APPENDIX RELATE ONLY TO VICTORIAN SERVICES.

**Appendix Table 1: Number of new ECEC services by care type, 2013–2018**

Care type	2013	2014	2015	2016	2017	2018
<b>Total services</b>	<b>251</b>	<b>214</b>	<b>289</b>	<b>223</b>	<b>260</b>	<b>219</b>
<b>NQF services:</b>	<b>251</b>	<b>214</b>	<b>224</b>	<b>198</b>	<b>233</b>	<b>204</b>
Centre-based care	123	140	163	160	213	191
• Long day care	34	36	54	75	116	81
• Kindergarten	31	23	30	22	19	22
• Outside school hours care	58	81	79	63	78	88
Family day care	128	74	61	38	20	13
<b>CSA services</b>	<b>na</b>	<b>na</b>	<b>65</b>	<b>25</b>	<b>27</b>	<b>15</b>

**Note:** Total new services for 2013 and 2014 excludes new CSA services

**Appendix Table 2: Number of new places for centre-based services by care type, 2013–2018**

Care type	2013	2014	2015	2016	2017	2018
<b>Total places</b>	<b>7,376</b>	<b>8,293</b>	<b>11,433</b>	<b>12,308</b>	<b>18,319</b>	<b>14,760</b>
<b>NQF places:</b>	<b>7,376</b>	<b>8,293</b>	<b>9,664</b>	<b>11,767</b>	<b>17,623</b>	<b>14,303</b>
• Long day care	3,172	3,501	4,246	7,348	12,092	8,520
• Kindergarten	1,474	1,166	1,731	1,117	828	1,107
• Outside school hours care	2,730	3,626	3,687	3,302	4,703	4,676
<b>CSA places</b>	<b>na</b>	<b>na</b>	<b>1,769</b>	<b>541</b>	<b>696</b>	<b>457</b>

**Note:** Total new places for 2013 and 2014 excludes new CSA places

**Appendix Table 3: Number of new ECEC services by provider management type, 2013–2018**

Provider type	2013	2014	2015	2016	2017	2018
<b>Total services</b>	<b>251</b>	<b>214</b>	<b>289</b>	<b>223</b>	<b>260</b>	<b>219</b>
Catholic school	1	0	2	2	2	1
Government school	10	7	6	5	4	5
Independent school	5	3	2	7	5	4
Local government	7	10	31	11	9	12
Not-for-profit community managed	34	27	56	34	37	36
Not-for-profit other	4	5	15	5	16	13
Private for profit	190	162	174	159	187	148

**Note:** Total new services for 2013 and 2014 excludes new CSA services

**Appendix Table 4: Number of new places for centre-based services by provider management type, 2013–2018**

Provider management type	2013	2014	2015	2016	2017	2018
<b>Total places</b>	<b>7,376</b>	<b>8,293</b>	<b>11,433</b>	<b>12,308</b>	<b>18,319</b>	<b>14,760</b>
Catholic school	40	0	35	65	86	20
Government school	389	290	186	191	117	214
Independent school	343	170	69	294	309	192
Local government	659	630	1,832	574	386	520
Not-for-profit community managed	1,946	956	2,461	1,476	1,960	1,939
Not-for-profit other	281	216	548	213	2,182	759
Private for profit	3,718	6,031	6,270	9,495	13,279	11,116

**Appendix Table 5: Number of approved ECEC services by care type, 2013–2018**

Care type	2013	2014	2015	2016	2017	2018
<b>Total services</b>	<b>4,265</b>	<b>4,381</b>	<b>4,457</b>	<b>4,514</b>	<b>4,612</b>	<b>4,567</b>
<b>NQF services:</b>	<b>3,808</b>	<b>3,928</b>	<b>4,027</b>	<b>4,108</b>	<b>4,233</b>	<b>4,209</b>
Centre-based care	3,541	3,589	3,645	3,737	3,886	3,961
• Long day care	1,220	1,244	1,280	1,342	1,457	1,520
• Kindergarten	1,211	1,197	1,197	1,203	1,205	1,194
• Outside school hours care	1,110	1,148	1,168	1,192	1,224	1,247
Family day care	267	339	382	371	347	248
<b>CSA services</b>	<b>457</b>	<b>453</b>	<b>430</b>	<b>406</b>	<b>379</b>	<b>358</b>

