

# Quality Assessment & Regulation Division Annual Report 2022



## Acknowledgements

Photography: Jina Zheng, Studio Z Photography

Thank you to all the services that were photographed for their support.

## 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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# Contents

<b>Welcome from our Executive Director</b> .....	<b>5</b>
<b>About the regulator</b> .....	<b>6</b>
Strategic objectives .....	6
Statement of Expectations .....	6
Our operations .....	6
<b>Regulatory framework</b> .....	<b>10</b>
National Quality Framework .....	10
Children’s Services regulatory regime .....	10
Enforcement of the Child Safe Standards .....	10
<b>About the sector</b> .....	<b>12</b>
What we regulate .....	12
<b>Sector profile</b> .....	<b>15</b>
Overall quality rating comparisons by care type .....	18
Centre-based care overview .....	20
Family day care .....	24
<b>Supporting the sector</b> .....	<b>26</b>
Child Safe Standards implementation .....	26
Enquiries and support .....	26
Quality Assessment and Regulation Update newsletter .....	26
Information sessions .....	26
Early childhood website .....	27
Sector reference groups .....	27
Red tape reduction .....	28
Stakeholder Satisfaction Survey .....	29
<b>Regulatory performance</b> .....	<b>30</b>
Risk-based regulator .....	30
Applications and notifications .....	30
Monitoring quality and compliance .....	33
Assessment and rating .....	33
Monitoring and compliance .....	34
<b>Case study 1: Enforcement action when children exit services</b> .....	34
Enforcement .....	35
<b>Case study 2: Supporting a service impacted by fire to rebuild</b> .....	35
<b>Reforms and initiatives</b> .....	<b>36</b>
NQF Review 2019 .....	36
Child Safe Standards law reform .....	36
Co-regulatory partners .....	36
<b>Glossary</b> .....	<b>39</b>
<b>Data tables</b> .....	<b>41</b>



# Welcome from our Executive Director

I am pleased to present the Quality Assessment and Regulation Division (QARD) Annual Report for 2022.

It was a year with a renewed focus on the benefits of quality early childhood education, with State and Federal governments making substantial new investments. These investments will see the early childhood sector continue to grow strongly over the next decade as more children get access to early childhood education and care for longer.

The quality of education and care services has never been more important. As the regulator we have an important role to play in both driving improvements in quality and enforcing compliance to ensure the safety of children in education and care.

The early childhood education sector in Victoria continued to grow in 2022, with 4,881 approved services regulated under the National Quality Framework (NQF) providing over 316,400 approved places. There was a further 4% increase in the total number of approved services. This included a 10% increase in outside school hours care (OSHC) services, largely as a result of the State Government's OSHC Establishment Grant Initiative. At the same time, there has been a decline in the number of services regulated under the Children's Services Act (CS Act) and places for children in occasional care and limited hours care services.

Despite some challenges at the start of 2022 connected to the omicron strain of COVID-19, QARD was able to conduct more than 4,500 visits to early childhood services across Victoria in 2022. Of these 1,126 were assessment and rating visits – almost double the number conducted in 2021 during the COVID-19 pandemic restrictions. The quality of education and care services continued to improve, with 91% of services regulated under the National Quality Framework (NQF) rated as meeting National Quality Standard (NQS) or above in 2022.

More visits allowed us to engage proactively with more providers and services, providing guidance to support them to ensure the safety, health and wellbeing of children at services. Drawing on their professional skill and experience, our authorised

officers answered queries, explained regulatory obligations and discussed best practice with services and providers. Through these connections they have helped foster continuous improvement and quality educational practice which improves outcomes for children. The Enquiries team also supported the sector, responding to over 12,600 calls on a wide range of operational and licensing enquiries. Our monthly sector newsletter also served as an important way to provide information and guidance to providers, services and subscribers about regulatory changes, policy and quality practice.

On top of our normal regulatory work, QARD also undertook extensive work in preparation for becoming the integrated sector regulator of the new Child Safe Standards (CSS) for the early childhood sector. QARD worked closely with the existing regulator, the Commission for Children and Young People (CCYP), and delivered an extensive information campaign comprising educative sessions, newsletter articles and detailed online content to inform and support services to comply with the new requirements from 1 July 2022. Behind the scenes we worked hard to thoughtfully integrate regulation of the CSS into our existing monitoring and compliance activities.

Finally, in 2022 Victoria led the legislative process nationally to implement the suite of policy recommendations from the 2019 NQF Review.

Thank you to all those working in the early childhood sector, who continue to dedicate themselves every day to improving the educational and social outcomes for children in Victoria. You are truly giving them the best start in life.

**Greg Norton**

Executive Director

Quality Assessment and Regulation Division

# About the regulator

## Strategic objectives

QARD's objectives and strategic plan are informed by broader departmental 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 (National Law), the Education and Care Services National Regulations (National Regulations), and the *Children's Services Act 1996* (CS Act) and Children's Services Regulations 2020 (CS Regulations)
- obligations as the integrated sector regulator of the CSS for early childhood services in Victoria, under the Child Wellbeing and Safety Act 2005 (CW&S Act)
- the Statement of Expectations (SoE) from the Minister for Children (the Minister)
- the National Law and CS Act objectives.

## Statement of Expectations

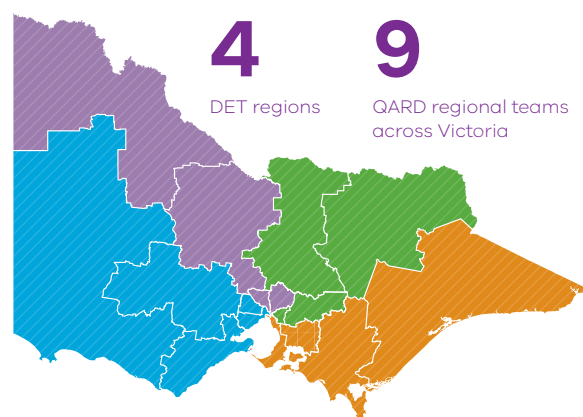
The administration and enforcement of our regulatory framework is guided by the Statement of Expectations (SoE) issued by the Minister which, along with the QARD response, is published on the Department's website. The Regulatory Risk Committee provides oversight of progress against the SoE. To read the SoE online see: <https://www.vic.gov.au/ministerial-statement-expectations-regulators-department-education>

We continually evolve our approach to strengthen regulatory performance, to ensure the safety, health and wellbeing of children attending early childhood services and to improve educational and developmental outcomes. This report outlines our initiatives and regulatory performance against our objectives.

## Our operations

Part of the Early Childhood Education Group of the Department, QARD regulates services operating under the NQF and the CS Act and CS Regulations in Victoria under delegation from the Secretary.

QARD comprises an Operations Branch, a Regulatory Strategy, Services and Compliance Branch and a Legislative Reform Unit.



## Operations Branch

The Operations Branch manages and supports 9 area-based regional teams. The teams comprise authorised officers and support staff who assess and rate NQF services against the NQS, conduct inspections to monitor compliance with regulatory requirements of the National Law, CS Act and the CSS, and investigate alleged non-compliances. Regional teams engage with the sector through educative sessions and other opportunities to support and guide providers of early childhood services.

The QARD regional structure has been extended to incorporate 2 new regional managers: in the North Western Region (Loddon Mallee and



Northern Metropolitan) and South Western Region (Grampians, Southern Metropolitan and Western Metropolitan).

**QARD Regional Teams:**

**North-Western Victoria**

- Loddon Mallee
- Northern Metropolitan

**North-Eastern Victoria**

- Eastern Metropolitan
- Hume

**South-Western Victoria**

- Barwon
- Grampians
- Western Metropolitan

**South-Eastern Victoria**

- Gippsland
- Southern Metropolitan

The Operations Branch also includes the Investigations Unit (INVU) that acts as a state-wide resource that manages and leads complex and high priority investigations across all the regions. The unit also provides training and support to regional officers, provides advice to managers, drafts recommendations for statutory sanctions, and develops briefs of evidence for court matters.

## 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 and the Child Safe Standards.
- **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.

## Regulatory Strategy, Services and Compliance Branch

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

**Business Systems and Review Unit (BSRU):** maintains QARD's information management systems, provides user support, undertakes systems improvement, reporting, data analytics, business planning, budget planning, risk assurance and governance.

**Monitoring and Compliance Unit (MCU):** manages and supports matters involving significant non-compliance and supports appropriate enforcement action.

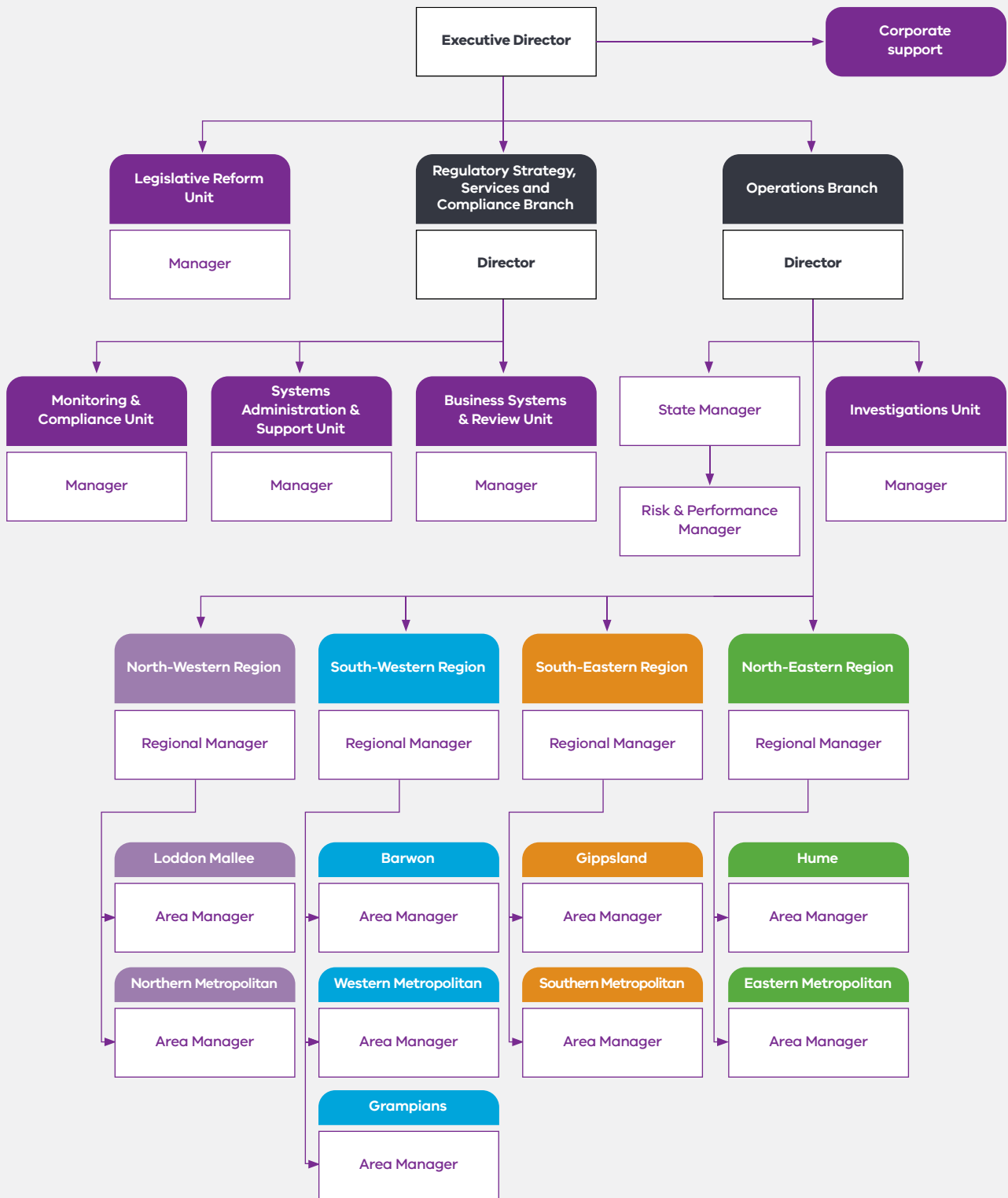
## Executive

**Legislative Reform Unit (LRU):** provides legislative policy advice and support on the National Law (where Victoria is the host jurisdiction) and National Regulations, and the CS Act and CS Regulations. It also leads strategic stakeholder engagement and communications functions.

**Corporate Support:** provides corporate and operational support for QARD in relation to people development and training, Freedom of Information requests, briefing requests and emergency management.



# Organisation Chart



\*As at November 2022

# Regulatory framework

**QARD is responsible for the approval and regulation of over 4,800 early childhood services in Victoria under 2 regulatory regimes. 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.**

The Department's regulatory functions are established by the National Law and National Regulations, and the CS Act and CS Regulations.

As the regulatory authority for Victoria under the National Law, and the regulatory authority under the CS Act, the Secretary of the Department has delegated this responsibility to staff members of QARD.

Of the more than 4,800 early childhood services in Victoria at the end of 2022, around 4,660 were education and care services approved under the NQF, and around 220 were children's services approved under the CS Act.

## National Quality Framework

The NQF promotes high quality education and care services through a legislative framework which comprises:

- the National Law
- the National Regulations including the 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).

## Children's Services regulatory regime

The Children's Services regulatory regime comprises:

- the Children's Services Act (CS Act)
- the Children's Services Regulations (CS Regulations).

This scheme operates in Victoria and regulates services that offer care to children on a non-regular, or ad hoc basis, as well as a small number of services providing regular education and care that are excluded from regulation under the NQF.

## Enforcement of the Child Safe Standards

Established under the CW&S Act, the Victorian CSS require organisations that work or volunteer with children and young people to have policies, procedures and practices to protect children and young people from harm and abuse.

The Commission for Children and Young People (CCYP) has regulated the CSS in Victoria since 2016. QARD has been a co-regulatory partner, reporting non-compliance with the CSS that has been identified in early childhood services to the CCYP.

On 1 July 2022, new CSS commenced in Victoria. From 1 January 2023, the Secretary of the Department of Education became the integrated sector regulator of the CSS in the early childhood sector under the CW&S Act. This function is delegated to QARD who will:

- use its current powers under the National Law and the CS Act to monitor and enforce compliance with the CSS
- monitor compliance with the CSS as an integrated part of our regulatory approach
- collaborate with CCYP and other sector regulators where organisations operate in more than one sector.



## 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 1996 objectives

- The CS Act is aligned with the National Law, where appropriate including replicating the first 3 objectives of the NQF.

## Principles for compliance with the Child Safe Standards

Enforcement of the CSS is based on principles that include:

- Organisations are responsible for continuously improving the ways in which:
  - the safety of children is promoted
  - child abuse is prevented
  - allegations of child abuse are properly responded to.
- CCYP and its co-regulators should collaborate to promote compliance.

# About the sector

## What we regulate

Our regulatory approach is 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.

Because the foundations for children’s long-term development are laid in the early years, high quality early childhood education is crucial for the development of 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 3, and the development of social skills is before the age of 6. Participation in high quality

early childhood education therefore supports children to develop important skills such as creativity, resilience and communication.

Free universal kindergarten programs for Victorian children in the 2 years before they start school, implemented across the State in 2022, provides them with a strong foundation for further learning.

In this report we refer to early childhood services that only provide educational programs to 3 and 4-year-old children as ‘Standalone Kindergarten’ (KGN). We refer to kindergarten programs delivered in all other settings, such as LDC where younger children also attend the service, as ‘funded kindergarten programs’.

## Education and care services regulated under the NQF

### Centre-Based Care

Delivered on premises suitable for education and care, including:

#### Standalone Kindergarten (KGN):

- Standalone kindergarten which delivers educational programs for 3 and 4-year-old children only (not younger children)
- Children have traditionally attended kindergarten in the year before starting school, usually when they are 4 years old. However in 2022, 3-year-old children across the state were offered between 5 to 15 hours of a funded kindergarten program as part of the new 3-year-old kindergarten program funded by the Victorian Government.

#### Long Day Care (LDC):

- Delivered by early childhood teachers and diploma and Certificate III level-qualified educators.
- Primarily aimed at children aged 0–6 years of age.
- Most often part-time or full-time education and care programs.

- Most LDC services also offer funded kindergarten programs to 3 and 4-year-old children.

#### Outside School Hours Care (OSHC):

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

#### Family Day Care (FDC)

- Can be provided to children from birth through to school age.
- Generally provided by a single educator in their own home.
- Educational program is based on the developmental needs, interests, and experiences of each child.
- May be available overnight/at weekends for families who are on-call or work shifts.

**Note:** Centre-based services offering more than one type of service are classified as follows: services which provide LDC in addition to any other service type are classified as LDC services; services which provide preschool/kindergarten as well as OSHC are classified as Standalone kindergarten services (KGN); services which provide OSHC only are classified as OSHC.



