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**THE LEGISLATIVE ASSEMBLY FOR THE
AUSTRALIAN CAPITAL TERRITORY**

TENTH ASSEMBLY

**Set up for Success – Implementation Plan for Phase One
25 March 2022**

**Presented by
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ACT
Government

Education

Set up for Success: An Early Childhood Strategy for the ACT

Phase One Implementation Plan



Minister's Foreword

The ACT Government is committed to ensuring every child has the best start to life and learning. This can only be achieved by acknowledging that every child starts life with a different set of circumstances that impact on their development in their critical early years. Early learning is not only about childcare, it is about setting children up for success and the life chances that flow from it.

Set up for Success is a nation-leading plan for early childhood education in the ACT and was developed following targeted consultation with educators, early childhood experts, children, and families. It sets the ACT Government's agenda for equitable, accessible, inclusive and connected approaches to early childhood. It is grounded in overwhelming national and international evidence on the importance of quality early childhood education.



The years from birth to four set the foundation for children's social, physical, emotional and cognitive development. When children participate in quality early learning, they are more likely to make a successful transition to school, stay longer in school, continue to further education and fully participate in employment and community life as adults. The transformative power of quality early learning is especially strong for children who are experiencing vulnerability or disadvantage. As our community continues to experience the effects of the pandemic, we can expect vulnerability to increase as children have experienced stressors in their young lives, and families' lives also have been impacted.

Set up for Success recognises all of this.

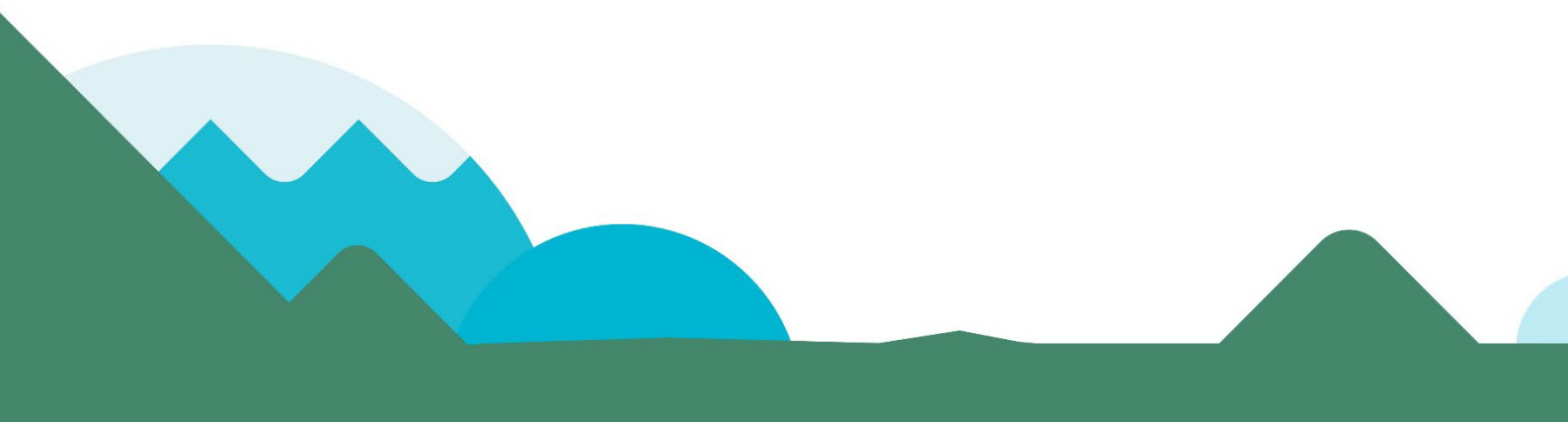
That is why the ACT Government is delivering the first phase of universal access to quality early childhood education for three year-olds, by providing up to 500 places for priority children – those experiencing vulnerability or disadvantage – to access 15 hours a week, 48 weeks a year of free quality early learning. Up to 100 places are also available for three year-old children in Koori Preschools, to provide a culturally safe and supportive early learning experience. The ACT Government is committed to providing one day a week of free, quality early education for all three year-olds in the ACT by the end of this term of government.