**Appendix Table 6: Number of approved places for centre-based ECEC services by care type, 2013–2018**

Care type	2013	2014	2015	2016	2017	2018
<b>Total places</b>	<b>212,057</b>	<b>234,951</b>	<b>228,856</b>	<b>241,748</b>	<b>257,659</b>	<b>268,682</b>
<b>NQF approved places:</b>	<b>200,809</b>	<b>223,873</b>	<b>218,287</b>	<b>231,645</b>	<b>248,143</b>	<b>259,542</b>
• Long day care	91,493	109,743	99,683	107,605	120,343	128,664
• Kindergarten	44,736	46,101	48,077	49,811	50,099	50,567
• Outside school hours care	64,580	68,029	70,527	74,229	77,701	80,311
<b>CSA licensed places</b>	<b>11,248</b>	<b>11,078</b>	<b>10,569</b>	<b>10,103</b>	<b>9,516</b>	<b>9,140</b>

**Appendix Table 7: Number of approved ECEC services by provider management type, 2013–2018**

Provider management type	2013	2014	2015	2016	2017	2018
<b>Total services</b>	<b>3,808</b>	<b>3,928</b>	<b>4,457</b>	<b>4,514</b>	<b>4,612</b>	<b>4,567</b>
Catholic school	44	41	41	39	33	29
Government school	338	320	309	295	279	260
Independent school	133	129	123	127	132	131
Local government	458	433	496	484	467	456
Not-for-profit community managed	1,130	1,114	1,294	1,281	1,285	1,261
Not-for-profit other	312	309	373	363	375	379
Private for profit	1,393	1,582	1,818	1,922	2,040	2,051
Other	0	0	3	3	1	0

**Appendix Table 8: Number of approved places for centre-based ECEC services by provider management type, 2013–2018**

Provider management type	2013	2014	2015	2016	2017	2018
<b>Total places</b>	<b>200,809</b>	<b>223,873</b>	<b>228,856</b>	<b>241,728</b>	<b>257,659</b>	<b>268,682</b>
Catholic school	2,398	2,144	2,106	1,996	1,758	<b>1,567</b>
Government school	18,311	18,267	18,335	18,535	18,296	<b>17,400</b>
Independent school	9,190	9,133	8,492	8,738	9,044	<b>8,960</b>
Local government	19,125	18,575	21,183	21,589	21,333	<b>20,986</b>
Not-for-profit community managed	47,646	62,491	53,738	54,193	55,330	<b>55,587</b>
Not-for-profit other	22,923	22,997	24,990	25,205	27,069	<b>27,692</b>
Private for profit	81,216	90,266	99,980	111,439	124,822	<b>136,490</b>
Other	0	0	32	33	7	<b>0</b>

**Appendix Table 9: Number of NQF services managed by Victorian providers, 2015–2018**

Victorian providers of NQF services	2015	2016	2017	2018
<b>VIC</b>	<b>3,557</b>	<b>3,602</b>	<b>3,687</b>	<b>3,629</b>
<b>Other jurisdictions</b>	<b>464</b>	<b>546</b>	<b>581</b>	<b>552</b>
ACT	9	8	10	11
NSW	157	189	201	191
NT	7	16	20	18
QLD	66	79	90	88
SA	67	80	75	63
TAS	1	1	10	8
WA	157	173	175	173

**Appendix Table 10: Number of children attending ECEC services, 2015–2018**

Service type	2015	2016	2017	2018
<b>Total</b>	<b>405,679</b>	<b>413,114</b>	<b>429,922</b>	<b>436,108</b>
Long day care	148,333	154,175	163,524	<b>172,161</b>
Kindergarten (long day care settings)	21,393	23,269	25,022	<b>24,786</b>
Kindergarten (all other settings)	52,756	52,996	53,948	<b>53,620</b>
OSHC (and vacation care)	111,875	119,753	121,955	<b>127,879</b>
Family day care	68,886	60,705	63,352	<b>55,617</b>
Occasional care	2,436	2,216	2,121	<b>2,045</b>

**Note:** Number of children in kindergarten refers to number of children enrolled in funded kindergarten in the year before school, using Victorian Department of Education and Trainings data. Number of children attending ECEC services refers to children 0–12 years attending Australian CCB approved child care services is sourced from multiple years of the Report on Government Services and from Australian Bureau of Statistics, 2018, Preschool Education, cat. no. 4240.0. Data on funded kindergarten enrolments is directly not comparable to attendance in other service types.