## Children's Services regulated under the Children's Services Act 1996

Children's services regulated under the CS Act are specifically excluded from regulation under the NQF.

All children's services provide centre-based care. They include occasional care services, limited hours services, school holidays care services that operate for fewer than 28 days per year, early childhood intervention services, "mobile" services and former Budget Based Funded services.

There are 2 children's service approval types:



### Limited Hours Service

- Each child is cared for or educated for not more than 3 hours a day, and not more than a total of 6 hours a week.



### Occasional Care Service

- All other children's services that are not Limited Hours services.
- Provides care primarily on an ad hoc or casual basis which is not usually full-time, all day or on an ongoing basis.
- No limit to the number of hours children can be educated and cared for each week.
- Most of the children are not school aged children.

## Statistical overview



**1,870**

approved providers operating early childhood services in Victoria



**4,881**

approved early childhood services in Victoria



**405,501**

children attending services in Victoria



**316,420**

approved early childhood places in Victoria

**1,734**

approved providers operating NQF services in Victoria

**4,512**

centre-based services

**204,586**

children in centre-based care

**311,101**

for centre-based services under the NQF

**338**

providers operate more than one NQF service in Victoria

**150**

family day care services

**76,389**

Children in 3 and 4-year-old funded kindergarten programs

**5,319**

under the CS Act

**1,396**

single-service NQF providers in Victoria

**219**

CS Act children's services

**99,764**

children in outside school hours care (including vacation care)

*\*Approved places not collected for FDC*

**166**

approved providers operating CS Act children's services

**24,762**

children in FDC care

**17**

providers operate more than one CS Act service

**149**

single-service CS Act providers

**30**

approved providers operating both NQF and CS Act services in Victoria

**Note:** Number of children in kindergarten refers to number of children enrolled in funded kindergarten programs 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 CCS approved childcare services (excluding children enrolled in funded kindergarten), using national data.

# Sector profile

At the end of 2022 there were 4,881 approved early childhood services in Victoria with 316,420 approved places.

Overall, there was a 4% increase in the number of approved services in the early childhood sector, with a net additional 175 services in 2022 compared with 2021.

This has meant continued growth in the number of approved places available, with an additional 13,752 places added in 2022.

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

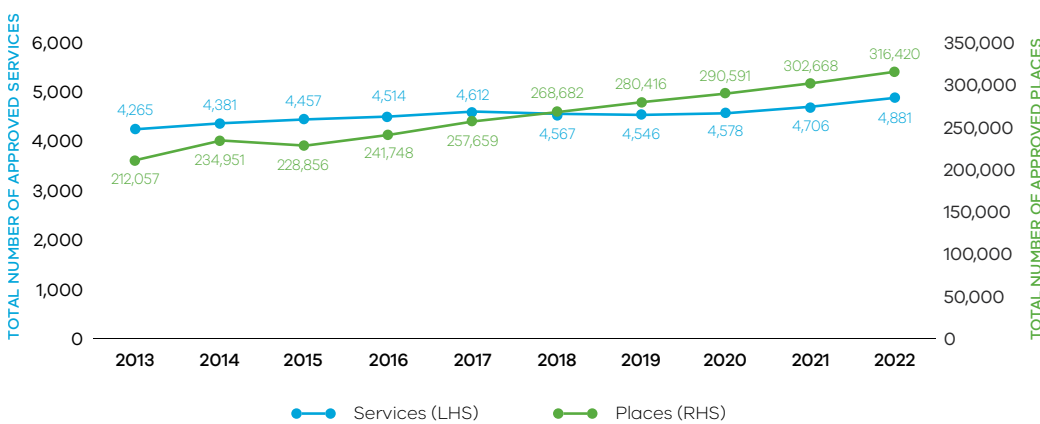
Some services, like standalone kindergartens, may also operate multiple daily sessions. So, while approved for 60 places, they may operate twice daily for a total of 120 children.



# 4,881

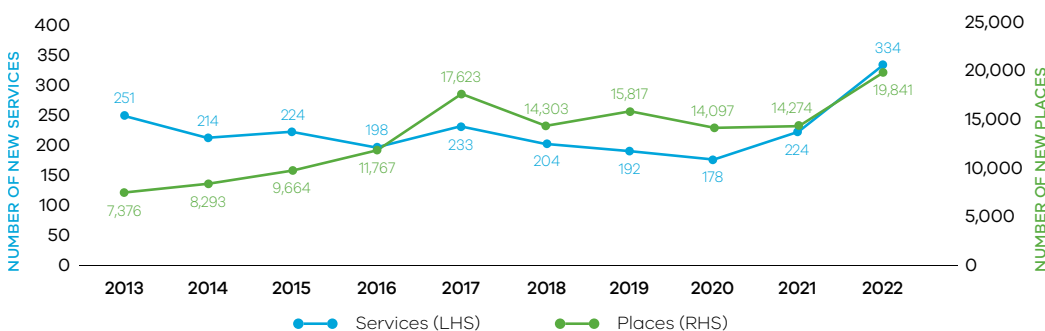
approved early childhood education and care services in Victoria at the end of 2022

**Figure 1: Number of approved ECEC services and places, 2013–2022**



**Note:** ‘Places’ only relates to centre-based services under the NQF and children’s services regulated under the CS Act. Places data for FDC services is not collected. The number of places reflects services’ approved capacity.

**Figure 2: Number of new NQF services and places, 2013–2022**

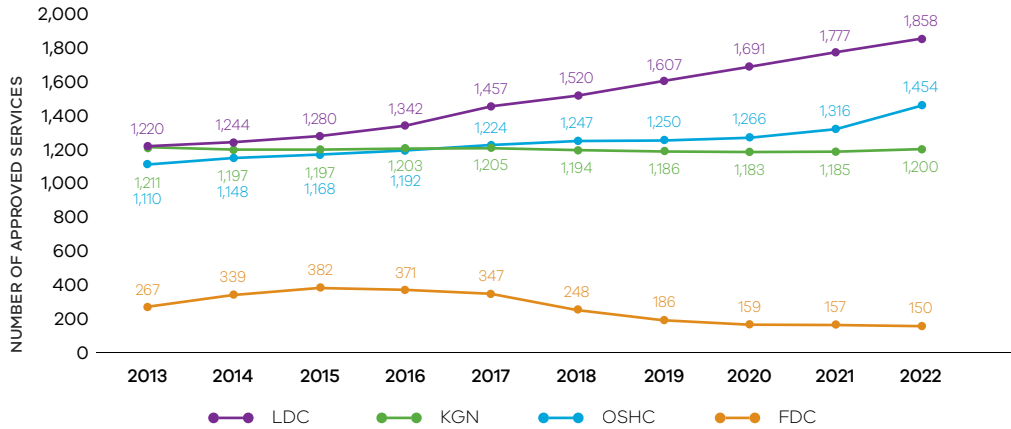


**Note:** Number of new services refers to services approved in that year and excludes services suspended, surrendered or cancelled in the same year.

While the number of LDC services continues to increase, the number of FDC services declined from 2017 and then stayed relatively constant between 2020 and 2022, as can be seen in Figure 3.

In 2022, there was a 10% increase in the number of OSHC services, largely as a result of the State Government’s OSHC Establishment Grant Initiative.

**Figure 3: Number of approved NQF services by care type, 2013–2022**

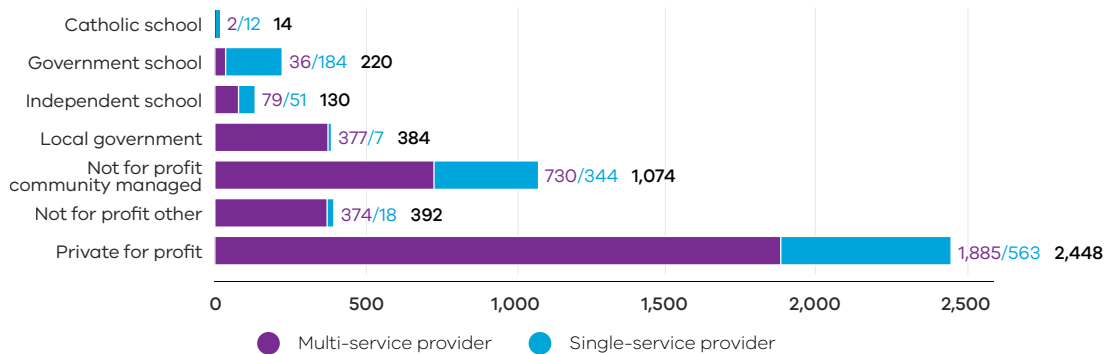


For NQF services, private for profit is the largest single provider management type, operating 2,448 services (52%) of all NQF services in 2022, as can be seen in Figure 4.

Of these, 3,483 (75%) are run by multi-service providers, many of whom also have services in other jurisdictions.

Private for-profit type providers continue to grow steadily as a proportion of the sector, with the other management types remaining stable.

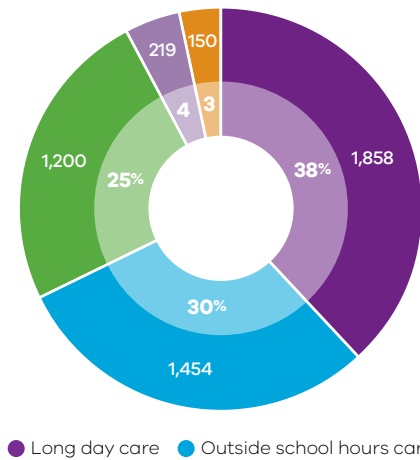
**Figure 4: Number of approved NQF services by provider management type, 2022**



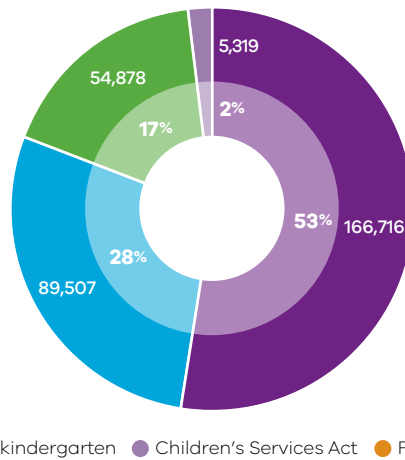
**Note:** ‘Multi-service providers’ refers to providers that provide more than one service nationally.

In 2022, LDC remains the largest care type, with both the largest number of services and places (see Figures 5 and 6 and Table 1).

**Figure 5: Number of approved services by care type, 2022**



**Figure 6: Number of centre-based approved places by care type, 2022**



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

**Table 1: Number of approved services and places by care type, 2022**

Care type	Approved services	Approved places
<b>Total</b>	<b>4,881</b>	<b>316,420</b>
<b>NQF</b>	<b>4,662</b>	<b>311,101</b>
<b>Centre-Based Care</b>	<b>4,512</b>	<b>311,101</b>
• Long day care	1,858	166,716
• Standalone Kindergarten	1,200	54,878
• Outside school hours care	1,454	89,507
<b>Family Day Care</b>	<b>150</b>	<b>0</b>
<b>Children's Services Act</b>	<b>219</b>	<b>5,319</b>

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

The total number of approved CS Act services has been declining in recent years for a range of reasons. This trend was accelerated after the COVID-19 pandemic, with many gyms and leisure centres operated by local councils and private businesses ceasing to offer child care for business reasons, and other services never reopening after the COVID-19 pandemic restrictions. In addition, a number of services moved to the NQF.

**Table 2: Number of approved CS Act services and places, 2013–2022**

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Services</b>	457	453	430	406	379	358	317	279	271	<b>219</b>
<b>Places</b>	11,248	11,078	10,569	10,103	9,516	9,140	8,002	7,039	6,771	<b>5,319</b>

## Overall quality rating comparisons by care type

One of the key objectives of the NQF is to promote continuous improvement in the provision of quality education and care services, which is assessed by QARD’s authorised officers during assessment and rating visits.

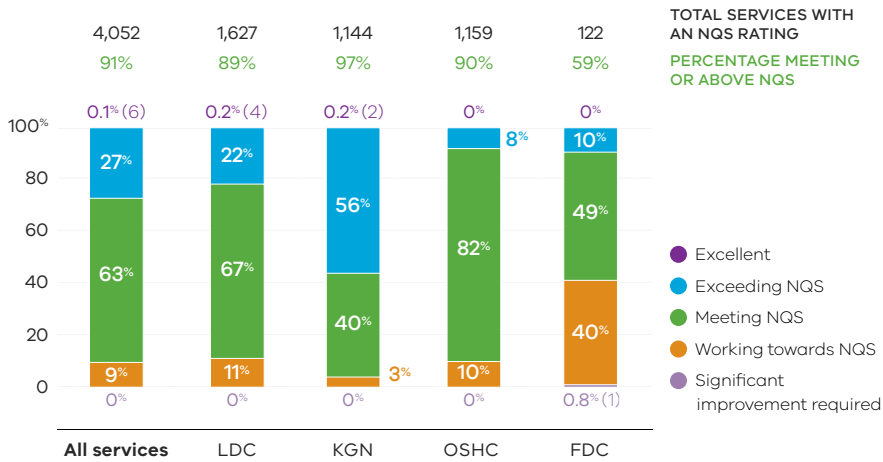
The introduction in 2012 of the NQF requirement for services to deliver an educational program based on an approved learning framework raised the benchmark for educational programs and practice. Since 2020 this requirement has also applied to CS Act services, although these services are not subject to the National Quality Standard (NQS) and do not undergo assessment and quality rating.

The quality of the ECEC sector continues to improve, with 91% of services rated meeting NQS or above in 2022.

Quality Area 1: Educational program and practice is one of the most challenging quality areas for education and care services to meet. 94% of services in Victoria received a rating of Meeting NQS or above in 2022 compared to 92% of services nationally. The relatively stronger performance of Victorian services in Quality Area 1 can be attributed to the stronger performance of standalone kindergartens and their historical focus on educational programs and practice delivered by early childhood teachers. 26% of Victorian services across all care types were rated Exceeding NQS in Quality Area 1 in 2022.

**6** services received an Excellent rating in 2022, the highest rating possible under the NQF.

**Figure 7: Overall quality ratings by care type and rating level, 2022**

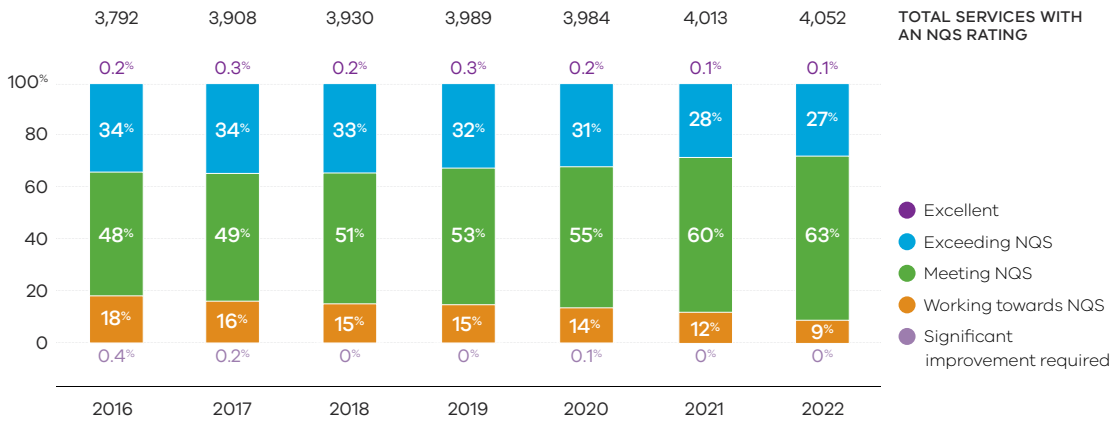


In 2022, one FDC service received the rating of Significant Improvement Required (SIR), the rating given to services that pose a significant risk to the safety, health or wellbeing of any child or children being educated and cared for at the service. Once a service has been identified as SIR, QARD meets with the approved provider and service leadership to discuss the issues. Services with this rating face sanctions, and increased oversight and/or have restrictions placed on their operations. QARD closely monitored this service, and it has subsequently been re-assessed and improved its rating after remediation.

6 services (4 LDC services and 2 standalone kindergartens) held an Excellent rating in 2022, the highest rating possible under the NQF. Only services with an Exceeding NQS quality rating can apply to the National Authority to be assessed for the highest rating of Excellent.