In addition to this commitment, there is a range of other initiatives to deliver under Phase One of *Set up for Success*. This includes growing our focus on early childhood educators because experienced, qualified and passionate educators are the single most important factor in the quality of early childhood education. Educators work incredibly hard, and it is important that everyone in the community understands the incredible value of this work. I want to make sure that educators are valued and our systems reflect this.

The foundations of *Set up for Success* align with the foundations of the *Future of Education: An ACT Education Strategy for the Next Ten Years*. This is a purposeful design aimed at delivering an education system that supports all children to overcome barriers and to achieve. By supporting seamless transitions from early learning to school, working with community partners and families, and ensuring planning and service design reflects the needs of early learners, together we can ensure all children are supported to thrive.

Yvette Berry

Minister for Early Childhood Development



About this Implementation Plan

Set up for Success: An Early Childhood Strategy for the ACT sets the direction over the next ten years for early childhood education and care in the ACT. It is based on overwhelming national and international evidence^{1 2} – as well as feedback from children, families, experts and the early childhood sector³ – about the importance of quality early childhood education in giving children the best opportunities in life.

This implementation plan should be read in conjunction with the *Set up for Success* strategy. *Set up for Success* is underpinned by the National Quality Framework – a set of standards that guide early learning provision to ensure it enhances children’s development and meets their unique needs. Quality in early childhood education is framed by the National Quality Standard and supported by the ACT’s Regulatory Authority. *Set up for Success* aligns with other key ACT Government strategies that support children in the context of their families, and that support learning and development in the early years – these include the *Best Start for Canberra’s Children: The First 1000 Days Strategy* and *Early Support*. Connected systems maximise benefits to children and families and the ACT Government is committed to working to achieve this.

The implementation plan outlines the initiatives of Phase One. Each initiative connects with one of four foundations. These four foundations reflect the fundamental priorities for early childhood education in the ACT over the next ten years. The *Set up for Success* foundations align with the foundations of the *Future of Education* strategy. Both strategies support a holistic educational pathway for children from their early years until they turn 18.

Set up for Success foundation	A fair start for every child	Valuing educators, values children	Every child has a story	Working together for children
	Ensuring access, equity and affordability of early childhood education	Enhancing the workforce through education, qualification and skills development	Fostering seamless transitions and supporting children’s diverse needs	Connecting systems and services to maximise benefits to children
Future of Education foundation	Students at the centre	Empowered learning professionals	Strong communities for learning	Systems supporting learning
	Each student treads their own educational pathway and should be empowered to make informed decisions about how their learning environment operates.	Teachers are expert professionals, highly skilled at working with students to guide them through their learning journey.	A strong education system requires a strong community, with schools acting as a hub for education and support services.	The systems that support learning must acknowledge the importance of early intervention and promote equity of opportunity and excellent outcomes for all learners.

This implementation plan outlines the initiatives that will be delivered under Phase One and will be built on through Phases Two and Three. Implementation of these later phases will be informed by ongoing evaluation and monitoring of achievements and impact. This work does not happen in isolation – and the ACT Government recognises and values the continuous partnerships and collaboration required across sectors and communities.

¹ *Lifting our Game: Report of the review to achieve educational excellence in Australian schools through early childhood interventions*

² *BELONGING, BEING & BECOMING: The Early Years Learning Framework for Australia, 2010*

³ [Early Childhood Strategy Consultation Sessions: Final Report – Feedback on early childhood education and care in the ACT, 2019, ACT Government](#)

A FAIR START FOR EVERY CHILD

A fair start for every child means that every child has access to quality early childhood education. The ACT Government recognises that all children do not start life with the same circumstance and the initiatives under Phase One of this foundation aim to address this. During consultation on *Set up for Success* in 2019, the Government heard that this foundation is grounded in equity – ensuring priority for children who will benefit most from accessing quality early childhood education.

The initiatives outlined below will become the building blocks for Phases Two and Three of *Set up for Success*. These later phases will include moves towards universal access to up to 15 hours per week of free, quality early childhood education for all three year-olds in the ACT, and new initiatives to ensure children experiencing vulnerability or disadvantage can equitably engage in quality early childhood learning environments.

