

**D8 Employment status of each worker**

Employment status refers to the ongoing working relationship that each worker has with this service.

**For categories 1 – 5** – a worker is an employee of the organisation that pays their wages or salary. For example, a worker employed by a State or Territory Department of Education would select category 2.

**For category 6** – an owner-manager/self-employed worker is a person who operates their own business entity which may or may not be a separate legal entity (i.e. may be incorporated/unincorporated) and who may or may not hire employees.

**D9 Employment arrangements for each worker**

**Permanent full time/part time employees** – permanent employees who are entitled to either paid sick leave, or paid holiday leave, or both, and who are not employed on a fixed-term contract or casual basis. Employees are classified as full time if they worked 35 hours or more in this service during the reference week, and part time if they worked less than 35 hours in this service during the reference week.

**Fixed term contract employees** – are employees who have a written agreement to work a minimum number of days over a specified period of time. They do not receive paid sick or annual leave entitlements.

**Casual employees** – are employees who do not have a written agreement on the minimum number of days or hours that will be worked. They are usually paid a higher rate of pay to compensate for lack of permanency and leave entitlements. Casuals may be full time or part time, according to the hours they have agreed to work.

**Not an employee** – covers work experience students, unpaid trainees and volunteers.

**D10 Total actual hours worked**

Actual hours worked refers to time spent at work in this service during the reference week.

**Include** hours actually worked, including paid and/or unpaid overtime; and/or additional hours to those rostered; and time corresponding to short rest periods.

**Exclude** hours paid for but not worked, such as paid annual leave, public holidays or paid sick leave; time taken in lieu or flexi time; meal breaks; and time spent on travel to/from work.

**D11 Years of experience in the early childhood and care sector**

The length of experience of a worker in the early childhood and care sector should be measured by totalling the number of years the worker has been employed to work with children in a child care service, regardless of whether this was full-time or part-time work. The total number should be rounded down to the nearest whole year.

Total length of experience does not have to reflect continuous years of service. If there have been absences from work for more than 3 months, this should be subtracted from total length of experience. Please exclude time spent as a private babysitter.

**D12 Years of experience with this service**

The years of experience a worker has with your service should be measured by totalling the number of years the worker has been employed to work with your service, regardless of whether this was full time or part time. Subtract absences from work of more than 3 months, from the total.

**D14 Registration with a state/territory-specific teacher’s registration board**

In some states and territories, registration is not required by regulation or under legislation. Registration bodies are listed below.

	Registration Body
NSW	NSW Institute of Teachers
VIC	Victorian Institute for Teaching
QLD	Queensland College of Teachers
WA	Western Australian College of Teaching (WACOT)
SA	Teachers Registration Board of SA
TAS	Teacher’s Registration Board of Tasmania
ACT	ACT Department of Education and Training
NT	Northern Territory Teacher Registration Board

**Registered** workers refers to those workers who have met the qualification requirements and are required to be registered according to the regulation or legislation of their state and territory; those workers who are registered and are not required to be registered according to the regulation or legislation of their state and territory, and those workers who are registered in a non early childhood area (e.g. primary school or above).

**Provisional/Partial registration** refers to workers who have provisional or partial registration status under the regulation or legislation requirements of their state and territory, or state and territory registration board (e.g. a worker who requires further school-based experience to qualify as registered may be given partial registration).

**EXPLANATORY NOTES - Childcare Preschool**

Please read each question carefully and provide your best response. The explanatory notes provide definitions and clarifications for questions with this symbol ➡

At the end of this census form we will be asking you to estimate how long it took you to complete, excluding any breaks taken, so please keep this in mind as you begin.

**SECTION A**

**Notes for Questions**

**A3 Number of places this service is licensed to provide at any one time**

The number of licensed places in a child care service is equivalent to the maximum number of children allowed by regulation to attend at any one time, regardless of service type.

**A4 Maximum number of children to whom care is offered at any one time**

The number of places offered by a service is not necessarily the same as the number of licensed places. The management of your service may have chosen to have the maximum number of places offered equal the number of licensed places. If this is the case, or if your management has not stipulated a different maximum number, record the same answer as you recorded for number of licensed places at A3. If your management has stipulated a different maximum number, record that number.