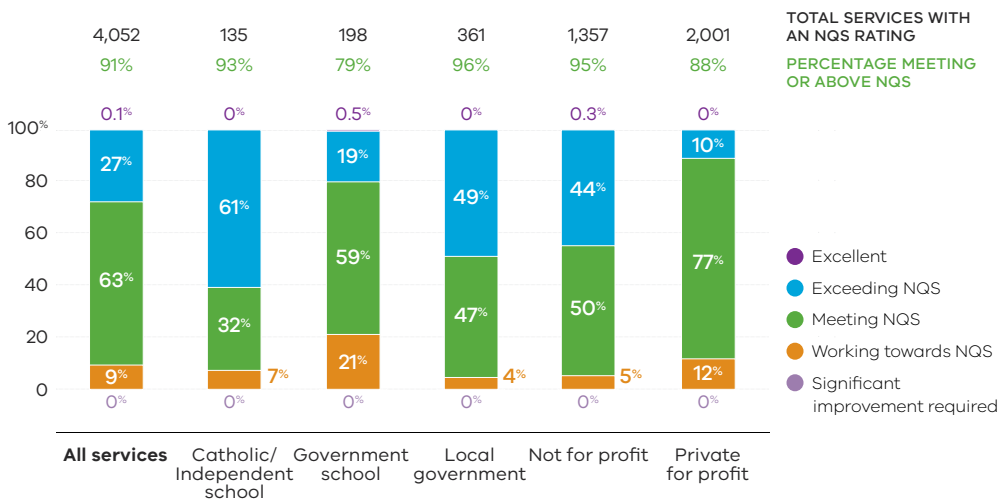
Overall, there has been a steady increase in the number of services receiving a rating of Meeting NQS. There has been a corresponding decrease in services receiving a rating of Working Towards NQS, as can be seen in Figure 8. There has also been a slight decline in the number of services achieving a rating of Exceeding NQS.

**Figure 8: Overall quality ratings by rating level, 2016–2022**



**91%**  
of services received a rating of Meeting NQS or above in 2022

**Figure 9: Overall quality ratings by provider management type and rating level, 2022**



# Centre-based care overview

## Long Day Care (LDC)

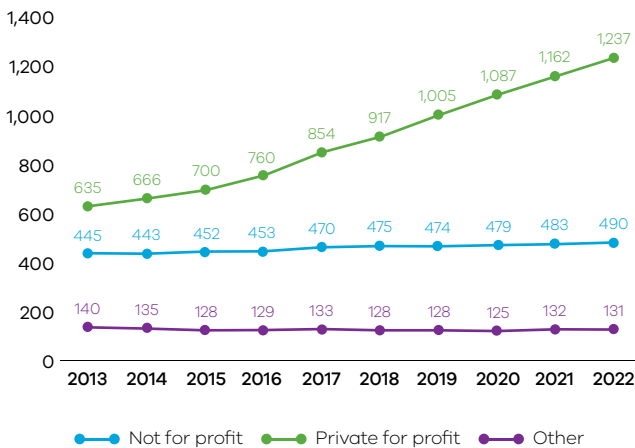
The LDC sector makes up the largest component (38%) of services under the NQF, offering around half of all NQF approved childcare places in Victoria. Most LDC services (89%) are funded on a per capita basis to provide a 3 and 4-year-old funded kindergarten programs.

**Table 3: Average number of new places approved within each year by care type, 2013–2022**

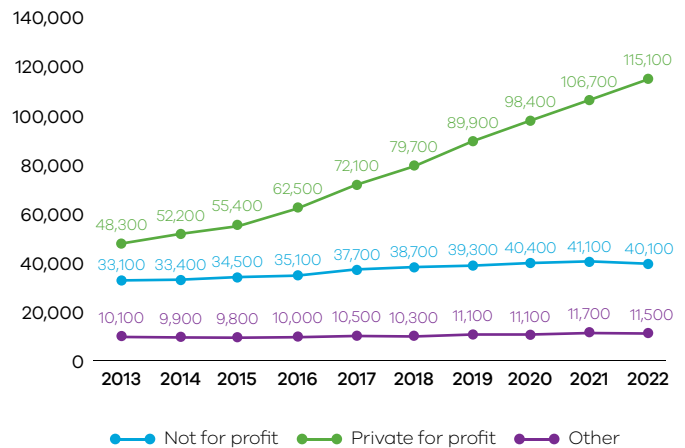
Care type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>NQF places</b>	60	59	59	74	83	75	85	83	67	<b>61</b>
Long Day Care (LDC)	93	97	79	98	104	105	112	103	100	<b>100</b>
Standalone Kindergarten (KGN)	48	51	58	51	44	50	48	58	50	<b>57</b>
Outside School Hours Care (OSHC)	47	45	47	52	60	53	51	55	39	<b>42</b>
<b>CSA places</b>	na	na	27	22	26	30	26	18	21	<b>19</b>

There has been steady growth in the number of approved LDC services and places operated by private for profit providers (see Figure 10 and Figure 11).

**Figure 10: Number of approved LDC services, 2013–2022**

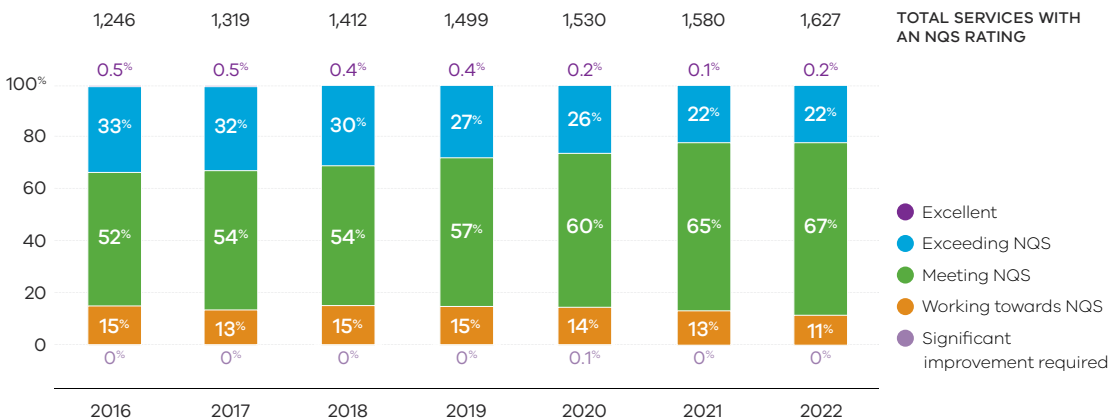


**Figure 11: Number of approved LDC places (rounded), 2013–2022**



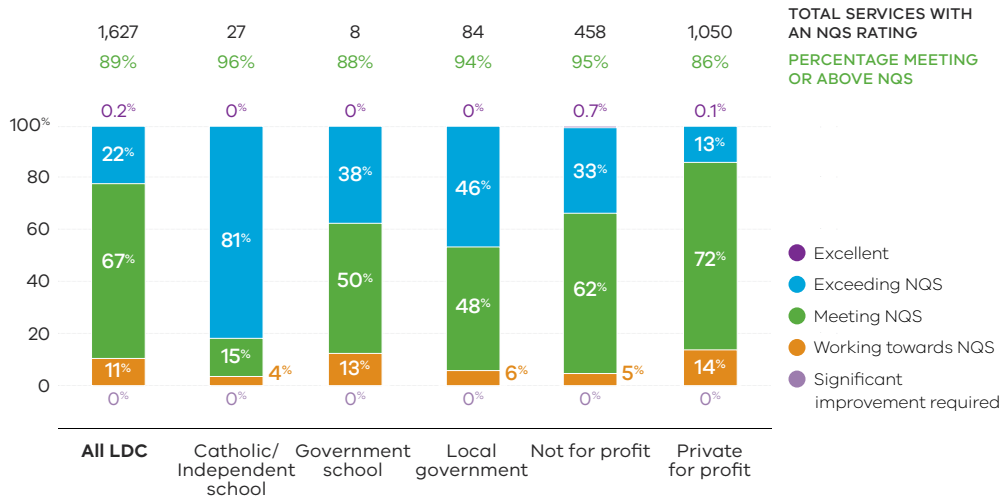
## LDC quality rating

**Figure 12: Number and proportion of LDC services with quality ratings at the end of the year, by rating level 2016–2022**



Overall, there has been improvements in the quality of LDC service quality with increasing numbers of LDC services in Victoria achieving a quality rating of Meeting NQS , and fewer LDC services receiving a rating of Working Towards NQS.

**Figure 13: Overall LDC quality ratings by provider management type and rating level, 2022**

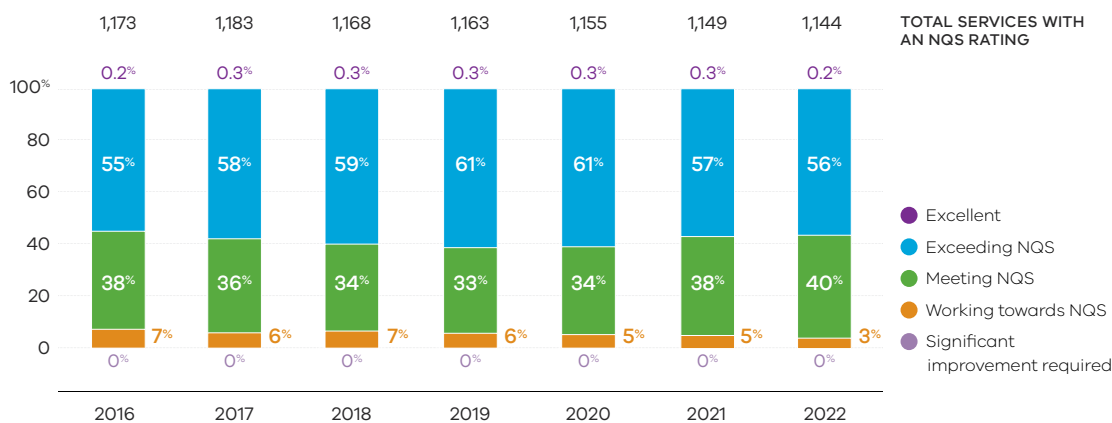


## Kindergarten (KGN)

The standalone kindergarten (KGN, excluding LDC services) sector in Victoria has been stable over time. The sector is almost exclusively operated by not-for-profit and local government managed providers (89% of all standalone kindergarten services as at 2022). Of these, 63% of services are managed by providers, that operate more than one standalone kindergarten service in Victoria.

Victoria regulates the highest number of standalone kindergartens across Australia, with 1,200 approved services at the end of 2022, compared with New South Wales (760 services), Queensland (508 services) and South Australia (409 services).

**Figure 14: Number and proportion of standalone kindergarten services with quality ratings at the end of the year, by rating level, 2016–2022**

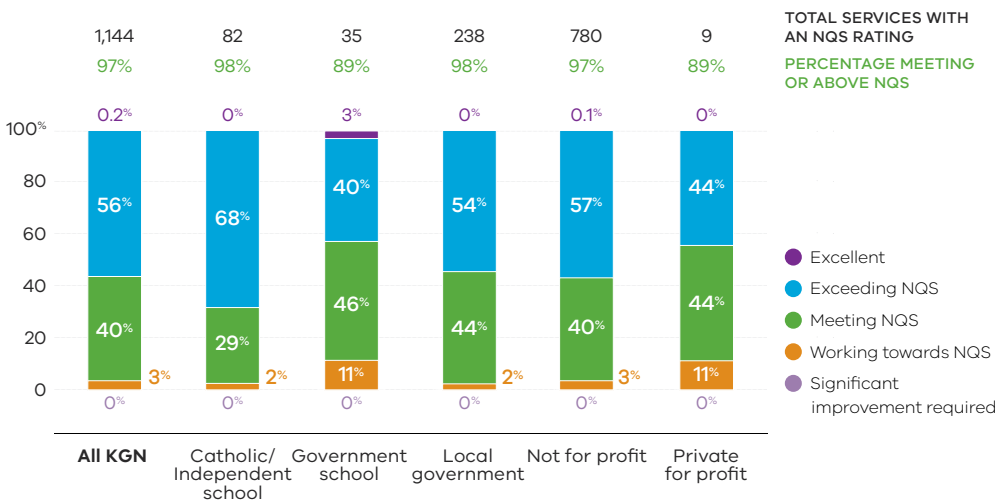


Standalone kindergarten services have the highest quality ratings compared with other service types, in both Victoria and nationally. The vast majority (97%) of these services in Victoria had a rating of Meeting NQS or above at the end of 2022 (see Figure 7). Standalone kindergarten services tend to have a higher proportion (56%) of services rated Exceeding NQS compared to other service types.

Almost all rated standalone kindergarten services are Meeting NQS or Exceeding NQS in Quality Area 3 Physical environment (99.8%), Quality Area 4 Staffing arrangements (99.9%), Quality Area 5 Relationships with children (99.7%) and Quality Area 6 Collaborative partnerships with families and communities (99.9%).

Services that are funded to provide 3 and 4-year-old kindergarten programs perform better in all quality areas (including kindergarten programs provided within LDC services). The difference is most marked in Quality Area 1 Educational Program and Practice (95% of funded services rated Meeting NQS or Exceeding NQS compared with 85% of non-funded services), Quality Area 2 Children’s Health and Safety (97% of funded services rated Meeting NQS or Exceeding NQS compared with 90% of non-funded services) and Quality Area 7 Governance and Leadership (96% of funded services rated Meeting NQS or Exceeding NQS compared with 84% of non-funded services), compared with LDC and standalone kindergarten services that do not receive this funding.

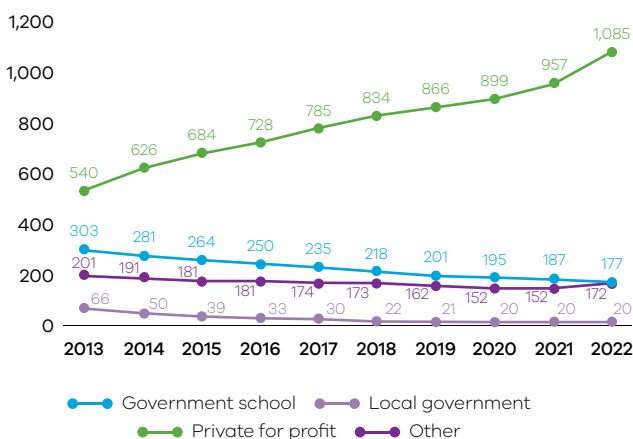
**Figure 15: Overall standalone kindergarten quality ratings by provider management type and rating level, 2022**



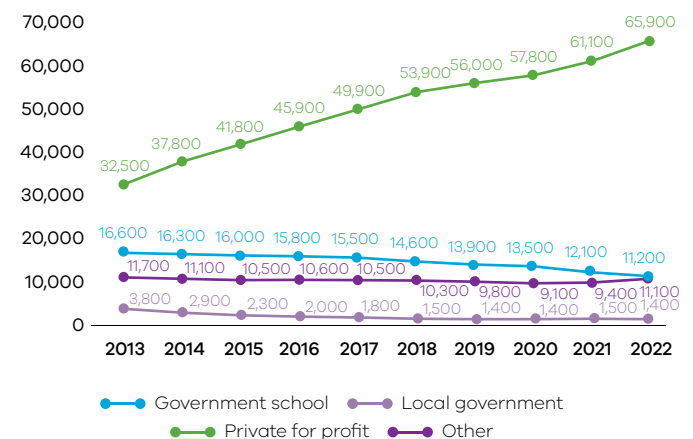
## Outside School Hours Care

Most schools engage third party providers to deliver their OSHC programs. The main operators in Victoria are private for-profit providers with 1,085 services in 2022. Multi-service, private for-profit providers manage two-thirds (73%) of OSHC services, while government schools managed 12% of these services in 2022.