**Appendix Table 11: Average hours of attendance per week of children aged 0-12 years at Australian CCB approved child care services, 2013–2018**

Service type	2013	2014	2015	2016	2017	2018
Long day care	27.9	28.0	28.1	28.3	28.4	<b>28.5</b>
Family day care	30.2	34.2	34.3	32.4	31.8	<b>30.1</b>
Vacation care	28.5	27.7	27.3	27.0	26.8	<b>26.2</b>
OSHC	6.4	7.8	7.9	7.9	8.0	<b>8.1</b>
Occasional care	8.6	8.4	8.8	8.6	8.7	<b>8.9</b>

**Note:** Data from this table is sourced from multiple years of the Report on Government Services.

**Appendix Table 12: Number of applications submitted by application type, 2013–2018**

Application type	2013	2014	2015	2016	2017	2018
<b>Approval</b>	<b>688</b>	<b>767</b>	<b>758</b>	<b>736</b>	<b>725</b>	<b>622</b>
Provider Approval	366	447	389	356	390	357
Service Approval	322	320	369	380	335	265
<b>Amendment of approval</b>	<b>432</b>	<b>529</b>	<b>658</b>	<b>635</b>	<b>543</b>	<b>886</b>
Amend Provider Approval	48	109	144	166	179	237
Amend Service Approval	384	420	514	469	364	649
<b>Waiver (service or temporary)</b>	<b>127</b>	<b>106</b>	<b>182</b>	<b>222</b>	<b>290</b>	<b>304</b>
<b>Suspension</b>	<b>19</b>	<b>20</b>	<b>41</b>	<b>112</b>	<b>102</b>	<b>130</b>
Suspension Provider Approval	1	2	5	18	20	23
Suspension Service Approval	18	18	36	94	82	107
<b>Related to supervisor certificates</b>	<b>5,161</b>	<b>2,970</b>	<b>553</b>	<b>400</b>	<b>230</b>	<b>0</b>
Amend Supervisor Certificate	27	57	37	39	31	0
Supervisor Certificate	5,079	2,898	511	352	188	0
Supervisor Certificate for Specified Class of Persons	53	14	5	8	11	0
Suspension Supervisor Certificate	2	1	0	1	0	0
<b>Other</b>	<b>438</b>	<b>378</b>	<b>542</b>	<b>434</b>	<b>486</b>	<b>404</b>
Change of Information-Provider	2	0	0	0	0	0
Decision – Request Review by Tribunal or Court	0	1	2	3	8	1
Extension-Temporary Waiver	0	0	0	1	3	10
Internal Review of Reviewable Decision	58	55	65	32	29	14
Out of Scope Application	-	1	84	144	156	88
Re-Assessment and Re-Rating	3	19	26	64	19	31
Review of Ratings by RA	16	19	14	25	21	27
Revocation-Service Waiver	1	1	0	0	0	1
Transfer of Service Approval	219	282	351	165	250	232
<b>Total</b>	<b>6,865*</b>	<b>4,770</b>	<b>2,734</b>	<b>2,539</b>	<b>2,376</b>	<b>2,346</b>

**Note:**

(i) This table includes applications submitted related to supervisor certificates that were excluded in the Applications section of this report. The requirement for supervisor certificates was removed from the National Law and Regulations on 1 October 2017.

(ii) The 6,865 total includes surrenders of provider and service approvals, which were no longer submitted as applications from 2014.

**Appendix Table 13: Number of decisions by application type and decision type, 2013–2018**

Approval type	2013	2014	2015	2016	2017	2018
<b>Provider approval</b>	<b>275</b>	<b>203</b>	<b>313</b>	<b>281</b>	<b>238</b>	<b>182</b>
Approved (with additional conditions)	2	1	1	5	29	50
Approved (with standard conditions)	273	164	184	185	106	87
Refused	0	38	128	91	103	45
<b>Service Approval</b>	<b>259</b>	<b>238</b>	<b>337</b>	<b>282</b>	<b>295</b>	<b>241</b>
Approved (with additional conditions)	130	89	98	111	119	91
Approved (with standard conditions)	128	143	208	141	152	138
Refused	1	6	31	30	24	12