**A5 For each day of the reference week on which child care was provided, please indicate the earliest time of day and latest time of day that child care was available to children**

The ‘earliest time of the day’ refers to the opening time for this service and the ‘latest time of the day’ refers to the closing time for this service. A service that has multiple opening and closing times within a day should indicate this by completing opening and closing times in grids A and B.

**A6 Approval(s), exemption(s), or other form of formal permission(s) enabling a position to be occupied by a worker without holding the required early childhood education and care qualification(s)**

**Include** the number of positions that have an arrangement where a service can employ a person with a lesser qualification than is required under state and territory regulations. An approval/exemption/other form of formal permission is given to a service to provide immunity from state or territory qualification regulatory requirements when there is a shortage of appropriate staff to work at that service. An exemption applies to a position within a service, not an individual’s qualification levels.

**Exclude** those with ‘grandfathered’ qualifications. A ‘grandfathered’ qualification is where certain employment and educational experience is deemed to be equivalent to a certain level of qualification. For example, an individual, or group of individuals, may have an early childhood diploma and 10 year’s experience, but the government department or regulatory agency has recognised the individual’s, or group of individuals, qualifications and experience as equivalent of a four year early childhood university degree.

**SECTION B**

**General Notes**

Please provide estimates of the number of children by age group, using age to the nearest whole year (e.g. a child aged 1 year and 7 months would be aged 1 to less than 2 years).

Questions B1 to B4 refer to children who attended your service during the reference week printed on the front of the survey form. The ages of the children should be calculated as at the reference week, for example:

- A child who turns 3 during the reference week would be in the “3 to less than 4 years” category
- A child who was born in January 2003 would be in the “7 to less than 8 years” category

**Notes for Questions**

**B2 Number of children, by age in whole years, of Aboriginal or Torres Strait Islander origin**

Include children who are identified by their parent(s)/guardian(s) as being of Aboriginal or Torres Strait Islander origin.

**B4** **Number of children who need additional assistance that is related to an underlying long-term health condition or disability**

The areas are defined as following:

**Learning and applying knowledge, education** – intentionally using senses to experience certain stimuli (e.g. watching, listening, touching, smelling and tasting); ability to imitate actions or behaviours; learning to read and write; ability to solve problems, make decisions or think; and ability to focus and maintain attention to specific stimuli or tasks.

**Communication** – understanding and/or responding to spoken messages or non-verbal messages such as symbols, signs or drawings; speaking and/or singing; making self understood in their most effective method of communication or language if applicable.

**Mobility** – ability to roll, crawl, walk, climb and move around within and outside of buildings; being able to stay in the same body position (e.g. sitting and standing) to play or carry out a task; performing coordinated actions of handling objects (such as picking something up, grasping a toy, or throwing).

**Self-care** – caring for oneself by performing activities appropriate to age, such as washing and drying oneself, dressing, eating, drinking and toileting.

**Interpersonal interactions and relationships** – carrying out the tasks required for appropriate, basic and/or complex interactions with other people (including family members, friends, relatives, adults and strangers); creating and maintaining relationships in formal settings (such as child centre); behaving within acceptable limits; responding to the feelings of others and coping with own emotions.

**Other** – including general tasks (such as undertaking and carrying out single or multiple tasks or being able to follow and adapt to changes in routine, or managing behaviours or emotions in completing tasks); domestic life; community and social life (such as ability to engage in groups or clubs for children that undertake activities such as play, games, sport and/or other hobbies).

**SECTION C**

**General Notes**

**Preschool Program**

A preschool program is a structured, play-based learning program, usually provided by a qualified teacher on a sessional basis. It is primarily aimed at children in the year or two before they commence formal schooling, irrespective of the type of institution that provides the program or whether the program is government funded or privately provided.

Programs may be delivered in a variety of service settings, including separate preschools or kindergartens, long day care centres, in association with a primary school, etc.

The terms most commonly used to describe preschools in various states and territories are summarised in the table below.