**Figure 16: Number of approved OSHC services, 2013–2022**

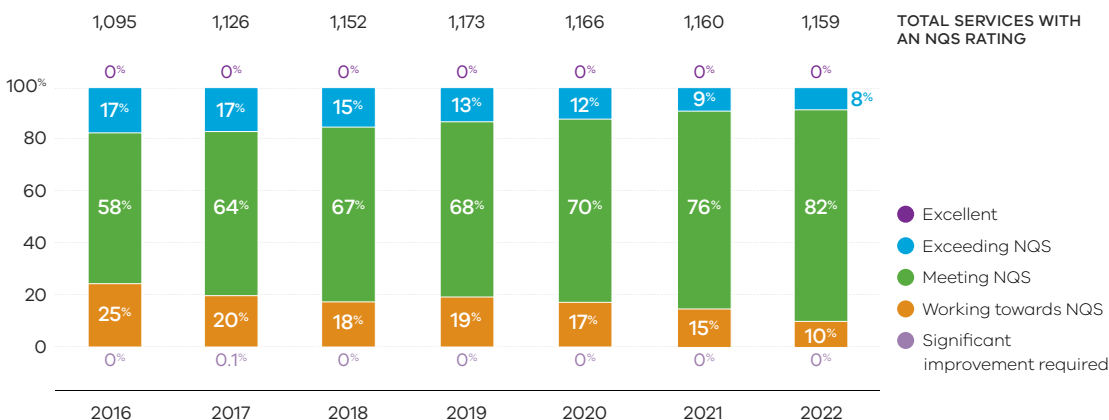


**Figure 17: Number of approved OSHC places (rounded), 2013–2022**



### Outside School Hours Care quality rating

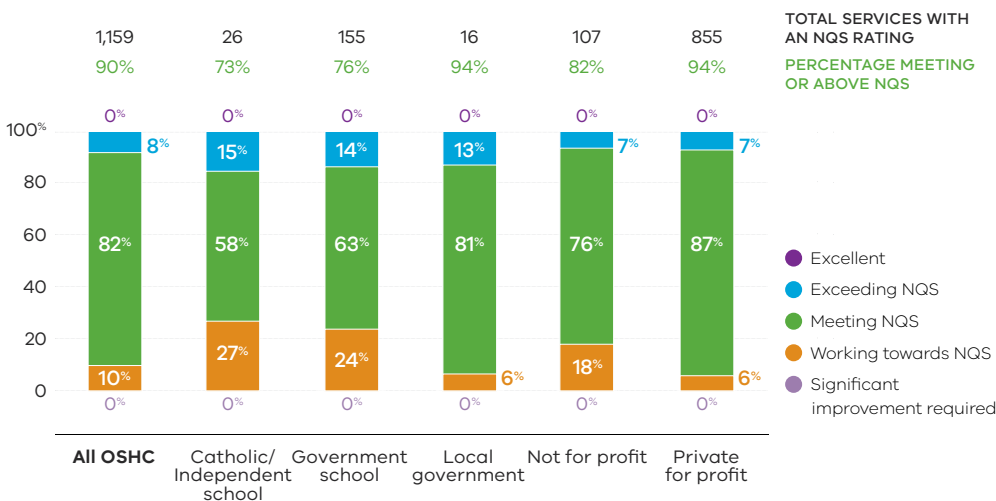
**Figure 18: Number and proportion of OSHC services with quality ratings at the end of the year, by rating level, 2016–2022**



Victoria has one of the highest proportions of OSHC services Meeting or Exceeding NQS compared with other jurisdictions. Ninety percent of OSHC services in Victoria had a quality rating of Meeting NQS or above at the end of 2022, compared with 86% nationally.

The proportion of OSHC services rated as Working Towards NQS has continued to decrease over time and those rated as Meeting NQS has continued to increase, as the OSHC sector has matured in Victoria.

**Figure 19: Overall OSHC quality ratings by provider management type and rating level, 2022**



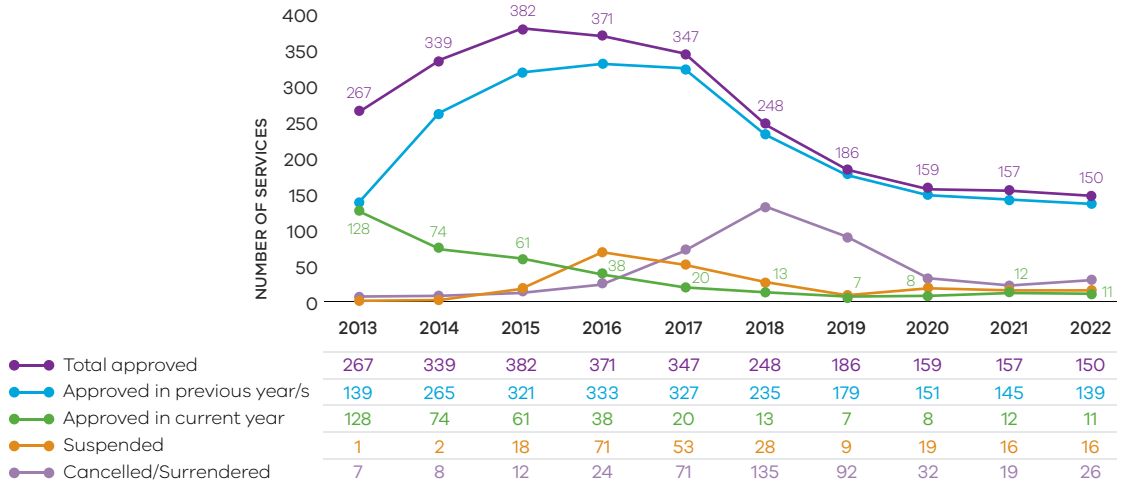
Victorian OSHC services have performed better than the national OSHC average in all 7 quality areas, particularly Quality Area 1 (educational program and practice), Quality Area 2 (children's health and safety) and Quality Area 7 (governance and leadership).

## 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 local councils to increase access to affordable and flexible early learning and care for their communities.

The rapid growth in the number of approved FDC services seen between 2013–2015 has slowed, with the number of services falling each year since the peak of 382 services in 2015 to 150 at the end of 2022. In 2022 only 11 new FDC services were approved (see Figure 20).

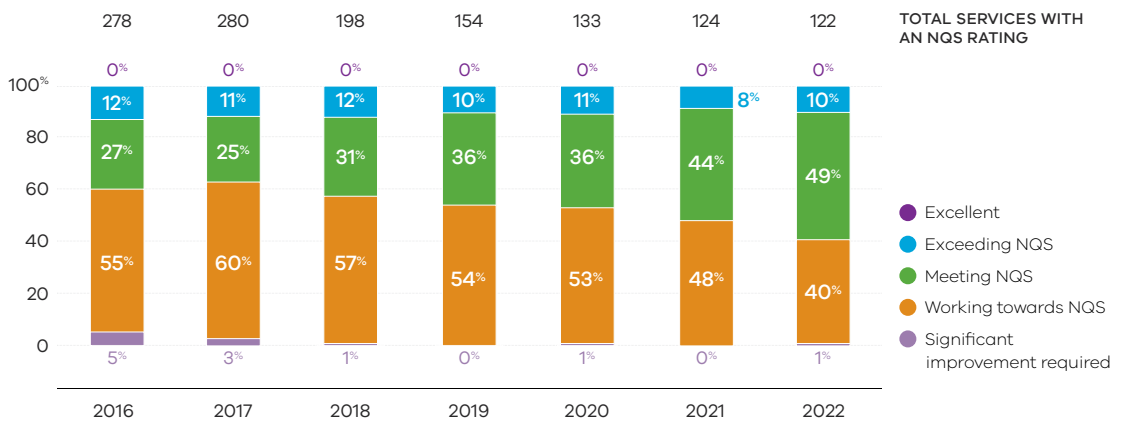
**Figure 20: Number of FDC services, 2013–2022**



## Family day care quality rating

Parts of the FDC sector continue to experience challenges achieving the quality of service provision expected under the NQS. However, quality has improved gradually over time, based on the increases in proportions of FDC services with a Meeting NQS rating (and declines in the Working Towards NQS rating).

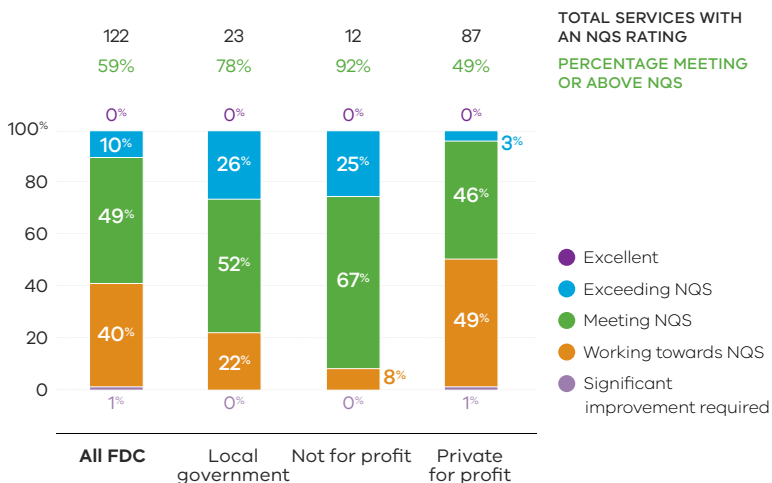
**Figure 21: Number and proportion of FDC services with overall quality ratings at the end of the year, by rating level, 2016–2022**



Following QARD’s work to improve the integrity and quality of the FDC sector, the number of FDC services receiving a Significant Improvement Requirement (SIR) rating has reduced and in 2022 only one FDC service received a SIR rating. QARD closely monitored this service, and it has subsequently been re-assessed and improved its rating after remediation.

FDC services operated by not for profit providers with a quality rating out-performed those operated by private for profit, with 92% in 2022 receiving a rating of Meeting or above NQS, compared with 49% of for-profit services (see Figure 22).

**Figure 22: Overall FDC quality ratings by provider management type and rating level, 2022**



# Supporting the sector

**QARD seeks to improve early childhood education and care for children in Victoria through providing targeted education sessions, guidance and individual support to services.**

## Child Safe Standards implementation

QARD supported implementation of the new CSS by early childhood services in Victoria throughout 2022 and liaised closely with the CCYP leading up to 1 January 2023 when QARD became the integrated sector regulator for early childhood services.

QARD created a range of online information and guidance tailored to early childhood services, as well as including monthly articles in the monthly sector newsletter. We also ran 6 online information sessions for the sector to explain the new obligations starting on 1 July 2022.

## Enquiries and support

QARD provides a dedicated 1300 number telephone line and email to respond to enquiries from the ECEC sector and other stakeholders.

In 2022, 12,613 calls were received and managed from educators, service staff and members of the public making enquiries about service operations or requirements. Depending on the nature of these enquiries, callers were provided information, directed towards resources or referred to an authorised officer for detailed guidance or support.

The number of calls received in 2022 is slightly higher than the volume in 2021 (11,704). Many calls can be attributed to enquiries made regarding service operational and notification requirements resulting from the impacts of COVID-19.

## Quality Assessment and Regulation Update newsletter

QARD distributes a monthly email newsletter to inform providers and services of current regulatory issues and opportunities for improvement.

Each newsletter was distributed to more than 4,600 sector contacts.

Topics covered in 2022 included:

- information and guidance on complying with the new CSS, Child Information Sharing regimes and Reportable Conduct
- emergency management, including bushfire and grassfire risks
- safety issues including water activities, safe sleep and transportation
- educator resources, staffing requirements, professional development opportunities
- reminders about immunisation, health and hygiene, infection control, healthy eating, ventilation, privacy and CCTV, and protection from mosquito-borne disease
- law reform including the 2019 NQF Review, and changes to Approved Learning Frameworks.

## Information sessions

### New provider applicants

In 2022, 117 primary schools were awarded establishment grants from the Victorian State Government to increase the availability of OSHC services as part of a program designed to support increased workforce participation, particularly amongst women. This included establishing new services and expanding existing OSHC provision.



QARD provided information sessions for prospective approved providers to explain the obligations and responsibilities of being an approved provider of an education and care service, and to explain and help simplify processes for new provider and new services applications.

The information sessions provided the prospective operators with prerequisite knowledge for operating a service in compliance with the NQF.

### Regional sessions

In 2022, the QARD regional teams and authorised officers engaged regularly with local services and providers to improve their understanding of the NQF and encourage compliance with regulatory obligations. They provided information sessions focused on current issues and areas of change, such as the NQF and the Reportable Conduct Scheme, and encouraged dialogue and information sharing among our team, services and partners.

### Early childhood website

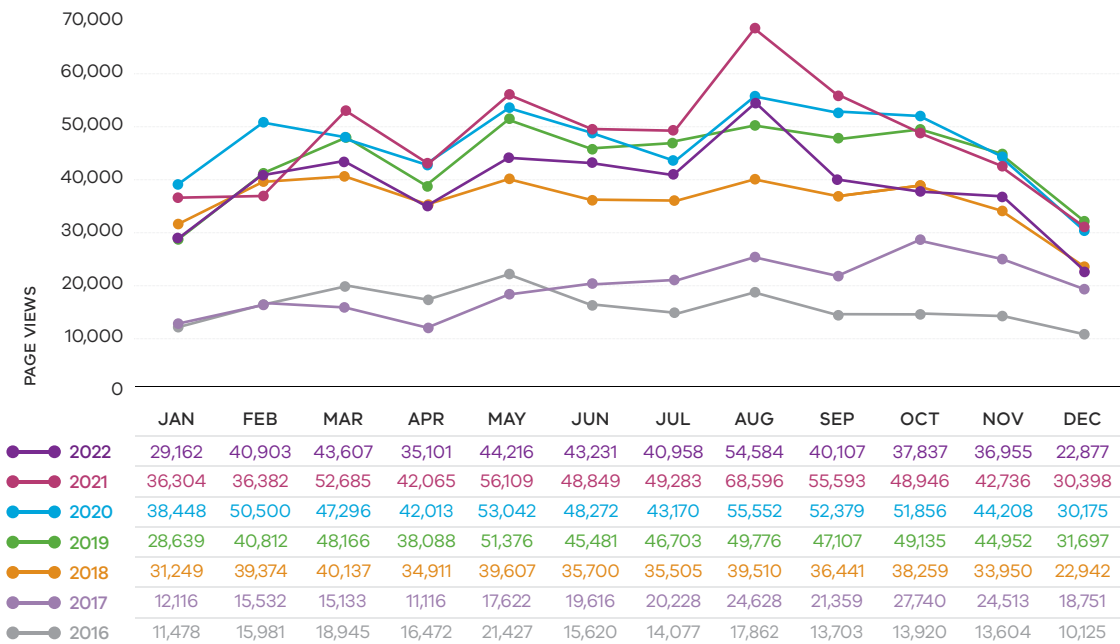
In 2022 QARD used the Department of Education website ([www.education.vic.gov.au/childhood](http://www.education.vic.gov.au/childhood)) to provide resources and guidance to providers and services. In 2022, website traffic was slightly lower than in 2021, with a high of 54,584 views in August 2022 (see Figure 23). The majority of website traffic came from search engines (80%), while 8% of our audience visited directly by using a URL, and 13% resulted from referral traffic (websites that linked to Regulation pages).

### Sector reference groups

QARD continued to strengthen relationships with stakeholders at all levels in 2022. The Early Childhood Education and Care Regulatory Reference Group, consisting of key industry representatives, met in February and November 2022 via an online platform to discuss trends and issues within the sector. There was also a special information session focusing on implementing the CSS.

In addition to meeting with this group, QARD senior executives met regularly with peak bodies and provider representatives.

**Figure 23: QARD Regulation pages on DE website – page views per month, 2016–2022**



## Red tape reduction

QARD continually works to improve processes and reduce red tape. We provide ongoing support for improvements to the NQA ITS public portal through a workplan coordinated and managed by ACECQA to streamline and standardise data capture for service providers.

In 2022, QARD collaborated with ACECQA to implement the new online knowledge assessment

test for individuals intending to be persons with management or control of an education and care service. The new online test enables applicants to conveniently undertake their knowledge test remotely replacing the need for individuals to physically attend the department’s office in central Melbourne, thus saving them travel time and minimising impacts on other commitments. The online test also reduces application processing times as assessment results are available faster.





## Stakeholder Satisfaction Survey

In 2022, QARD conducted its annual stakeholder satisfaction survey of regulated providers and services to gauge the quality of its compliance-related assistance and advice. Information received from the survey is used to improve QARD's delivery in these areas.

The survey was distributed to all services and providers under both regulatory regimes.

The 2022 response rate of 607 was lower compared to the previous year (828 responses in 2021).

The response options of some questions in the survey changed in 2021. As a result, some responses cannot be compared directly to previous years.

Qualitative responses indicate that QARD continues to be accessible and responsive to families and the sector. Given the effort put into training and communications with the sector, it is pleasing to see increases in these measures.

**Note:** Bases used to calculate percentages vary depending on number of responses provided.

Overall satisfaction with QARD's regulatory support and guidance:

**69%** satisfied (-5%)  
**21%** neutral (0%)  
**10%** dissatisfied (+5%)

Effective and efficient systems and processes:

**83%** of respondents (strongly and somewhat) agreed that QARD uses effective IT solutions and **77%** that the public portal is easy to use.

Providing compliance assistance and advice:

**89%** of respondents agreed that QARD staff are knowledgeable and **77%** agreed that they were responsive when providing information.

Communicating with and engaging stakeholders:

**87%** of respondents agreed that QARD communicates simply, **89%** that QARD uses relevant formats and **76%** that QARD provides opportunities to engage with stakeholders.

Experience of regulatory practices:

**80%** of respondents were satisfied with their experience of QARD's regulatory practices.

**86%** of respondents agreed that regulatory requirements were clear.

**81%** of respondents agreed that compliance assistance and advice were clear.



# Regulatory performance

## Risk-based regulator

Our primary objective as the regulator of early childhood 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 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.