**Appendix Table 14: Number of decisions by month and application type, 2018**

Approval type	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Provider Approval	20	11	10	8	23	22	12	11	6	23	18	18	<b>182</b>
Service Approval	45	19	22	20	27	25	14	11	11	16	7	24	<b>241</b>
Amendment of approval	41	37	155	28	57	91	88	63	38	70	36	31	<b>735</b>
Service or temporary waiver	31	52	15	18	22	11	21	19	9	17	16	16	<b>247</b>
Voluntary suspension	4	1	11	7	18	6	29	10	3	13	13	12	<b>127</b>
Other	67	28	11	41	17	28	34	35	13	36	20	24	<b>354</b>
<b>Total</b>	<b>208</b>	<b>148</b>	<b>224</b>	<b>122</b>	<b>164</b>	<b>183</b>	<b>198</b>	<b>149</b>	<b>80</b>	<b>175</b>	<b>110</b>	<b>125</b>	<b>1,886</b>

**Appendix Table 15: Number of active waivers by type, 2013–2018**

Waiver type	2013	2014	2015	2016	2017	2018
<b>Total</b>	<b>94</b>	<b>144</b>	<b>114</b>	<b>208</b>	<b>134</b>	<b>218</b>
<b>Physical</b>	<b>25</b>	<b>24</b>	<b>29</b>	<b>44</b>	<b>50</b>	<b>61</b>
Service	16	20	22	29	33	43
Temporary	9	4	7	15	17	18
<b>Staffing</b>	<b>69</b>	<b>120</b>	<b>85</b>	<b>164</b>	<b>84</b>	<b>157</b>
Service	40	47	54	51	51	62
Temporary	29	73	31	113	33	95

**Appendix Table 16: Number of active waivers related to qualifications, 2013–2018**

Waiver type	2013	2014	2015	2016	2017	2018
<b>Total</b>	<b>69</b>	<b>120</b>	<b>85</b>	<b>75</b>	<b>56</b>	<b>149</b>
Service	40	47	54	51	51	<b>62</b>
Temporary	29	73	31	24	5	<b>87</b>

**Appendix Table 17: Number of active waivers related to educator-to-child ratios, 2013–2018**

Waiver type	2013	2014	2015	2016	2017	2018
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>89</b>	<b>28</b>	<b>8</b>
Service	0	0	0	0	0	0
Temporary	0	0	0	89	28	8

**Appendix Table 18: Number of approved multi-storey NQF services, 2013–2018**

	2013	2014	2015	2016	2017	2018
NQF services	33	38	45	57	75	83

**Note:** This includes only services that have been identified to be operating in multi-storey buildings at the end of 2018.

**Appendix Table 19: Overall quality ratings by rating level, 2014–2018**

Rating	2014	2015	2016	2017	2018
<b>Total services with an NQS rating</b>	<b>2,351</b>	<b>3,407</b>	<b>3,792</b>	<b>3,908</b>	<b>3,930</b>
Excellent	4	8	8	10	9
Exceeding NQS	772	1,137	1,271	1,326	1,314
Meeting NQS	1,066	1,579	1,809	1,928	2,001
Working Towards NQS	508	683	689	635	605
Significant Improvement Required	1	0	15	9	1
Number of approved services	2,351	4,027	4,108	4,233	4,209
Percentage of services eligible for a rating	100%	94%	95%	94%	95%
Percentage meeting NQS or above	78%	80%	81%	84%	85%
Rating as %	2014	2015	2016	2017	2018
<b>Total services with an NQS rating</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Excellent	0.2%	0.2%	0.2%	0.3%	0.2%
Exceeding NQS	33%	33%	34%	34%	33%
Meeting NQS	45%	46%	48%	49%	51%
Working Towards NQS	22%	20%	18%	16%	15%
Significant Improvement Required	0.0%	0.0%	0.4%	0.2%	0.0%