Evidence: What the research tells us

***Lifting our Game report*⁴ (2017)** describes the impact of quality early childhood education on later school outcomes, as well as other benefits including on employment prospects, physical and mental health, lower contact with the justice system, and less reliance on social services. Across various measures, quality early childhood education consistently delivers a return on investment that ranges from 200% to 1700%. A key recommendation of the report is to move towards universal access to 600 hours per year of quality early childhood education for three year-olds.

***Fostering Effective Early Learning Study*⁵ (2018)** presents substantial research on the benefits of quality early childhood education for children's positive behavioural and learning outcomes. Children who attended early learning have higher cognitive and socio-behavioural outcomes at primary school entry than those who didn't, and the positive effects remain at the end of primary school.

Attendance at quality education and care services continued to predict higher achievements in mathematics, science and socio-behavioural outcomes at 14 years of age. The study also notes that the early home learning environment is a powerful predictor of future educational and career success, and quality education and care settings offer children from disadvantaged backgrounds added benefits both in this setting and through partnerships with parents to enhance home learning environments.

***Ensuring Equality for Aboriginal and Torres Strait Islander Children in the Early Years*⁶ (2019)** is a discussion paper developed by Early Childhood Australia and SNAICC – National Voice for our Children. It draws together research on early childhood education for Aboriginal and Torres Strait Islander children and discusses best practice approaches including incorporating culture, fostering Aboriginal and Torres Strait Islander ownership, leadership and employment, and actively engaging parents and communities.

***Early Childhood Strategy Consultation Sessions: Final Report*⁷ (2019)** finds significant support across the ACT for free, quality early childhood education from the age of three. There is strong support for providing access to children experiencing vulnerability and disadvantage. Consultation participants emphasised the importance of trusted people working with priority families to help them engage with early learning. This is now in place through a 'warm referral' model.

⁴ *Lifting our Game: Report of the review to achieve educational excellence in Australian schools through early childhood interventions, 2017, Susan Pascoe and Deborah Brennan*

⁵ *Fostering Effective Early Learning Study: A review of the current international evidence considering quality in early childhood education and care programmes – in delivery, pedagogy and child outcomes, 2018, Iram Siraj, Denise Kingston, Catherine Marguerite Neilsen-Hewett, Steven J. Howard, Edward Melhuish, Marc de Rosnay, Elisabeth Duursma and Betty Luu*

⁶ [Ensuring Equality for Aboriginal and Torres Strait Islander Children in the Early Years, 2019, Early Childhood Australia and SNAICC – National Voice for our Children](#)

⁷ [Early Childhood Strategy Consultation Sessions: Final Report – Feedback on early childhood education and care in the ACT, 2019, ACT Government](#)

Outcomes: What we aim to achieve

Benefits for all children

- Quality early childhood education supports positive outcomes across a child's life trajectory and ensures all children can lead happy, healthy and successful lives. It enables higher educational achievement, better physical and mental health outcomes, lower contact with the justice system, and higher rates of employment, leading to long-term social and economic benefits.

Equity of access

- Access to two years of quality early childhood education prior to formal school can be a key factor in addressing vulnerability and disadvantage. Delivering equitable access means a more equitable society in which every child can succeed.

Culturally safe and supportive learning for Aboriginal and Torres Strait Islander children, including through expanding access to Koori Preschool

- Providing access to culturally safe and relevant early learning supports children's development in all contexts and supports the ACT Aboriginal and Torres Strait Islander Agreement 2019-2028 and the ACT's work towards the national Closing the Gap strategy.

Actions: What we will do

- Provide access to 15 hours per week, 48 weeks per year of free, quality early childhood education for up to 500 priority three year-olds
- Provide up to 100 places in the Koori Preschool program for Aboriginal and Torres Strait Islander three year-olds
- Expand the Koori Preschool program for Aboriginal and Torres Strait Islander four year-olds to 15 hours per week
- Provide long-term access to early childhood education by supporting funding for three year-olds in the Children's Services Program
- Recognise early childhood education in the *Education Act 2004*
- Partner with Play Groups, Playschools and Nature Play Groups to increase access for families experiencing vulnerability and disadvantage

Partnerships and Collaborations: Who we will work with

- Children and families
- Aboriginal and Torres Strait Islander communities
- Early childhood education and care sector
- Warm referrers for priority children to access quality early childhood education and care
- Community Services Directorate, including Children's Services Program, Child and Family Centres and Child Development Service
- Canberra Health Services, including Maternal and Child Health
- Koori Preschools, including at Jervis Bay School
- Play Groups, Playschools and Nature Play Groups
- ACT Teacher Quality Institute