	Focus of Section C		
	Year before formal schooling	First year of formal schooling	Second year of formal schooling
NSW	<b>Preschool</b> Age 4 (by 31 July)	Kindergarten Age 5 (by 31 July)	Year 1
VIC	<b>Kindergarten</b> Age 4 (by 30 April)	Preparatory Age 5 (by 30 April)	Year 1
QLD	<b>Kindergarten</b> Age 4 (by 30 June)	Preparatory Age 5 (by 30 June)	Year 1
WA	<b>Kindergarten</b> Age 4 (by 30 June)	Pre-Primary Age 5 (by 30 June)	Year 1
SA	<b>Preschool</b> Continuous entry after 4th birthday	Reception Continuous entry after 5th birthday	Year 1
TAS	<b>Kindergarten</b> Age 4 (by 1 January)	Preparatory Age 5 (by 1 January)	Year 1
ACT	<b>Preschool</b> Age 4 (by 30 April)	Kindergarten Age 5 (by 30 April)	Year 1
NT	<b>Preschool</b> Continuous entry after 4th birthday	Transition Age 5 (by 30 June)	Year 1

**Include** preschool programs that are delivered to a mixed or composite class.

**Exclude** classes that are purely comprised of children in the first or second year of formal school and which do not include children in the year before formal schooling.

**Notes for Questions**

**C4** **Delivery of a preschool program**

Refers to face-to-face delivery by a primary contact worker of a preschool program that is a structured, play-based, educational program.

**SECTION D**

**General Notes**

Please complete this section for each individual worker (staff members and carers) at your Child Care Service and include all paid and unpaid workers. Please make every effort to complete this section as thoroughly as possible.

**Include** all paid and unpaid workers (include workers engaged through an Inclusion Support Subsidy or with Flexible Support Funding) who undertake duties that mainly involve direct contact with children, management or administration tasks. Also include principals, deputy principals, executives, directors or administration workers who are working at the service and/or are directly involved in the day to day management of the service. Any worker providing support services such as cooking, cleaning or gardening is included.

**Exclude** workers absent for the entire reference week (for example, workers on extended sick leave, annual or long service leave). Also exclude principals, deputy principals, executives, directors or administration workers who are not based at this service location and have no involvement in its day to day management.

**D1** **Worker name**

This information is only to assist with form completion. Names will not be kept with the data, will not be provided to the Department of Education, Employment and Workplace Relations, and will be destroyed by the Social Research Centre (the organisation contracted to collect and process Census data) once the collection is completed.

**D2c** **Indigenous status**

If this information is not held in administrative data, it is strongly recommended that workers are asked directly about their Aboriginal or Torres Strait Islander origin.

**D3** **Paid or unpaid workers**

**Paid** workers include those who receive wages or salary. They can include contract or relief workers.

**Unpaid** workers include those who are not paid, but who may be receiving in-kind benefits in recognition or exchange for their work. Unpaid workers may include volunteers, unpaid work trainees, parents and family workers and students on work experience.

In-kind benefits, such as free child care or the reimbursement of work related expenses in full or part, are not regarded as payment of salary and people who receive these are considered to be unpaid workers.

**D4** **Main type of work performed**

For each worker, please select a category that most closely reflects the main type of work performed during the reference week:

**Primary contact** – A ‘primary contact worker’ mainly has direct contact with children. This may include but is not limited to teachers, teachers’ assistants/aides, specialist teachers and therapists.

**Other contact** – An ‘other contact worker’ has some duties involving direct contact with children, but deals mainly with staffing or management issues such as supervising staff and handling queries from parents. This may include, but is not limited to, principals, deputy principals, centre managers and coordinators.

**Management/Administration only** – A staff member who mainly performed management or administration work that contributed to the running of the service and had no direct contact with children. Work may include clerical or receptionist duties, filing, keeping financial records, staffing and management issues.

**Other work** - Any worker who provides support services such as cooking, cleaning or gardening. This may include drivers, cooks, cleaners and maintenance staff.

**D5** **Main role in the service**

Please select the category that reflects the work role usually undertaken by each staff member:

**Principal/Director/coordinator/teacher in charge** – is a person with overall responsibility for managing the early childhood service centre.

**Group leader/teacher** – is a qualified early childhood teacher or carer responsible for a group of young children.

**Assistant/aide** – is an early childhood staff member who helps a more senior and more qualified early childhood teacher or carer.

**Other contact worker** – includes people who provide additional or supplementary services for children, such as a dance teacher, music therapist, disability support worker, librarian or speech therapist.

**Non-contact worker** – is a worker who has no direct contact with children and primarily contributes to the running of the service or provides support services, including a management committee member.