**Appendix Table 20: Overall quality ratings by care type and rating level, 2018**

Care type	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total services with an NQS rating		
All services	1	605	2,001	1,314	9	3,930		
LDC	0	212	767	427	6	1,412		
KGN	0	76	396	693	3	1,168		
OSHC	0	204	777	171	0	1,152		
FDC	1	113	61	23	0	198		
Rating as %	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total approved services	Percentage of services eligible for a rating	Percentage meeting NQS or above
All services	0.0%	15%	51%	33%	0.2%	4,209	95%	85%
LDC	0.0%	15%	54%	30%	0.4%	1,520	95%	85%
KGN	0.0%	7%	34%	59%	0.3%	1,194	98%	93%
OSHC	0.0%	18%	67%	15%	0.0%	1,247	93%	82%
FDC	0.5%	57%	31%	12%	0.0%	248	95%	42%

**Appendix Table 21: Overall quality ratings by provider management type and rating level, 2018**

Provider management type	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total services with an NQS rating		
All services	1	605	2,001	1,314	9	3,930		
Catholic/independent school	0	15	48	89	1	153		
Government school	0	71	140	43	1	255		
Local government	0	28	120	234	0	382		
Not for profit	0	130	591	660	5	1,386		
Private for profit	1	361	1,102	288	2	1,754		
Rating as %	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total approved services	Percentage of services eligible for a rating	Percentage meeting NQS or above
All services	0.0%	15%	51%	33%	0.2%	4,209	95%	85%
Catholic/independent school	0.0%	10%	31%	58%	0.7%	159	97%	90%
Government school	0.0%	28%	55%	17%	0.4%	260	98%	72%
Local government	0.0%	7%	31%	61%	0.0%	394	97%	93%
Not for profit	0.0%	9%	43%	48%	0.4%	1,437	97%	91%
Private for profit	0.1%	21%	63%	16%	0.1%	1,959	93%	79%

**Appendix Table 22: Overall LDC quality ratings by rating level, 2014–2018**

Rating	2014	2015	2016	2017	2018
<b>Total services with an NQS rating</b>	<b>866</b>	<b>1,156</b>	<b>1,246</b>	<b>1,319</b>	<b>1,412</b>
Excellent	3	6	6	7	<b>6</b>
Exceeding NQS	241	348	409	427	<b>427</b>
Meeting NQS	439	586	650	711	<b>767</b>
Working Towards NQS	182	216	181	174	<b>212</b>
Significant Improvement Required	1	0	0	0	<b>0</b>
Number of approved services	866	1,280	1,343	1,457	<b>1,520</b>
Percentage of services eligible for a rating	100%	96%	94%	92%	<b>95%</b>
Percentage meeting NQS or above	79%	81%	85%	87%	<b>85%</b>
Rating as %	2014	2015	2016	2017	2018
<b>Total services with an NQS rating</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Excellent	0.3%	0.5%	0.5%	0.5%	<b>0.4%</b>
Exceeding NQS	28%	30%	33%	32%	<b>30%</b>
Meeting NQS	51%	51%	52%	54%	<b>54%</b>
Working Towards NQS	21%	19%	15%	13%	<b>15%</b>
Significant Improvement Required	0.1%	0.0%	0.0%	0.0%	<b>0.0%</b>

**Appendix Table 23: Overall kindergarten quality ratings by rating level, 2014–2018**

Rating	2014	2015	2016	2017	2018
<b>Total services with an NQS rating</b>	<b>875</b>	<b>1,144</b>	<b>1,173</b>	<b>1,183</b>	<b>1,168</b>
Excellent	1	2	2	3	<b>3</b>
Exceeding NQS	404	585	641	681	<b>693</b>
Meeting NQS	365	444	446	429	<b>396</b>
Working Towards NQS	105	113	84	70	<b>76</b>
Significant Improvement Required	0	0	0	0	<b>0</b>
Number of approved services	875	1,197	1,203	1,205	<b>1,194</b>
Percentage of services eligible for a rating	100%	97%	98%	98%	<b>98%</b>
Percentage meeting NQS or above	88%	90%	93%	94%	<b>93%</b>
Rating as %	2014	2015	2016	2017	2018
<b>Total services with an NQS rating</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Excellent	0.1%	0.2%	0.2%	0.3%	<b>0.3%</b>
Exceeding NQS	46%	51%	55%	58%	<b>59%</b>
Meeting NQS	42%	39%	38%	36%	<b>34%</b>
Working Towards NQS	12%	10%	7%	6%	<b>7%</b>
Significant Improvement Required	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>