VALUING EDUCATORS, VALUES CHILDREN

Valuing early childhood educators and providing opportunities for them to develop their skills as professionals is one of the most important ways to support children's learning. Educators have a significant impact on children's experiences in their early learning. The ACT Government recognises that early childhood educators' roles can be misunderstood and undervalued. This foundation provides targeted initiatives to enhance the Territory's education and care workforce by developing, attracting, upskilling and retaining qualified educators now and into the future.

Phase One initiatives under this foundation support the wellbeing of the early childhood workforce, as well as children and families. The ACT Government is ensuring that the workforce not only remains viable – but grows and flourishes as the leading impact on high quality early childhood learning. As *Set up for Success* moves through Phases Two and Three, it will build on these initiatives to provide the sector with further professional learning opportunities, explore options for early childhood teacher qualifications to be recognised and registered, and support increases in pay and conditions for this critical workforce

Evidence: What the research tells us

***Lifting our Game report*⁸ (2017)** explains that the most important factors in the quality of early childhood education are the education, qualifications and training of the workforce. These factors are directly related to better outcomes for the children participating in early childhood education and care.

***Effective Early Educational Experiences (E4Kids) Study*⁹ (2016)** highlights the importance of teacher and service quality in early childhood education and care in Australia. Researchers followed over 2500 children aged three and four in Victoria and Queensland through to Year 3. They investigated the importance of quality early childhood experiences, the effect of growing up in disadvantaged circumstances, and what types of programs had the greatest benefit.

The results find that the quality of educator-child interactions makes a real difference to child outcomes and suggest strengthening intentional teaching practices to better support children's early learning. This was particularly important for children living in disadvantaged neighbourhoods. Services with high quality, and where educators and directors were more highly qualified tended to provide better quality intentional teaching.

***Quality ratings by socio-economic status of areas*¹⁰ (2020)** is research by the Australian Children's Education and Care Quality Authority, which sets national quality standards for early childhood education and care providers. It finds that early childhood education services in areas experiencing more disadvantage are less likely to meet National Quality Standards including around teaching quality. This means that initiatives that enhance the workforce and improve teacher quality should especially benefit children and families in these areas.

***Early Childhood Strategy Consultation Sessions: Final Report*¹¹ (2019)** shows consultation participants recognised the enormous value of early childhood educators in a child's early years. Concerns were raised that this value is not always reflected in a disjointed workforce with inconsistencies in degrees and other types of qualification, registration, and pay. Participants supported initiatives including ongoing professional development, especially to help the workforce develop expertise in supporting families with particular needs.

⁸ *Lifting our Game: Report of the review to achieve educational excellence in Australian schools through early childhood interventions, 2017, Susan Pascoe and Deborah Brennan*

⁹ *E4Kids Study: Assessing the effectiveness of Australian early childhood education and care programs. Overview of findings, 2016, Collette Tayler*

¹⁰ *Quality ratings by socio-economic status of areas: Occasional paper 7, June 2020, Australian Children's Education and Care Quality Authority*

¹¹ [Early Childhood Strategy Consultation Sessions: Final Report – Feedback on early childhood education and care in the ACT, 2019, ACT Government](#)

Outcomes: What we aim to achieve

A skilled and stable workforce

- Providing scholarships encourages more people to enrol in and complete early childhood degrees. Ensuring all educators – degree-qualified or not – have access to quality professional learning and development opportunities promotes quality teaching and increases staff retention so the workforce continues to upskill and grow over the long term. Recognising and valuing early childhood educators as skilled professionals will promote better conditions, increase retention and workforce stability, and support longer-term moves towards higher pay in the industry.

Supporting the workforce to meet children's needs

- Equipping early childhood educators to support children with diverse needs and experiences will help children to develop and learn in safe environments. Providing training for educators on responding appropriately to children who may have experienced trauma, including domestic and family violence will support children to learn at their full potential, and will offer families more opportunities to access services and supports they may need.