QARD is responsible for:

- assessing an applicant's suitability to operate an early childhood education and care service
- assessing the suitability of premises for providing education and care services, supporting and guiding service providers and staff to meet their regulatory obligations
- assessing and rating service quality against the NQS through the assessment and rating process
- receiving and investigating notifications of incidents and complaints
- monitoring compliance with, and enforcing requirements of, the National Law and Regulations, the CS Act and CS Regulations and the CSS.

## Applications and notifications

QARD is responsible for assessing and determining licensing applications, notifications of change of circumstances and applicants' fitness and propriety.

## Applications

In 2022, QARD received 3,095 applications in total, returning to pre-COVID-19 pandemic times, up 56% from 2020 and 2021 levels (2,043 applications in 2021 and 1,981 in 2020).

New service applications returned to historical levels after the spike in applications in 2021 due to the Victorian State Government's OSHC Establishment Grants program. There were 105 new provider applications approved in 2022, a reduction of 33 percent from 2021, and 365 new service applications approved, an increase of 57 percent from 2021 levels.

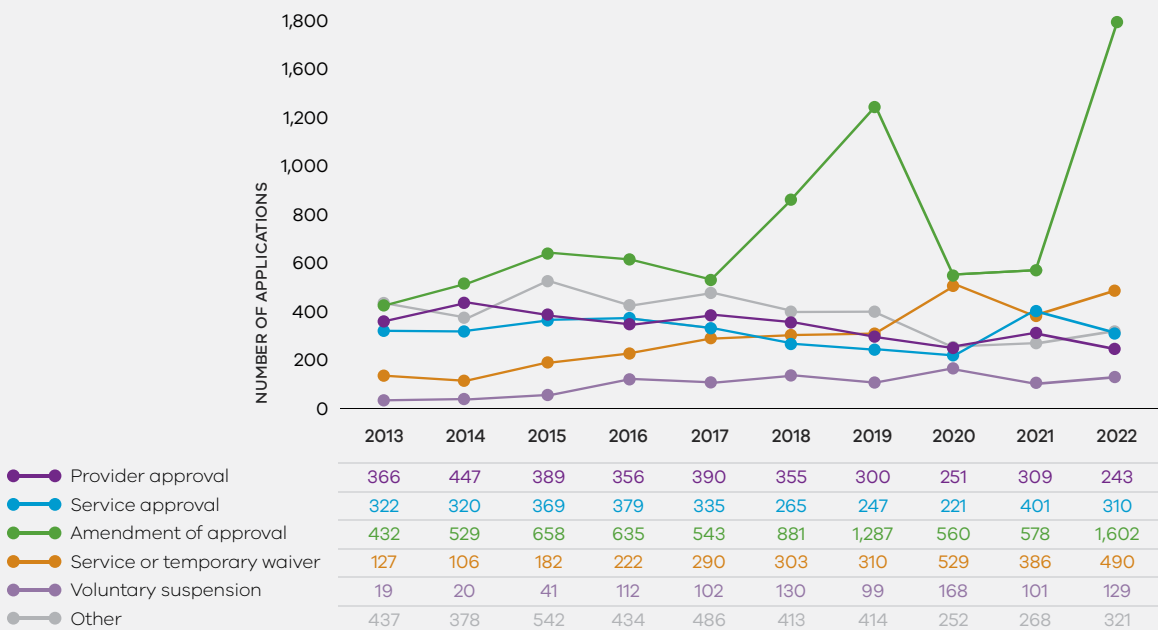
Applications for amendment to provider or service approvals (amendment applications) continue to account for the largest number of applications received (approximately 52%).

Applications for amendment to approval are used for changes to maximum number of approved places, removal of existing conditions, service name changes, and changes to approved provider details. Some application types, such as amendments to approvals by the regulatory authority, are internally generated to facilitate system driven administrative processes.

There was a spike in service amendment applications in 2022 compared with previous years, due to changes to the Australian Fire Danger Rating System. Services assessed by the Commonwealth Scientific and Industrial Research Organisation (CSIRO) to be at high risk of bushfire or grassfire had their service approval amended to add special conditions that required them to increase their preparedness for bushfire or grassfire emergencies. A similar spike in service amendments also occurred in 2019 for similar reasons (see Figure 24).



**Figure 24: Number of applications submitted by application type, 2013–2022**



Approved waiver applications (service or temporary) returned to pre-COVID levels with 200 applications in total in 2022, compared to 209 in 2019. Most waiver applications in 2022 continued to relate to staffing issues. The number of voluntary suspension applications also returned to historical levels.

## Notifications of change of circumstances

QARD receives and processes notifications of changes of certain circumstances and information relating to services regulated under both the NQF and the CS Act. These notifications include changes 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 more than 11,500 notifications of change of circumstances received by QARD in 2022, up from 10,000 in 2021. Of these, notifications 69% were related to changes to services, with most related to the changes in nominated supervisors of services. A further 24% related to a change of contact details, most of them related to contact details for the service.

## Notification of serious incidents

The National Law and CS 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
- 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.

**Table 4: Number of reported serious incidents per 100 services by care type, 2018–2022**

Care type	2018	2019	2020	2021	2022
Long day care	150	158	148	196	<b>197</b>
Standalone kindergarten	61	57	44	53	<b>59</b>
Outside school hours care	38	46	31	38	<b>39</b>
Family day care	40	56	48	47	<b>39</b>
CS Act service	3	3	3	7	<b>7</b>

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

In 2022 QARD received 5,001 serious incident notifications from Victorian education and care services, an increase of 6% on 2021 (4,704). This increase is consistent with the national trend.

A large proportion of the increase of serious incident notifications in 2022 continue to relate to reports of injury or trauma described as a fall or trip and accounted for 39% of all serious incidents notified across all NQF services. See Appendix Table 34.

In the 2021–2022 financial year, Victorian NQF services made 101.3 notifications of serious incident per 100 services compared to the national average of 123.8 per 100 services.

## Other incidents

Other incident notifications continued to increase in 2022, with a sharp increase (28,728 in 2022 from 6,233 in 2021, and 4,590 in 2020). This data excludes incidents defined as ‘serious incidents’ in the legislation.

Of the other incident notifications in 2022, around 23,800 (83%) related to notifications from services of reduced numbers of children attending, largely due to the COVID-19 pandemic (and changed reporting requirements). Of the remaining other incident notifications, approximately 4,928 were related to circumstances that posed a risk to the health, safety or wellbeing of a child or children at the service. This category includes a wide range of situations including accidents, injuries, illness (‘gastro’, rashes, unwell children), facilities issues (gas leaks, water leaks, emergency services attending, floods and storms), inadequate supervision and others. There was also a large number of notifications due to ‘gastro’ illness in particular. All incident notifications were assessed by QARD for further action.

## 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 notify the regulatory authority of complaints they have received from parents at a service. All complaints are assessed and investigated as required.

The number of complaints notified to QARD in 2022 increased slightly, returning to pre-COVID-19 pandemic levels (2,036 in 2022 compared with 2,000 in 2019). Of these 512 were direct complaints and 1,524 indirect notifications of complaints. Of the 2,036 total complaints, 2,011 were about services operating under the NQF, 11 about services operating under the CS Act and 13 about alleged unapproved services (see Appendix Table 38). The largest number of complaints related to LDC services, which is the largest segment of the education and care sector in Victoria.

## Monitoring quality and compliance

In 2022, QARD authorised officers conducted 4,506 visits to service premises across the State, a significant increase in the total visits undertaken in 2020 and 2021 (2,644 and 3,326 respectively) when regulatory activities were impacted by the pandemic. In 2022, 1,126 service visits related to assessment and rating processes and 3,168 were for compliance inspections in relation to services regulated under the NQF. Authorised officers also visit services regulated under the CSA and unlicensed services (see Appendix Tables 31–33).

## Assessment and rating

Assessment and rating is a core regulatory activity for QARD in delivering the NQF's continuous improvement objective. The assessment and rating process involves authorised officers conducting an audit of service quality 40 elements of the NQS. To determine a quality rating, authorised officers conduct desktop audits and meet with senior leadership to review and discuss quality improvement plans, compliance histories, governance processes and internal controls. Authorised officers conduct a service visit to discuss, sight and observe practice.

Following analysis, authorised officers then determine a quality rating and report the outcome to service providers including identifying areas for improvement. Prior to the rating being finalised, the approved provider is issued with a draft rating report and may provide feedback.

The assessment and rating system aims to promote continuous improvement and to improve knowledge, and access to information about the quality of education and care services for parents and the community.

The 1,126 assessment and rating visits in 2022 is almost double the number of visits conducted by QARD in 2021 as QARD focused on visiting services missed during the 2 years of the pandemic.

An innovation from the pandemic, where authorised officers held leadership discussions virtually or by telephone prior to visit to a service, has continued. Feedback from services providers has indicated that this approach gives more flexibility in scheduling.

## Excellent rated services

At the end of 2022, 6 Victorian services were rated as Excellent, 4 LDC and 2 standalone kindergarten services. An Excellent rating, the highest rating possible under the NQF, 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.

Those services were:

- Balnarring Pre-School
- Clarendon Children's Centre Co-operative
- Essex Heights Juniors
- Goodstart Early Learning Clayton
- Gowrie Victoria Broadmeadows Valley
- Yuille Park Children's Centre.

## 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'. Only one rating given in 2022 resulted in a first tier review.

Approved providers have applied for a first tier review for less than 2% of ratings in the last 6 years. If the approved provider is still not satisfied after the first tier review, they may apply to the National Authority (ACECQA) for a further review (a 'second tier review') by a ratings review panel. There were no second tier reviews of a service in Victoria undertaken by the ratings review panel in 2022, and only one each year between 2018–2021.

**Table 5: Proportion of ratings with a first or second tier review, 2016–2022**

	2016	2017	2018	2019	2020	2021	2022
Second tier reviews	0	0	1	1	1	1	0
First tier reviews	12	15	14	12	5	4	1
Ratings given	838	979	1,003	999	257	604	1,077
Proportion of ratings resulting in a first tier review	1.4%	1.5%	1.4%	1.2%	1.9%	0.6%	0.1%

**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. For this reason the number of assessment and rating visits will not match the ratings given.

## Monitoring and compliance

QARD implements a range of strategies to motivate compliance with legislative requirements, as set out in our *Monitoring and Assessing Compliance and Quality Policy* (Policy) [published online](#).

The Policy describes QARD’s risk-based approach to regulating services and providers. It outlines the schedule we follow for conducting monitoring visits and what happens during a visit. Importantly, it also sets out what we do when unsatisfactory compliance is detected, and the actions providers and services are expected to take.

QARD addresses and deters non-compliance through regular compliance visits and educative support. Where serious non-compliance is identified at a visit or through notifications and complaints, a range of responses are considered. When deciding on the appropriate response a key consideration is the risk to children.

In 2022, authorised officers completed a total of 3,168 compliance inspection visits to services. 3,016 were to services operating under the NQF, 115 were to services operating under the CS Act and around 30 were to unlicensed services.

**Table 6: Number of compliance visits completed per 100 services by care type, 2018–2022**

Care type	2018	2019	2020	2021	2022
Long day care	86	88	70	72	<b>75</b>
Standalone kindergarten	42	40	38	40	<b>49</b>
Outside school hours care	55	54	36	41	<b>60</b>
Family day care	69	76	38	36	<b>108</b>
CS Act service	47	40	26	45	<b>53</b>

**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 each year.



## Enforcement action when children exit services

**Protecting children from harm and hazards is one of the most important obligations for approved providers and services under the National Law and Regulations.**

Approved providers must manage risks through conducting regular risk assessments of the premises, and undertaking proper maintenance to remove hazards. They must also ensure that the service adequately supervises children to keep them safe. This requires the service to plan and roster staff in positions where they can adequately supervise children, as well as ensure that staff have appropriate training.

In 2019, two children exited a service in Melbourne’s West through a gap in an outside gate without staff being aware. Passersby spotted the children, both aged two, and returned them safely to the service.

Following the incident, QARD authorised officers visited the service to investigate the incident, interview staff, the nominated supervisor and the person in management or control.

After the investigation was concluded, QARD determined that court action was the appropriate enforcement action to take, given the risk to children, and the service’s history of non-compliance with the National Law and Regulations. QARD took legal action against the approved provider.

In 2022, the approved provider was found guilty in court of failing to protect children from harm and hazards, as well as failing to comply with conditions on the service approval. The approved provider was ordered to pay a fine of \$12,000 plus costs of \$10,000 and put on a 12-month good behaviour bond.

## Enforcement

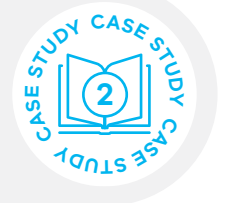
QARD uses a range of regulatory tools to remedy or sanction non-compliance with the relevant early childhood laws and regulations. Action can range from providing education and guidance through to prosecutions or cancelling a provider's approval to operate. Enforcement actions are proportionate to the seriousness of the non-compliance, risk and the potential harm to the safety and wellbeing of children attending a service.

Individuals can also be prohibited from working in early childhood services or operating them. Prosecution action is also taken for the most serious non-compliance where appropriate.

In 2022, the Regulatory Authority issued 36 statutory sanctions against providers and services regulated under the NQF and one prosecution. The sanctions included 21 cancellations of provider approval, 2 cancellations of service approval, 7 amendments of service approval to impose a condition, 5 compliance notices and one emergency action notice.

Issues in FDC services remain significant with 28 of the sanctions in 2022 issued to FDC services and educators.

## Supporting a service impacted by fire to rebuild



**Christ Church Grammar School operates an early learning centre (ELC) in South Yarra offering 3 and 4 year old kindergarten programs. In May 2022, the ELC, which had recently been renovated, was destroyed by a fire.**

After notifying QARD of the fire through NQA ITS, the nominated supervisor immediately contacted their local QARD office.

An AO from the local office visited the site to determine the extent of the damage, and to speak with the nominated supervisor. Through this discussion, the AO assessed whether appropriate alternative spaces, identified by the service, could allow it to continue to provide education and care. Drawing on her prior knowledge of the service, the AO was able to quickly take a view on a proposed solution to allow the service to operate temporarily the following day out of other spaces while ensuring the health, safety and wellbeing of children. The nominated supervisor from the service commented:

*"The provision of a key contact person was instrumental to our success. The Authorised Officer's dedication, availability and willingness to listen provided a sense of comfort and stability for us all. Her commitment to promptly seeking information and consulting her team ensured that our questions were answered, and our concerns addressed."*

The service then put in place a demountable building with new landscaping to enable normal ELC operations to resume. Once the service submitted its application for the new ELC, QARD carefully assessed and ultimately approved the new building and site. The service's new site was re-assessed, and granted service approval was granted in February 2023, ready for term one 2023.



# Reforms and initiatives

## NQF Review 2019

The outcomes of the second 5-yearly review of the NQF were finalised in 2022. The 2019 NQF Review aimed to ensure that the NQF continues to meet its objectives, and consider the ongoing effectiveness and sustainability of the NQF in light of the continuing evolution of the education and care sector.

The Review outcomes, including recommendations for change and a Decision Regulation Impact Statement, were approved by the Education Ministers Meeting on 6 May 2022 and published on the NQF Review website at [www.nqfreview.com.au](http://www.nqfreview.com.au).

Changes to the National Law, implementing most of the outcomes of the NQF Review that require legislation, were passed by the Victorian Parliament in September 2022 as part of the *Early Childhood Legislation Amendment Act 2022*.

Those changes commence progressively throughout 2023 together with changes to the National Regulations.

Key changes for services in the Review included:

- new safety requirements – introducing new policies, procedures and risk assessments to ensure the safety, health and wellbeing of children in education and care
- improved oversight and compliance tools for Regulatory Authorities – increasing transparency and accountability in the sector
- new workforce requirements – such as increasing mandatory minimum qualification requirements for family day care educators, and alleviating staffing requirements during short-term absences
- improved regulatory guidance – improving educator knowledge of best practice through government developed resources, including the *Guide to the National Quality Framework*

## Child Safe Standards law reform

The *Early Childhood Legislation Amendment Act 2022* also put in place the law changes needed to enable QARD to become the 'integrated sector regulator' for the CSS in the early childhood sector from 1 January 2023.

From 1 January 2023, QARD was able to use its existing powers under the National Law and National Regulations, or the CS Act and CS Regulations, to monitor and enforce compliance with the CSS. From 2023, QARD will incorporate compliance and monitoring of the CSS into existing compliance, and assessment and rating, visits.

Where organisations that provide early childhood services operate in more than one sector, QARD collaborates with the Commission for Children and Young People (CCYP) and the other sector regulators. CCYP continues to oversee the whole regulatory system and provide general advice.