**Appendix Table 24:** Overall quality ratings for services funded to provide a four year old kindergarten program by rating level, 2014–2018

Rating	2014	2015	2016	2017	2018
<b>Total services with an NQS rating</b>	<b>1,523</b>	<b>2,027</b>	<b>2,125</b>	<b>2,306</b>	<b>2,333</b>
Excellent	4	8	8	10	<b>9</b>
Exceeding NQS	608	882	980	1,064	<b>1,069</b>
Meeting NQS	688	876	935	1,033	<b>1,030</b>
Working Towards NQS	223	261	202	199	<b>225</b>
Significant Improvement Required	0	0	0	0	<b>0</b>
Number of approved services	1,523	2,121	2,168	2,352	<b>2,374</b>
Percentage of services eligible for a rating	100%	99%	99%	98%	<b>99%</b>
Percentage meeting NQS or above	85%	87%	90%	91%	<b>90%</b>
Rating as %	2014	2015	2016	2017	2018
<b>Total services with an NQS rating</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Excellent	0.3%	0.4%	0.4%	0.4%	<b>0.4%</b>
Exceeding NQS	40%	44%	46%	46%	<b>46%</b>
Meeting NQS	45%	43%	44%	45%	<b>44%</b>
Working Towards NQS	15%	13%	10%	9%	<b>10%</b>
Significant Improvement Required	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>

**Appendix Table 25:** Overall OSHC quality ratings by rating level, 2014–2018

Rating	2014	2015	2016	2017	2018
<b>Total services with an NQS rating</b>	<b>511</b>	<b>931</b>	<b>1,095</b>	<b>1,126</b>	<b>1,152</b>
Excellent	0	0	0	0	<b>0</b>
Exceeding NQS	100	167	187	186	<b>171</b>
Meeting NQS	231	496	637	717	<b>777</b>
Working Towards NQS	180	268	271	222	<b>204</b>
Significant Improvement Required	0	0	0	1	<b>0</b>
Number of approved services	511	1,168	1,191	1,224	<b>1,247</b>
Percentage of services eligible for a rating	99%	93%	95%	94%	<b>93%</b>
Percentage meeting NQS or above	65%	71%	75%	80%	<b>82%</b>
Rating as %	2014	2015	2016	2017	2018
<b>Total services with an NQS rating</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Excellent	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>
Exceeding NQS	20%	18%	17%	17%	<b>15%</b>
Meeting NQS	45%	53%	58%	64%	<b>67%</b>
Working Towards NQS	35%	29%	25%	20%	<b>18%</b>
Significant Improvement Required	0.0%	0.0%	0.0%	0.1%	<b>0.0%</b>



**Appendix Table 26: Overall FDC quality ratings by rating level, 2014–2018**

Rating	2014	2015	2016	2017	2018
<b>Total services with an NQS rating</b>	<b>99</b>	<b>176</b>	<b>278</b>	<b>280</b>	<b>198</b>
Excellent	0	0	0	0	<b>0</b>
Exceeding NQS	27	37	34	32	<b>23</b>
Meeting NQS	31	53	76	71	<b>61</b>
Working Towards NQS	41	86	153	169	<b>113</b>
Significant Improvement Required	0	0	15	8	<b>1</b>
Number of approved services	99	382	371	347	<b>248</b>
Percentage of services eligible for a rating	100%	84%	90%	94%	<b>95%</b>
Percentage meeting NQS or above	59%	51%	40%	37%	<b>42%</b>
Rating as %	2014	2015	2016	2017	2018
<b>Total services with an NQS rating</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
Excellent	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>
Exceeding NQS	27%	21%	12%	11%	<b>12%</b>
Meeting NQS	31%	30%	27%	25%	<b>31%</b>
Working Towards NQS	41%	49%	55%	60%	<b>57%</b>
Significant Improvement Required	0.0%	0.0%	5.4%	2.9%	<b>0.5%</b>

**Appendix Table 27: Overall LDC quality ratings by provider management type and rating level, 2018**

Provider management type	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total services with an NQS rating
All LDC	0	212	767	427	6	1,412
Catholic/independent school	0	0	6	22	0	28
Government school	0	1	1	1	1	4
Local government	0	7	33	54	0	94
Not for profit	0	44	233	181	3	461
Private for profit	0	160	494	169	2	825

Rating as %	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total approved services	Percentage of services eligible for a rating	Percentage meeting NQS or above
All LDC	0.0%	15%	54%	30%	0.4%	1,520	95%	85%
Catholic/independent school	0.0%	0%	21%	79%	0.0%	29	97%	100%
Government school	0.0%	25%	25%	25%	25.0%	4	100%	75%
Local government	0.0%	7%	35%	57%	0.0%	95	99%	93%
Not for profit	0.0%	10%	51%	39%	0.7%	475	98%	90%
Private for profit	0.0%	19%	60%	20%	0.2%	917	92%	81%

**Appendix Table 28: Overall kindergarten quality ratings by provider management type and rating level, 2018**

Provider management type	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total services with an NQS rating
All KGN	0	76	396	693	3	1,168
Catholic/independent school	0	5	17	60	1	83
Government school	0	7	20	11	0	38
Local government	0	14	66	157	0	237
Not for profit	0	50	289	463	2	804
Private for profit	0	0	4	2	0	6

Rating as %	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total approved services	Percentage of services eligible for a rating	Percentage meeting NQS or above
All KGN	0.0%	7%	34%	59%	0.3%	1,194	98%	93%
Catholic/independent school	0.0%	6%	20%	72%	1.2%	85	99%	94%
Government school	0.0%	18%	53%	29%	0.0%	38	100%	82%
Local government	0.0%	6%	28%	66%	0.0%	245	97%	94%
Not for profit	0.0%	6%	36%	58%	0.2%	818	98%	94%
Private for profit	0.0%	0%	67%	33%	0.0%	8	88%	100%

**Appendix Table 29: Overall ratings for services funded to provide a four year old kindergarten program by provider management type and rating level, 2018**

Provider management type	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total services with an NQS rating		
All funded services	0	225	1,030	1,069	9	2,333		
Catholic/independent school	0	5	19	80	1	105		
Government school	0	8	18	12	1	39		
Local government	0	20	90	202	0	312		
Not for profit	0	76	489	622	5	1,192		
Private for profit	0	116	414	153	2	685		
Rating as %	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total approved services	Percentage of services eligible for a rating	Percentage meeting NQS or above
All funded services	0.0%	10%	44%	46%	0.4%	1,194	98%	90%
Catholic/independent school	0.0%	5%	18%	76%	1.0%	85	99%	95%
Government school	0.0%	21%	46%	31%	2.6%	38	100%	79%
Local government	0.0%	6%	29%	65%	0.0%	245	97%	94%
Not for profit	0.0%	6%	41%	52%	0.4%	818	98%	94%
Private for profit	0.0%	17%	60%	22%	0.3%	8	88%	83%

**Appendix Table 30: Overall OSHC quality ratings by provider management type and rating level, 2018**

Provider management type	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total services with an NQS rating		
All OSHC	0	204	777	171	0	1,152		
Catholic/independent school	0	10	25	7	0	42		
Government school	0	63	119	31	0	213		
Local government	0	2	11	8	0	21		
Not for profit	0	30	63	14	0	107		
Private for profit	0	99	559	111	0	769		
Rating as %	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total approved services	Percentage of services eligible for a rating	Percentage meeting NQS or above
All OSHC	0.0%	18%	67%	15%	0.0%	1,247	93%	82%
Catholic/independent school	0.0%	24%	60%	17%	0.0%	45	93%	76%
Government school	0.0%	30%	56%	15%	0.0%	218	98%	70%
Local government	0.0%	10%	52%	38%	0.0%	22	95%	90%
Not for profit	0.0%	28%	59%	13%	0.0%	128	84%	72%
Private for profit	0.0%	13%	73%	14%	0.0%	834	93%	87%

**Appendix Table 31: Overall FDC quality ratings by provider management type and rating level, 2018**

Provider management type	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total services with an NQS rating		
All FDC	1	113	61	23	0	198		
Local government	0	5	10	15	0	30		
Not for profit	0	6	6	2	0	14		
Private for profit	1	102	45	6	0	154		
Rating as %	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total approved services	Percentage of services eligible for a rating	Percentage meeting NQS or above
All FDC	0.5%	57%	31%	12%	0.0%	1,247	93%	42%
Local government	0.0%	17%	33%	50%	0.0%	22	95%	83%
Not for profit	0.0%	43%	43%	14%	0.0%	128	84%	57%
Private for profit	0.6%	66%	29%	4%	0.0%	834	93%	33%