## Co-regulatory partners

QARD works with 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 also collaborate with other state and national regulators to promote coherence through information sharing, enforcement and to build capability within the education and care sector.

### Commission for Children and Young People

Throughout 2022 QARD continued to hold regular meetings with the CCYP and share information in preparation for QARD's transition to its new role as the integrated sector regulator of the CSS for the early childhood sector from 1 January 2023.

Ahead of the transition, QARD continued to manage referrals from the CCYP to determine services' compliance with the CSS and monitored aspects of services' compliance with the CSS as part of the assessment and rating process for services.

From 1 January 2023, QARD will collaborate with the CCYP and other sector regulators of the CSS where an organisation operates across more than one sector.

### Victorian Registration and Qualifications Authority

QARD continues to work closely with the Victorian Registration and Qualifications Authority (VRQA) as a co-regulator. Information is shared and joint investigations carried out into OSHC providers, sometimes operated by school councils registered by the VRQA, and early childhood-related qualifications by Registered Training Organisations also regulated by the VRQA.

### Department of Health

QARD works closely with the Department of Health to support and facilitate the implementation of a number of policy areas, and health safety alerts (eg. COVID, gastroenteritis, mosquitos), including the requirements of the No Jab, No Play legislation.

### Department of Justice and Community Safety

QARD shares information with the Department of Justice and Community Safety where there are concerns a relevant person may not hold, or be eligible to hold, a Working with Children Clearance.

### WorkSafe Victoria

QARD’s collaboration with WorkSafe Victoria ensures issues of shared interest impacting on the safety, health and wellbeing of children are addressed. We also collaborate when both agencies are investigating the same matter.

### Victorian Institute of Teaching

QARD maintains a close relationship with the Victorian Institute of Teaching through an established Memorandum of Understanding and regular liaison over the registration of early childhood teachers.

### Commonwealth Department of Education

Regular collaboration and information sharing between QARD and the Commonwealth Department of Education 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.

### 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 or the CS Act.
Approved service		An approved early childhood education and care service for which a service approval exists under the NQF. An approved children's service for which a service approval exists under the CS Act.
Assessment and Rating	A&R	The process by which NQF 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.
Care type classification		In this report centre-based services offering more than one type of service are classified as follows: services which provide LDC in addition to any other service type are classified as LDC services; services which only provide kindergarten programs to 3 and 4-year-old children as well as outside school hours care services are classified as standalone kindergarten services (KGN); 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 LDC, preschool/standalone kindergarten and outside school hours care services that are delivered at a centre.
Complaint		Includes concerns raised about the safety, health or wellbeing of children, the behaviour and practices of staff an early childhood service, allegations that incidents of physical and sexual abuse of a child at an early childhood service, and allegations that either the National Law or CS Act have been contravened.
Children's service		A service regulated under the <i>Children's Services Act 1996</i> for which a service approval exists.
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 CS Act.
Incident notification		See <i>Notification</i>
Limited hours service		One of 2 types of service approval prescribed in the Children's Services Regulations 2020. Children's services with a Limited Hours service approval can provide education and care to a child for up to 3 hours per day to a maximum of 6 hours per week. They are often located in sports and leisure centres where the child's parent is a patron.
National Law		The NQF operates under an applied law system, comprising the Education and Care Services National Law 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. Victoria is the host jurisdiction of the Education and Care Services National Law which is set out in a Schedule to the <i>Education and Care Services National Law Act 2010 (Vic)</i> . Application provisions in this Act apply the National Law in Victoria. Other jurisdictions adopted the National 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 Law and National Regulations, including the NQS, the Early Years Learning Framework, and the assessment and rating system.
National Quality Framework	NQF	The NQF 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, LDC services, outside school hours care services and preschools (standalone kindergartens). The NQF comprises the National Law, National Regulations and the NQS.
National Quality Standard	NQS	The 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.

Term	Acronym	Meaning
No Jab, No Play		Under the No Jab, No Play legislation, before enrolling a child, early childhood education and care services must 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. There is provision to allow enrolment of children whose immunisation documentation has not been provided if they are experiencing vulnerability and disadvantage.
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 NQF services, providers and educators to submit application and notification forms online to regulatory authorities and ACECQA.
Occasional Care		One of 2 types of service approval prescribed in the Children's Services Regulations 2020. Children's services with an Occasional Care service approval can provide education and care to a child on an ad hoc, irregular basis.
Outside School Hours Care	OSHC	Regulated under the NQF. Not defined in the National Law or National 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. Outside school hours care services are usually provided from primary school premises. Services may also be located in child care centres or community facilities.
Places		Places only relates to centre-based services under the National Law and children's services regulated under the <i>Children's Services Act 1996</i> . 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 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.
Provider management type		The type of legal or social entity responsible for managing the delivery of an early childhood education and care service or children's service.
Provider		See <i>Approved provider</i>
Quality Improvement Plan	QIP	The approved provider of an NQF service 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. Requires some organisations to respond to allegations made against their workers and volunteers, and to notify the Commission for Children and Young People of any allegations.
School holidays care service		Cares for or educates children for 4 weeks or more during school holidays under the National Law, or up to 4 weeks per calendar year under the <i>Children's Services Act 1996</i> . Also referred to as vacation care.
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 or a children's service under the <i>Children's Services Act 1996</i> . 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 NQS or regulation of the National Regulations, or and approve children's service comply with a prescribed regulation of the Children's Services Regulations 2020. 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, 2013–2022**

Care type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total Services</b>	<b>251</b>	<b>214</b>	<b>289</b>	<b>223</b>	<b>260</b>	<b>219</b>	<b>206</b>	<b>188</b>	<b>228</b>	<b>345</b>
<b>NQF services</b>	<b>251</b>	<b>214</b>	<b>224</b>	<b>198</b>	<b>233</b>	<b>204</b>	<b>192</b>	<b>178</b>	<b>224</b>	<b>334</b>
<b>Centre-based care</b>	<b>123</b>	<b>140</b>	<b>163</b>	<b>160</b>	<b>213</b>	<b>191</b>	<b>185</b>	<b>170</b>	<b>212</b>	<b>323</b>
• Long day care	34	36	54	75	116	81	105	97	95	99
• Standalone Kindergarten	31	23	30	22	19	22	23	20	20	37
• Outside school hours care	58	81	79	63	78	88	57	53	97	187
<b>Family day care</b>	<b>128</b>	<b>74</b>	<b>61</b>	<b>38</b>	<b>20</b>	<b>13</b>	<b>7</b>	<b>8</b>	<b>12</b>	<b>11</b>
<b>CSA services</b>	<b>na</b>	<b>na</b>	<b>65</b>	<b>25</b>	<b>27</b>	<b>15</b>	<b>14</b>	<b>10</b>	<b>4</b>	<b>11</b>

**Note:** \*na = not available. This table only counts services remaining approved at the end of each year and excludes services suspended, surrendered or cancelled in the same year. 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, 2013–2022**

Care type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<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>16,177</b>	<b>14,273</b>	<b>14,356</b>	<b>20,046</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>	<b>15,817</b>	<b>14,097</b>	<b>14,274</b>	<b>19,841</b>
• Long day care	3,172	3,501	4,246	7,348	12,092	8,520	11,777	10,007	9,526	9,920
• Standalone Kindergarten	1,474	1,166	1,731	1,117	828	1,107	1,110	1,159	1,008	2,095
• Outside school hours care	2,730	3,626	3,687	3,302	4,703	4,676	2,930	2,931	3,740	7,826
<b>CSA places</b>	<b>na</b>	<b>na</b>	<b>1,769</b>	<b>541</b>	<b>696</b>	<b>457</b>	<b>360</b>	<b>176</b>	<b>82</b>	<b>205</b>

**Note:** \*na = not available. This table only counts places for services remaining approved at the end of each year and excludes services suspended, surrendered or cancelled in the same year. Total new places for 2013 and 2014 excludes new CSA places.

**Appendix Table 3: Number of new ECEC services by provider management type, 2013–2022**

Provider type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total Services</b>	<b>251</b>	<b>214</b>	<b>289</b>	<b>223</b>	<b>260</b>	<b>219</b>	<b>206</b>	<b>188</b>	<b>228</b>	<b>345</b>
Catholic school	1	0	2	2	2	1	0	0	1	0
Government school	10	7	6	5	4	5	3	4	13	12
Independent school	5	3	2	7	5	4	4	2	5	2
Local government	7	10	31	11	9	12	8	9	10	16
Not-for-profit community managed	34	27	56	34	37	36	20	24	19	38
Not-for-profit other	4	5	15	5	16	13	11	11	10	34
Private for profit	190	162	174	159	187	148	160	138	170	243
Other	0	0	3	0	0	0	0	0	0	0

**Note:** This table includes one service in NQAITS as 'other' and reclassified as 'Private not for profit other organisations' for annual report purposes.

**Appendix Table 4: Number of new places for centre-based services by provider management type, 2013–2022**

Provider management type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<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>16,177</b>	<b>14,273</b>	<b>14,356</b>	<b>20,046</b>
Catholic school	40	0	35	65	86	20	0	0	80	0
Government school	389	290	186	191	117	214	45	175	277	254
Independent school	343	170	69	294	309	192	320	31	403	164
Local government	659	630	1,832	574	386	520	777	616	495	610
Not-for-profit community managed	1,946	956	2,461	1,476	1,960	1,939	1,199	1,417	919	1,918
Not-for-profit other	281	216	548	213	2,182	759	674	1,149	850	2,923
Private for profit	3,718	6,031	6,270	9,495	13,279	11,116	13,162	10,885	11,332	14,177
Other	0	0	32	0	0	0	0	0	0	0

*Note: This table includes one service in NQAITS as 'other' and reclassified as 'Private not for profit other organisations' for annual report purposes.*

**Appendix Table 5: Number of approved ECEC services by care type, 2013–2022**

Care type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<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>4,546</b>	<b>4,578</b>	<b>4,706</b>	<b>4,881</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>	<b>4,229</b>	<b>4,299</b>	<b>4,435</b>	<b>4,662</b>
<b>Centre-based care</b>	<b>3,541</b>	<b>3,589</b>	<b>3,645</b>	<b>3,737</b>	<b>3,886</b>	<b>3,961</b>	<b>4,043</b>	<b>4,140</b>	<b>2,501</b>	<b>4,512</b>
• Long day care	1,220	1,244	1,280	1,342	1,457	1,520	1,607	1,691	1,777	1,858
• Standalone Kindergarten	1,211	1,197	1,197	1,203	1,205	1,194	1,186	1,183	1,185	1,200
• Outside school hours care	1,110	1,148	1,168	1,192	1,224	1,247	1,250	1,266	1,316	1,454
<b>Family day care</b>	<b>267</b>	<b>339</b>	<b>382</b>	<b>371</b>	<b>347</b>	<b>248</b>	<b>186</b>	<b>159</b>	<b>157</b>	<b>150</b>
<b>CSA services</b>	<b>457</b>	<b>453</b>	<b>430</b>	<b>406</b>	<b>379</b>	<b>358</b>	<b>317</b>	<b>279</b>	<b>271</b>	<b>219</b>

*Note: This table only counts services remaining approved at the end of each year and excludes services suspended, surrendered or cancelled in the same year.*

**Appendix Table 6: Number of approved places for centre-based ECEC services by care type, 2013–2022**

Care type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<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>280,416</b>	<b>290,591</b>	<b>302,668</b>	<b>316,420</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>	<b>272,414</b>	<b>283,552</b>	<b>295,897</b>	<b>311,101</b>
• Long day care	91,493	109,743	99,683	107,605	120,343	128,664	140,255	149,891	159,560	166,716
• Standalone Kindergarten	44,736	46,101	48,077	49,811	50,099	50,567	51,073	51,798	52,316	54,878
• Outside school hours care	64,580	68,029	70,527	74,229	77,701	80,311	81,086	81,863	84,021	89,507
<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>	<b>8,002</b>	<b>7,039</b>	<b>6,771</b>	<b>5,319</b>

*Note: This table only counts places for services remaining approved at the end of each year and excludes services suspended, surrendered or cancelled in the same year.*

**Appendix Table 7: Number of approved ECEC services by provider management type, 2013–2022**

Provider management type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<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>	<b>4,546</b>	<b>4,578</b>	<b>4,706</b>	<b>4,881</b>
Catholic school	44	41	41	39	33	29	26	20	19	14
Government school	338	320	309	295	279	260	244	236	228	221
Independent school	133	129	123	127	132	131	131	129	131	131
Local government	458	433	496	484	467	456	440	438	432	418
Not-for-profit community managed	1,130	1,114	1,294	1,281	1,285	1,261	1,221	1,203	1,191	1,190
Not-for-profit other	312	309	373	363	375	379	374	355	378	409
Private for profit	1,393	1,582	1,818	1,922	2,040	2,051	2,110	2,197	2,326	2,497
Other	0	0	3	3	1	0	0	0	1	1

**Note:** This table only counts services remaining approved at the end of each year and excludes services suspended, surrendered or cancelled in the same year.

**Appendix Table 8: Number of approved places for centre-based ECEC services by provider management type, 2013–2022**

Provider management type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<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>	<b>280,416</b>	<b>290,591</b>	<b>302,668</b>	<b>316,420</b>
Catholic school	2,398	2,144	2,106	1,996	1,758	1,567	1,484	1,173	1,143	923
Government school	18,311	18,267	18,335	18,535	18,296	17,400	16,870	16,399	15,081	14,220
Independent school	9,190	9,133	8,492	8,738	9,044	8,960	9,374	9,246	9,521	9,674
Local government	19,125	18,575	21,183	21,589	21,333	20,986	21,185	21,474	21,622	21,553
Not-for-profit community managed	47,646	62,491	53,738	54,193	55,330	55,587	54,885	55,038	55,319	56,466
Not-for-profit other	22,923	22,997	24,990	25,205	27,069	27,692	28,020	28,296	29,724	30,914
Private for profit	81,216	90,266	99,980	111,439	124,822	136,490	148,598	158,965	170,228	182,635
Other	0	0	32	33	7	0	0	0	30	35

**Note:** This table includes one service in NQAITS as 'other' and reclassified as 'Private not for profit other organisations' for annual report purposes.

**Appendix Table 9: Number of NQF services managed by Victorian providers, 2015–2022**

Service jurisdiction	2015	2016	2017	2018	2019	2020	2021	2022
<b>VIC</b>	<b>3,557</b>	<b>3,602</b>	<b>3,687</b>	<b>3,629</b>	<b>3,620</b>	<b>3,669</b>	<b>3,777</b>	<b>3,975</b>
<b>Other jurisdictions</b>	<b>464</b>	<b>546</b>	<b>581</b>	<b>552</b>	<b>535</b>	<b>556</b>	<b>642</b>	<b>720</b>
ACT	9	8	10	11	12	18	19	19
NSW	157	189	201	191	195	204	269	331
NT	7	16	20	18	18	17	12	10
QLD	66	79	90	88	85	87	96	104
SA	67	80	75	63	50	47	47	48
TAS	1	1	10	8	5	5	7	9
WA	157	173	175	173	170	178	192	199

**Note:** This table only counts services remaining approved at the end of each year and excludes services suspended, surrendered or cancelled in the same year.

**Appendix Table 10: Number of children attending ECEC services, 2015–2022**

Service type	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total</b>	<b>405,679</b>	<b>413,114</b>	<b>429,922</b>	<b>436,108</b>	<b>409,749</b>	<b>414,983</b>	<b>317,176</b>	<b>329,112</b>
Centre based day care	na	na	na	na	188,249	196,393	201,936	<b>204,586</b>
Long day care	148,333	154,175	163,524	172,161	na	na	na	<b>na</b>
Kindergarten (long day care settings)	21,393	23,269	25,022	24,786	27,514	29,559	30,918	<b>29,238</b>
Kindergarten (all other settings)	52,756	52,996	53,948	53,620	51,991	50,291	50,008	<b>47,151</b>
Family day care	68,886	60,705	63,352	55,617	35,863	31,884	26,361	<b>24,762</b>
OSHC (and vacation care)	111,875	119,753	121,955	127,879	106,132	106,856	88,879	<b>99,764</b>
Occasional care	2,436	2,216	2,121	2,045	na	na	na	<b>na</b>

**Note:** \*na = not available. Number of children in kindergarten refers to number of children enrolled in funded kindergarten in the year before school, using Victorian in standalone kindergarten and funded programs within other settings. Department of Education and Training data. Number of children attending ECEC services refers to children 0–12 years attending Australian CCS approved child care services and is sourced from multiple years of the Report on Government Services and from Australian Bureau of Statistics, 2020, Preschool Education, cat. No. 4240.0. Changes to reporting under the CSS resulted in the introduction of new categories Centre-based care (a consolidation of long day care and occasional care previously reported separately) and Outside school hours care (a consolidation of outside school hours care, and vacation care previously reported separately). Data on funded kindergarten enrolments is not directly comparable to attendance in other service types.