**Appendix Table 32: Number of visits by visit type, 2014–2018**

Visit type	2014	2015	2016	2017	2018
<b>Total visits</b>	<b>3,122</b>	<b>3,143</b>	<b>3,058</b>	<b>3,412</b>	<b>3,966</b>
Assessment and Rating	1,214	1,152	887	1,006	981
Compliance	1,797	1,866	2,046	2,274	2,779
Other	111	125	125	132	206

**Appendix Table 33: Number of assessment and rating visits per 100 services by care type, 2014–2018**

Care type	2014	2015	2016	2017	2018
<b>All services</b>	<b>31</b>	<b>29</b>	<b>22</b>	<b>24</b>	<b>23</b>
LDC	33	24	21	27	27
KGN	31	25	15	24	25
OSHC	32	40	24	21	19
FDC	20	18	39	22	17

**Appendix Table 34: Number of compliance visits completed per 100 services by care type, 2014–2018**

Care type	2014	2015	2016	2017	2018
<b>All services</b>	<b>41</b>	<b>42</b>	<b>45</b>	<b>49</b>	<b>61</b>
LDC	69	67	78	76	83
KGN	26	22	27	32	42
OSHC	31	28	27	39	55
FDC	61	49	51	44	68
CSA	15	51	39	36	47

**Appendix Table 35: Number of reported serious incidents by care type, 2013–2018**

Care type	2013	2014	2015	2016	2017	2018
<b>All services</b>	<b>3,529</b>	<b>3,247</b>	<b>3,507</b>	<b>3,569</b>	<b>3,882</b>	<b>3,595</b>
LDC	2,220	1,923	2,034	2,290	2,525	2,269
KGN	727	687	724	708	755	740
OSHC	407	499	576	451	492	476
FDC	175	138	154	96	96	98
CSA	-	-	19	24	14	12

**Appendix Table 36: Number of reported serious incidents per 100 NQF services by care type, 2013–2018**

Care type	2013	2014	2015	2016	2017	2018
<b>All services</b>	<b>83</b>	<b>74</b>	<b>79</b>	<b>79</b>	<b>84</b>	<b>79</b>
LDC	182	155	159	171	173	149
KGN	60	57	60	59	63	62
OSHC	37	43	49	38	40	38
FDC	66	41	40	26	28	40
CSA	-	-	4	6	4	3

**Appendix Table 37: Number of reported non-serious incidents by care type, 2013–2018**

Care type	2013	2014	2015	2016	2017	2018
All services	181	498	678	938	893	1,012
LDC	125	353	463	581	581	608
KGN	34	87	138	193	181	201
OSHC	12	37	41	111	94	159
FDC	10	21	25	48	32	35
CSA	-	-	11	5	5	9

**Appendix Table 38: Number of reported non-serious incidents per 100 approved services by care type, 2013–2018**

Care type	2013	2014	2015	2016	2017	2018
All services	4	11	15	21	19	22
LDC	10	28	36	43	40	40
KGN	3	7	12	16	15	17
OSHC	1	3	4	9	8	13
FDC	4	6	7	13	9	14
CSA	-	-	3	1	1	3

**Appendix Table 39: Number of complaints by complaint type, 2013–2018**

Complaint type	2013	2014	2015	2016	2017	2018
All complaints	1,394	1,552	1,627	1,828	1,765	1,691
Direct complaints	1,167	822	653	649	585	648
Complaints through notifications	227	730	974	1,179	1,180	1,043

**Appendix Table 40: Number of complaints per 100 services by complaint type, 2013–2018**

Complaint type	2013	2014	2015	2016	2017	2018
All complaints	33	35	37	40	38	37
Direct complaints	27	19	15	14	13	14
Complaints through notifications	5	17	22	26	26	23

**Appendix Table 41: Number of complaints per 100 services by care type, 2013–2018**

Care type	2013	2014	2015	2016	2017	2018
All services	33	35	37	40	38	37
LDC	81	85	82	93	86	77
KGN	20	27	27	27	21	21
OSHC	7	6	11	10	14	12
FDC	29	28	23	27	20	35
CSA	-	-	3	4	4	4