**Appendix Table 11: Average hours of attendance per week of children aged 0–12 years at Australian CCS approved child care services, 2013–2022**

Service type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Centre based day care	na	na	na	na	na	na	30	30	31	32
Long day care	28	28	28	28	28	29	na	na	na	na
Family day care	30	34	34	32	32	30	25	25	25	26
Vacation care	29	28	27	27	27	26	na	na	na	na
OSHC	6	8	8	8	8	8	8	9	9	9
Occasional care	9	8	9	9	9	9	na	na	na	na

**Note:** \*na = not available. Data from this table is sourced from multiple years of the Report on Government Services. See note for Appendix Table 10 about continuity of data.

Appendix Table 12: Number of applications submitted by application type, 2013–2022

Application type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Approval</b>	<b>688</b>	<b>767</b>	<b>758</b>	<b>735</b>	<b>725</b>	<b>620</b>	<b>547</b>	<b>472</b>	<b>710</b>	<b>553</b>
Provider Approval	366	447	389	356	390	355	300	251	309	243
Service Approval	322	320	369	379	335	265	247	221	401	310
<b>Amendment of approval</b>	<b>432</b>	<b>529</b>	<b>658</b>	<b>635</b>	<b>543</b>	<b>881</b>	<b>1,287</b>	<b>560</b>	<b>578</b>	<b>1,602</b>
Amend Provider Approval	48	109	144	166	179	237	140	121	145	122
Amend Service Approval	384	420	514	469	364	644	1,147	439	433	1,480
<b>Waiver (service or temporary)</b>	<b>127</b>	<b>106</b>	<b>182</b>	<b>222</b>	<b>290</b>	<b>303</b>	<b>310</b>	<b>529</b>	<b>386</b>	<b>490</b>
<b>Suspension</b>	<b>19</b>	<b>20</b>	<b>41</b>	<b>112</b>	<b>102</b>	<b>130</b>	<b>99</b>	<b>168</b>	<b>101</b>	<b>129</b>
Suspension Provider Approval	1	2	5	18	20	23	15	16	6	16
Suspension Service Approval	18	18	36	94	82	107	84	152	95	113
<b>Related to supervisor certificates</b>	<b>5,161</b>	<b>2,969</b>	<b>553</b>	<b>400</b>	<b>230</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>–</b>
Amend Supervisor Certificate	27	57	37	39	31	–	–	–	–	–
Supervisor Certificate	5,079	2,897	511	352	188	–	–	–	–	–
Supervisor Certificate for Specified Class of Persons	53	14	5	8	11	–	–	–	–	–
Suspension Supervisor Certificate	2	1	–	1	–	–	–	–	–	–
<b>Other</b>	<b>437</b>	<b>378</b>	<b>542</b>	<b>434</b>	<b>486</b>	<b>413</b>	<b>414</b>	<b>252</b>	<b>268</b>	<b>321</b>
Change of Information-Provider	2	–	–	–	–	–	–	–	–	–
Decision – Request Review by Tribunal or Court	–	1	2	3	8	1	1	1	–	–
Extension-Temporary Waiver	–	–	–	1	3	10	26	20	27	32
Internal Review of Reviewable Decision	58	55	65	32	29	14	14	8	4	2
Out of Scope Application	–	1	84	144	156	97	135	10	11	2
Re-Assessment and Re-Rating	3	19	26	64	19	31	33	27	20	24
Review of Ratings by RA	16	19	14	25	21	27	14	5	5	9
Revocation-Service Waiver	1	1	–	–	–	1	3	7	2	2
Transfer of Service Approval	218	282	351	165	250	232	188	174	199	250
<b>Total</b>	<b>6,865</b>	<b>4,769</b>	<b>2,734</b>	<b>2,538</b>	<b>2,376</b>	<b>2,347</b>	<b>2,657</b>	<b>1,981</b>	<b>2,043</b>	<b>3,095</b>

**Note:**

- (i) This table includes applications submitted related to supervisor certificates that were excluded from 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, 2013–2022**

Approval type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Provider approval</b>	<b>275</b>	<b>203</b>	<b>313</b>	<b>281</b>	<b>238</b>	<b>182</b>	<b>181</b>	<b>119</b>	<b>163</b>	<b>113</b>
Approved (with additional conditions)	2	1	1	5	29	50	29	37	53	33
Approved (with standard conditions)	273	164	184	185	106	87	105	64	103	72
Refused	–	38	128	91	103	45	47	18	7	8
<b>Service Approval</b>	<b>259</b>	<b>238</b>	<b>337</b>	<b>282</b>	<b>295</b>	<b>241</b>	<b>221</b>	<b>210</b>	<b>233</b>	<b>366</b>
Approved (with additional conditions)	130	89	98	111	119	91	91	73	99	193
Approved (with standard conditions)	128	143	208	141	152	138	123	132	134	172
Refused	1	6	31	30	24	12	7	5	–	1

*Note: The decisions made do not necessarily relate to applications received in the calendar year.*

**Appendix Table 14: Number of decisions by month and application type, 2022**

Approval type	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Provider Approval	21	4	6	5	10	6	5	19	11	8	10	8	<b>113</b>
Service Approval	138	30	23	38	12	13	20	11	12	10	25	34	<b>366</b>
Amendment of approval	27	25	36	31	21	46	60	37	1,079	26	30	29	<b>1,447</b>
Service or temporary waiver	7	17	12	21	18	26	13	26	20	25	9	8	<b>202</b>
Voluntary suspension	5	2	16	9	7	2	14	12	26	15	5	10	<b>123</b>
Other	39	24	15	22	14	7	44	16	22	21	19	38	<b>281</b>
<b>Total</b>	<b>237</b>	<b>102</b>	<b>108</b>	<b>126</b>	<b>82</b>	<b>100</b>	<b>156</b>	<b>121</b>	<b>1,170</b>	<b>105</b>	<b>98</b>	<b>127</b>	<b>2,532</b>

*Note: The decisions made do not necessarily relate to applications received in the calendar year.*

**Appendix Table 15: Number of active waivers by type, 2013–2022**

Waiver type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total</b>	<b>94</b>	<b>144</b>	<b>114</b>	<b>208</b>	<b>134</b>	<b>222</b>	<b>193</b>	<b>254</b>	<b>178</b>	<b>210</b>
<b>Physical</b>	<b>25</b>	<b>24</b>	<b>29</b>	<b>44</b>	<b>50</b>	<b>63</b>	<b>69</b>	<b>74</b>	<b>67</b>	<b>75</b>
Service	16	20	22	29	33	43	45	50	49	50
Temporary	9	4	7	15	17	20	24	24	18	25
<b>Staffing</b>	<b>69</b>	<b>120</b>	<b>85</b>	<b>164</b>	<b>84</b>	<b>159</b>	<b>125</b>	<b>180</b>	<b>111</b>	<b>135</b>
Service	40	47	54	51	51	64	72	65	67	64
Temporary	29	73	31	113	33	95	53	115	44	71

*Note: Active waivers are either in place until 31 December of a particular year, expire in the future or remain in place for the duration of the service approval. Temporary waivers that were active and expired before 31 December are not included. Physical and staffing waiver subtotals may not sum up to the total number of active waivers as there may be waivers that fall into both categories. Physical waivers include FDC location waivers.*

**Appendix Table 16: Number of active waivers related to qualifications, 2013–2022**

Waiver type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total</b>	<b>69</b>	<b>120</b>	<b>85</b>	<b>75</b>	<b>56</b>	<b>151</b>	<b>125</b>	<b>179</b>	<b>111</b>	<b>135</b>
Service	40	47	54	51	51	64	72	65	67	<b>64</b>
Temporary	29	73	31	24	5	87	53	114	44	<b>71</b>

Note: See footnote for Appendix Table 15.

**Appendix Table 17: Number of active waivers related to educator-to-child ratios, 2013–2022**

Waiver type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total</b>	<b>–</b>	<b>–</b>	<b>–</b>	<b>89</b>	<b>28</b>	<b>8</b>	<b>–</b>	<b>1</b>	<b>–</b>	<b>–</b>
Service	–	–	–	–	–	–	–	–	–	–
Temporary	–	–	–	89	28	8	–	1	–	–

Note: See footnote for Appendix Table 15.

**Appendix Table 18: Overall quality ratings by rating level, 2014–2022**

Rating	2014	2015	2016	2017	2018	2019	2020	2021	2022
<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>	<b>3,989</b>	<b>3,984</b>	<b>4,013</b>	<b>4,052</b>
Excellent	4	8	8	10	9	10	6	5	<b>6</b>
Exceeding NQS	772	1,137	1,271	1,326	1,314	1,282	1,252	1,113	<b>1,106</b>
Meeting NQS	1,066	1,579	1,809	1,928	2,001	2,100	2,177	2,404	<b>2,563</b>
Working Towards NQS	508	683	689	635	605	597	547	491	<b>376</b>
Significant Improvement Required	1	–	15	9	1	–	2	–	<b>1</b>
<b>Number of approved services</b>	<b>2,351</b>	<b>4,027</b>	<b>4,108</b>	<b>4,233</b>	<b>4,209</b>	<b>4,229</b>	<b>4,299</b>	<b>4,435</b>	<b>4,662</b>
Percentage of services eligible for a rating	100%	94%	95%	94%	95%	95%	96%	95%	<b>93%</b>
Percentage meeting NQS or above	78%	80%	81%	84%	85%	85%	86%	88%	<b>91%</b>
Rating as %	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total services with an NQS rating</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</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%	0.3%	0.2%	0.1%	<b>0.1%</b>
Exceeding NQS	33%	33%	34%	34%	33%	32%	31%	28%	<b>27%</b>
Meeting NQS	45%	46%	48%	49%	51%	53%	55%	60%	<b>63%</b>
Working Towards NQS	22%	20%	18%	16%	15%	15%	14%	12%	<b>9%</b>
Significant Improvement Required	0.0%	0.0%	0.4%	0.2%	0.0%	0.0%	0.1%	0.0%	<b>0.0%</b>

Appendix Table 19: Overall quality ratings by care type and rating level, 2022

Care type	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total services with an NQS rating		
All services	1	376	2,563	1,106	6	4,052		
Long Day Care	0	176	1,093	354	4	1,627		
Standalone Kindergarten	0	39	459	644	2	1,144		
Outside School Hours Care	0	112	951	96	0	1,159		
Family Day Care	1	49	60	12	0	122		
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%	9%	63%	27%	0.1%	4,662	93%	91%
Long Day Care	0.0%	11%	67%	22%	0.2%	1,858	95%	89%
Standalone Kindergarten	0.0%	3%	40%	56%	0.2%	1,200	97%	97%
Outside School Hours Care	0.0%	10%	82%	8%	0.0%	1,454	87%	90%
Family Day Care	0.7%	40%	49%	10%	0.0%	150	93%	59%

Appendix Table 20: Overall quality ratings by provider management type and rating level, 2022

Provider management type	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total services with an NQS rating		
All services	1	376	2,563	1,106	6	4,052		
Catholic/independent school	0	10	43	82	0	135		
Government school	0	42	117	38	1	198		
Local government	0	16	169	176	0	361		
Not for profit	0	69	684	600	4	1,357		
Private for profit	1	239	1,550	210	1	2,001		
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%	9%	63%	27%	0.1%	4,662	93%	91%
Catholic/independent school	0%	7%	32%	61%	0.0%	144	99%	93%
Government school	0%	21%	59%	19%	0.5%	220	95%	79%
Local government	0%	4%	47%	49%	0.0%	384	96%	96%
Not for profit	0%	5%	50%	44%	0.3%	1,466	95%	95%
Private for profit	0%	12%	77%	10%	0.0%	2,448	90%	88%

Appendix Table 21: Overall LDC quality ratings by rating level, 2014–2022

Rating	2014	2015	2016	2017	2018	2019	2020	2021	2022
<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>	<b>1,499</b>	<b>1,530</b>	<b>1,580</b>	<b>1,627</b>
Excellent	3	6	6	7	6	6	3	2	<b>4</b>
Exceeding NQS	241	348	409	427	427	410	399	350	<b>354</b>
Meeting NQS	439	586	650	711	767	861	913	1,025	<b>1,093</b>
Working Towards NQS	182	216	181	174	212	222	214	203	<b>176</b>
Significant Improvement Required	1	0	0	0	0	0	1	0	<b>0</b>
Number of approved services	866	1,280	1,343	1,457	1,520	1,607	1,691	1,777	<b>1,858</b>
Percentage of services eligible for a rating	100%	96%	94%	92%	95%	93%	94%	95%	<b>95%</b>
Percentage meeting NQS or above	79%	81%	85%	87%	85%	85%	86%	87%	<b>89%</b>
Rating as %	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total services with an NQS rating</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</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%	0.4%	0.4%	0.2%	0.1%	<b>0.2%</b>
Exceeding NQS	28%	30%	33%	32%	30%	27%	26%	22%	<b>22%</b>
Meeting NQS	51%	51%	52%	54%	54%	57%	60%	65%	<b>67%</b>
Working Towards NQS	21%	19%	15%	13%	15%	15%	14%	13%	<b>11%</b>
Significant Improvement Required	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	<b>0.0%</b>

Appendix Table 22: Overall standalone kindergarten quality ratings by rating level, 2014–2022

Rating	2014	2015	2016	2017	2018	2019	2020	2021	2022
<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>	<b>1,163</b>	<b>1,155</b>	<b>1,149</b>	<b>1,144</b>
Excellent	1	2	2	3	3	4	3	3	<b>2</b>
Exceeding NQS	404	585	641	681	693	707	699	652	<b>644</b>
Meeting NQS	365	444	446	429	396	386	394	440	<b>459</b>
Working Towards NQS	105	113	84	70	76	66	59	54	<b>39</b>
Significant Improvement Required	0	0	0	0	0	0	0	0	<b>0</b>
Number of approved services	875	1,197	1,203	1,205	1,194	1,186	1,183	1,185	<b>1,200</b>
Percentage of services eligible for a rating	100%	97%	98%	98%	98%	98%	98%	98%	<b>97%</b>
Percentage meeting NQS or above	88%	90%	93%	94%	93%	94%	95%	95%	<b>97%</b>
Rating as %	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total services with an NQS rating</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</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%	0.3%	0.3%	0.3%	0.3%	<b>0.2%</b>
Exceeding NQS	46%	51%	55%	58%	59%	61%	61%	57%	<b>56%</b>
Meeting NQS	42%	39%	38%	36%	34%	33%	34%	38%	<b>40%</b>
Working Towards NQS	12%	10%	7%	6%	7%	6%	5%	5%	<b>3%</b>
Significant Improvement Required	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>

Note: Quality ratings in this table exclude ratings for kindergarten services provided in a long day care setting.

**Appendix Table 23: Overall quality ratings for NQF services funded to provide a 3 and 4-year-old kindergarten program by rating level, 2014–2022**

Rating	2014	2015	2016	2017	2018	2019	2020	2021	2022
<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>	<b>2,310</b>	<b>2,503</b>	<b>2,567</b>	<b>2,618</b>
Excellent	4	8	8	10	9	9	6	5	<b>6</b>
Exceeding NQS	608	882	980	1,064	1,069	1,027	1,060	979	<b>979</b>
Meeting NQS	688	876	935	1,033	1,030	1,058	1,210	1,364	<b>1,456</b>
Working Towards NQS	223	261	202	199	225	216	226	219	<b>177</b>
Significant Improvement Required	0	0	0	0	0	0	1	0	<b>0</b>
<b>Number of approved services</b>	<b>1,523</b>	<b>2,121</b>	<b>2,168</b>	<b>2,352</b>	<b>2,374</b>	<b>2,349</b>	<b>2,579</b>	<b>2,693</b>	<b>2,804</b>
<b>Percentage of services eligible for a rating</b>	<b>100%</b>	<b>99%</b>	<b>99%</b>	<b>98%</b>	<b>99%</b>	<b>98%</b>	<b>99%</b>	<b>98%</b>	<b>2,739</b>
<b>Percentage meeting NQS or above</b>	<b>85%</b>	<b>87%</b>	<b>90%</b>	<b>91%</b>	<b>90%</b>	<b>91%</b>	<b>91%</b>	<b>91%</b>	<b>93%</b>
Rating as %	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total services with an NQS rating</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</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%	0.4%	0.4%	0.2%	0.2%	<b>0.2%</b>
Exceeding NQS	40%	44%	46%	46%	46%	44%	42%	38%	<b>37%</b>
Meeting NQS	45%	43%	44%	45%	44%	46%	48%	53%	<b>56%</b>
Working Towards NQS	15%	13%	10%	9%	10%	9%	9%	9%	<b>7%</b>
Significant Improvement Required	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>

*Note: Quality ratings in this table include ratings for funded 3 and 4-year-old kindergarten programs provided in a long day care setting as well as in a standalone kindergarten service.*

**Appendix Table 24: Overall OSHC quality ratings by rating level, 2014–2022**

Rating	2014	2015	2016	2017	2018	2019	2020	2021	2022
<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>	<b>1,173</b>	<b>1,166</b>	<b>1,160</b>	<b>1,159</b>
Excellent	0	0	0	0	0	0	0	0	<b>0</b>
Exceeding NQS	100	167	187	186	171	150	140	101	<b>96</b>
Meeting NQS	231	496	637	717	777	797	822	885	<b>951</b>
Working Towards NQS	180	268	271	222	204	226	204	174	<b>112</b>
Significant Improvement Required	0	0	0	1	0	0	0	0	<b>0</b>
<b>Number of approved services</b>	<b>511</b>	<b>1,168</b>	<b>1,191</b>	<b>1,224</b>	<b>1,247</b>	<b>1,250</b>	<b>1,266</b>	<b>1,316</b>	<b>1,454</b>
<b>Percentage of services eligible for a rating</b>	<b>99%</b>	<b>93%</b>	<b>95%</b>	<b>94%</b>	<b>93%</b>	<b>95%</b>	<b>96%</b>	<b>93%</b>	<b>87%</b>
<b>Percentage meeting NQS or above</b>	<b>65%</b>	<b>71%</b>	<b>75%</b>	<b>80%</b>	<b>82%</b>	<b>81%</b>	<b>83%</b>	<b>85%</b>	<b>90%</b>
Rating as %	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total services with an NQS rating</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</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%	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>
Exceeding NQS	20%	18%	17%	17%	15%	13%	12%	9%	<b>8%</b>
Meeting NQS	45%	53%	58%	64%	67%	68%	70%	76%	<b>82%</b>
Working Towards NQS	35%	29%	25%	20%	18%	19%	17%	15%	<b>10%</b>
Significant Improvement Required	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>

Appendix Table 25: Overall FDC quality ratings by rating level, 2014–2022

Rating	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total services with an NQS rating</b>	<b>99</b>	<b>176</b>	<b>278</b>	<b>280</b>	<b>198</b>	<b>154</b>	<b>133</b>	<b>124</b>	<b>122</b>
Excellent	0	0	0	0	0	0	0	0	–
Exceeding NQS	27	37	34	32	23	15	14	10	<b>12</b>
Meeting NQS	31	53	76	71	61	56	48	54	<b>60</b>
Working Towards NQS	41	86	153	169	113	83	70	60	<b>49</b>
Significant Improvement Required	0	0	15	8	1	0	1	0	<b>1</b>
<b>Number of approved services</b>	<b>99</b>	<b>382</b>	<b>371</b>	<b>347</b>	<b>248</b>	<b>186</b>	<b>159</b>	<b>157</b>	<b>150</b>
Percentage of services eligible for a rating	100%	84%	90%	94%	95%	96%	95%	92%	<b>93%</b>
Percentage meeting NQS or above	59%	51%	40%	37%	42%	46%	47%	52%	<b>59%</b>
Rating as %	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total services with an NQS rating</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</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%	0.0%	0.0%	0.0%	0.0%	<b>0.0%</b>
Exceeding NQS	27%	21%	12%	11%	12%	10%	11%	8%	<b>10%</b>
Meeting NQS	31%	30%	27%	25%	31%	36%	36%	44%	<b>49%</b>
Working Towards NQS	41%	49%	55%	60%	57%	54%	53%	48%	<b>40%</b>
Significant Improvement Required	0.0%	0.0%	5.4%	2.9%	0.5%	0.0%	0.8%	0.0%	<b>0.8%</b>

Appendix Table 26: Overall LDC quality ratings by provider management type and rating level, 2022

Provider management type	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total services with an NQS rating		
<b>All LDC</b>	<b>0</b>	<b>176</b>	<b>1,093</b>	<b>354</b>	<b>4</b>	<b>1,627</b>		
Catholic/independent school	0	1	4	22	0	<b>27</b>		
Government school	0	1	4	3	0	<b>8</b>		
Local government	0	5	40	39	0	<b>84</b>		
Not for profit	0	22	284	149	3	<b>458</b>		
Private for profit	0	147	761	141	1	<b>1,050</b>		
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
<b>All LDC</b>	<b>0%</b>	<b>11%</b>	<b>67%</b>	<b>22%</b>	<b>0.0%</b>	<b>1,858</b>	<b>95%</b>	<b>89%</b>
Catholic/independent school	0%	4%	15%	81%	0.2%	<b>32</b>	97%	96%
Government school	0%	13%	50%	38%	0.0%	<b>8</b>	100%	88%
Local government	0%	6%	48%	46%	0.0%	<b>91</b>	99%	94%
Not for profit	0%	5%	62%	33%	0.7%	<b>490</b>	97%	95%
Private for profit	0%	14%	72%	13%	0.1%	<b>1,237</b>	93%	86%

**Appendix Table 27: Overall standalone kindergarten quality ratings by provider management type and rating level, 2022**

Provider management type	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total services with an NQS rating		
All KGN	0	39	459	644	2	1,144		
Catholic/independent school	0	2	24	56	0	82		
Government school	0	4	16	14	1	35		
Local government	0	5	104	129	0	238		
Not for profit	0	27	311	441	1	780		
Private for profit	0	1	4	4	0	9		

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%	3%	40%	56%	0.2%	1,200	97%	97%
Catholic/independent school	0%	2%	29%	68%	0.0%	85	99%	98%
Government school	0%	11%	46%	40%	2.9%	35	100%	89%
Local government	0%	2%	44%	54%	0.0%	250	96%	98%
Not for profit	0%	3%	40%	57%	0.1%	819	97%	97%
Private for profit	0%	11%	44%	44%	0.0%	11	91%	89%

Note: Quality ratings in this table exclude ratings for kindergarten programs provided in a long day care setting.

**Appendix Table 28: Overall ratings for NQF services funded to provide a 3 and 4-year-old kindergarten program by provider management type and rating level, 2022**

Provider management type	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total funded services with an NQS rating		
All funded services	0	177	1,456	979	6	2,618		
Catholic/independent school	0	2	26	77	0	105		
Government school	0	5	19	16	1	41		
Local government	0	8	135	166	0	309		
Not for profit	0	46	567	584	4	1,201		
Private for profit	0	116	709	136	1	962		

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%	7%	56%	37%	0%	2,804	98%	93%
Catholic/independent school	0%	2%	25%	73%	0%	111	99%	98%
Government school	0%	12%	46%	39%	2%	41	100%	88%
Local government	0%	3%	44%	54%	0%	322	98%	97%
Not for profit	0%	4%	47%	49%	0%	1,257	98%	96%
Private for profit	0%	12%	74%	14%	0%	1,073	97%	88%

Note: Quality ratings in this table include ratings for funded 3 and 4-year-old kindergarten programs provided in a long day care setting as well as those in a standalone kindergarten service.

Appendix Table 29: Overall OSHC quality ratings by provider management type and rating level, 2022

Provider management type	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total services with an NQS rating		
All OSHC	0	112	951	96	0	1,159		
Catholic/independent school	0	7	15	4	0	26		
Government school	0	37	97	21	0	155		
Local government	0	1	13	2	0	16		
Not for profit	0	19	81	7	0	107		
Private for profit	0	48	745	62	0	855		

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%	10%	82%	8%	0%	1,454	87%	90%
Catholic/independent school	0%	27%	58%	15%	0%	27	100%	73%
Government school	0%	24%	63%	14%	0%	177	94%	76%
Local government	0%	6%	81%	13%	0%	20	85%	94%
Not for profit	0%	18%	76%	7%	0%	145	80%	82%
Private for profit	0%	6%	87%	7%	0%	1,085	87%	94%

Appendix Table 30: Overall FDC quality ratings by provider management type and rating level, 2022

Provider management type	Significant Improvement Required	Working Towards NQS	Meeting NQS	Exceeding NQS	Excellent	Total services with an NQS rating		
All FDC	1	49	60	12	0	122		
Local government	0	5	12	6	0	23		
Not for profit	0	1	8	3	0	12		
Private for profit	1	43	40	3	0	87		

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	1%	40%	49%	10%	0%	150	100%	59%
Local government	0%	22%	52%	26%	0%	23	100%	78%
Not for profit	0%	8%	67%	25%	0%	12	100%	92%
Private for profit	1%	49%	46%	3%	0%	115	90%	49%

**Appendix Table 31: Number of visits by visit type, 2014–2022**

Visit type	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total visits</b>	<b>3,122</b>	<b>3,144</b>	<b>3,058</b>	<b>3,413</b>	<b>4,044</b>	<b>4,003</b>	<b>2,644</b>	<b>3,326</b>	<b>4,506</b>
Assessment and Rating	1,213	1,156	886	1007	984	991	227	609	<b>1,126</b>
Compliance	1,798	1,863	2,047	2274	2,848	2,847	2,244	2,485	<b>3,168</b>
Other	111	125	125	132	212	165	173	232	<b>212</b>

**Note:** A compliance visit is defined as any of the following visit types in NQA ITS: application/assessment, change of ownership, complaint, incident, investigation and post-approval, while other visits are education or pre-approval visits. Some visits relate to services that were not operating at the end of the year.

**Appendix Table 32: Number of assessment and rating visits per 100 services by care type, 2014–2022**

Care type	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>NQF services</b>	<b>31</b>	<b>29</b>	<b>22</b>	<b>24</b>	<b>23</b>	<b>23</b>	<b>5</b>	<b>14</b>	<b>24</b>
Long Day Care	33	25	21	27	28	24	6	12	<b>23</b>
Standalone Kindergarten	31	25	15	23	24	18	3	20	<b>25</b>
Outside School Hours Care	32	40	24	21	19	31	6	10	<b>25</b>
Family Day Care	20	19	39	22	17	9	4	13	<b>26</b>

**Appendix Table 33: Number of compliance visits completed per 100 services by care type, 2014–2022**

Care type	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>All services</b>	<b>41</b>	<b>42</b>	<b>45</b>	<b>49</b>	<b>62</b>	<b>63</b>	<b>49</b>	<b>53</b>	<b>64</b>
Long Day Care	69	67	78	76	86	88	70	72	75
Standalone Kindergarten	25	22	27	32	42	40	38	40	49
Outside School Hours Care	31	28	27	39	55	54	36	41	60
Family Day Care	61	49	51	44	69	76	38	36	108
CSA services	15	51	39	36	47	40	26	45	53

**Appendix Table 34: Number of reported serious incidents by care type, 2013–2022**

Care type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>All services</b>	<b>3,529</b>	<b>3,247</b>	<b>3,507</b>	<b>3,568</b>	<b>3,882</b>	<b>3,595</b>	<b>3,897</b>	<b>3,494</b>	<b>4,704</b>	<b>5,001</b>
Long Day Care	2,223	1,928	2,039	2,296	2,535	2,278	2,536	2,506	3,489	<b>3,655</b>
Standalone Kindergarten	725	685	718	704	750	734	673	515	625	<b>708</b>
Outside School Hours Care	406	496	577	448	487	473	572	390	496	<b>564</b>
Family Day Care	175	138	154	96	96	98	105	76	74	<b>59</b>
CSA services	–	–	19	24	14	12	11	7	20	<b>15</b>

**Note:** Under s174 of the National Law Approved providers are required to notify the regulatory authority of certain information including incidents and complaints in relation to their ECEC service. 'Serious incidents' are notifiable incidents under s174(2)(a). The meaning of a 'serious incident' is described under R12 of the National Regulations. 'Other incidents' refer to incidents required to be notified to the regulatory authority under r175(2) of the National Regulations except r175(2)(a) which is about a change in the hours of operation. Some incidents include notifications of COVID-19 cases at the service, and some relate to services that were not operating at the end of the year. Long day care services continue to report a much higher rate of serious incidents compared to other service types. This is to be expected given they have more children attending for longer periods of time, with these children also often being younger

**Appendix Table 35: Number of reported serious incidents per 100 services by care type, 2013–2022**

Care type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>All services</b>	<b>83</b>	<b>74</b>	<b>79</b>	<b>79</b>	<b>84</b>	<b>79</b>	<b>86</b>	<b>76</b>	<b>100</b>	<b>102</b>
Long Day Care	182	155	159	171	174	150	158	148	196	<b>197</b>
Standalone Kindergarten	60	57	60	59	62	61	57	44	53	<b>59</b>
Outside School Hours Care	37	43	49	38	40	38	46	31	38	<b>39</b>
Family Day Care	66	41	40	26	28	40	56	48	47	<b>39</b>
CSA services	–	–	4	6	4	3	3	3	7	<b>7</b>

Note: See footnote for Appendix Table 34.

**Appendix Table 36: Number of reported non-serious incidents by care type, 2013–2022**

Care type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>All services</b>	<b>137</b>	<b>450</b>	<b>663</b>	<b>930</b>	<b>887</b>	<b>1,010</b>	<b>1,549</b>	<b>4,590</b>	<b>6,233</b>	<b>28,728</b>
Long Day Care	99	332	460	580	584	615	835	1,001	2,627	<b>17,514</b>
Standalone Kindergarten	24	71	137	192	178	194	293	1,882	1,444	<b>7,159</b>
Outside School Hours Care	7	28	41	110	93	163	390	1,355	1,597	<b>2,819</b>
Family Day Care	7	19	25	47	32	35	30	107	359	<b>1,062</b>
CSA services	–	–	0	1	0	3	1	245	206	<b>174</b>

Note: See footnote for Appendix Table 34.

**Appendix Table 37: Number of reported non-serious incidents per 100 approved services by care type, 2013–2022**

Care type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>All services</b>	<b>3</b>	<b>10</b>	<b>15</b>	<b>21</b>	<b>19</b>	<b>22</b>	<b>34</b>	<b>100</b>	<b>132</b>	<b>589</b>
Long Day Care	8	27	36	43	40	40	52	59	148	<b>943</b>
Standalone Kindergarten	2	6	11	16	15	16	25	159	122	<b>597</b>
Outside School Hours Care	1	2	4	9	8	13	31	107	121	<b>194</b>
Family Day Care	3	6	7	13	9	14	16	67	229	<b>708</b>
CSA services	–	–	0	0	0	1	0	88	76	<b>79</b>

Note: See footnote for Appendix Table 34.

**Appendix Table 38: Number of complaints by complaint type as at 31 December, 2013–2022**

Complaint type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>All complaints</b>	<b>1,394</b>	<b>1,552</b>	<b>1,627</b>	<b>1,828</b>	<b>1,765</b>	<b>1,694</b>	<b>2,000</b>	<b>1,542</b>	<b>1,985</b>	<b>2,036</b>
Direct complaints	1,167	822	653	649	585	650	677	380	515	<b>512</b>
Complaints through notifications	227	730	974	1,179	1,180	1,044	1,323	1,162	1,470	<b>1,524</b>

Note: Complaint notifications are a requirement under s174 of the National Law for an approved provider to notify the regulatory authority of any complaint alleging a serious incident at the service or a breach of the National Law. Direct complaints are complaints received directly from a parent or other member of the public usually expressing dissatisfaction about a service. Some complaints relate to services that were not operating at the end of the year.

**Appendix Table 39: Number of complaints per 100 services by complaint type, 2013–2022**

Complaint type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>All complaints</b>	<b>33</b>	<b>35</b>	<b>37</b>	<b>40</b>	<b>38</b>	<b>37</b>	<b>44</b>	<b>34</b>	<b>42</b>	<b>42</b>
Direct complaints	27	19	15	14	13	14	15	8	11	<b>10</b>
Complaints through notifications	5	17	22	26	26	23	29	25	31	<b>31</b>

*Note:* See footnote for Appendix Table 38.

**Appendix Table 40: Number of complaints per 100 services by care type, 2013–2022**

Care type	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>All services</b>	<b>33</b>	<b>35</b>	<b>37</b>	<b>40</b>	<b>38</b>	<b>37</b>	<b>44</b>	<b>34</b>	<b>42</b>	<b>42</b>
Long Day Care	81	86	83	94	86	77	90	74	94	<b>92</b>
Standalone Kindergarten	20	26	27	26	21	22	22	11	14	<b>14</b>
Outside School Hours Care	7	6	11	10	14	12	16	9	8	<b>7</b>
Family Day Care	29	28	23	27	20	35	34	22	21	<b>17</b>
CSA services	–	–	3	4	4	4	4	3	2	<b>5</b>

*Note:* See footnote for Appendix Table 38.