Purposeful relationships between educators in different settings

- Supporting parts of the sector establish purposeful will support educators to share professional learning and collaborative planning through meetings, visits to each other's sites and sharing documents. Creating opportunities for coaching and mentoring will help to drive innovation and quality improvement. Establishing purposeful relationships between early childhood education and care services and schools will ensure children and families can be better supported, and educators have more opportunities to grow their skills and connections.

Valuing women in the workforce

- Recognising the importance of the sector's workforce, which is made up of majority women, promotes gender equity. Women make up a majority of the sector's workforce. Recognising the importance of this workforce supports the ACT Government's commitments towards gender equity and the ACT Women's Plan 2016-2026. This ensures women's work is valued and promotes greater economic security for women.

Actions: What we will do

- Develop educator professional standards, in consultation with unions and the early childhood education and care sector
- Provide training to educators to support children affected by trauma and to identify families who may be experiencing domestic violence
- Establish communities of practice to help educators share expertise across schools and services
- Develop a cross-sector workforce strategy
- Attract more qualified early childhood educators by reforming the Early Childhood Degree Scholarships Program to increase take-up and completion of the program
- Establish a National Quality Framework training program
- Increase coaching and mentoring opportunities

Partnerships and Collaborations: Who we will work with

- ACT Teacher Quality Institute
- Unions
- Community of Practice partnerships
- Australian Childhood Foundation, which is delivering training for early childhood educators to support children affected by trauma
- Universities, Canberra Institute of Technology, and registered training organisations

EVERY CHILD HAS A STORY

In the context of education, transitions are any time that children move between settings or activities. Effective transitions are characterised by continuity for children and are an important foundation for future learning. During consultation on the development of *Set up for Success*, community members shared that transitions should involve children, families, early childhood education and care services, and schools – all supported by a strong community fabric.

This foundation aims to support seamless transitioning in which children’s stories travel alongside them, and are acknowledged and valued, from one setting to the next. The ACT Government wants children to be able to transition confidently from and into safe environments, and for parents to be supported and recognised as children’s first and most important teachers. The delivery of initiatives under Phase One of this foundation will support Phases Two and Three, which include a strong focus on understanding children’s individual educational and development stories to address their specific needs, further supporting parents as first teachers, and exploring how to streamline access to education as children move through their learning journeys.

Evidence: What the research tells us

***Starting School: A Pivotal Life Transition for Children and their Families*¹² (2012)** recognises the importance of positive transitions from early childhood education and care to more formal schooling. It highlights strategies for improving transitions, including sharing information via transition statements, involving families at all stages, and ensuring professionals work together to plan and share knowledge.

***Early Years Transitions: Supporting Children and Families at Risk of Experiencing Vulnerability*¹³ (2017)** reviews literature, particularly in Australia, to identify strategies for facilitating positive transitions to school for children at risk of vulnerability or disadvantage. It notes that the quality of transitions can have significant impacts on later educational achievement, and that the transition to primary school is the key educational transition most children will experience.

For children experiencing vulnerability or disadvantage, transitions can be especially fraught as their lives are likely to already be complex. The report recommends strategies including accurate identification and attention to children experiencing vulnerability, creating partnerships and building professional expertise, communicating genuinely with children and families, and continuing to invest in research and evidence-based practice.

***Early Childhood Australia Code of Ethics*¹⁴ (2016)** outlines expected and appropriate professional behaviour in the early childhood sector. Included in the Code are commitments to supporting families as first teachers, actively engaging with families, and building collaborative relationships with communities and services to support children and families. The fact that the peak body for early childhood professionals recognises the importance of family partnerships highlights the value of this approach in early childhood.

***Early Childhood Strategy Consultation Sessions: Final Report*¹⁵ (2019)** illustrates that the community understands positive transitions are important for children and families. Consultation participants felt that transitions must be proactive. Participants supported face-to-face information sharing where possible, backed up by written materials such as a Transition Statement.

¹² *Starting School: A Pivotal Life Transition for Children and their Families*, Family Matters, 2012, Australian Institute of Family Studies

¹³ *Early Years Transitions: Supporting Children and Families at Risk of Experiencing Vulnerability – Rapid Literature Review*, 2017, Victoria Department of Education and Training

¹⁴ *Revisions to the Code of Ethics in 2016 were led by Lennie Barblett, Anne Kennedy, Catharine Hydon and Stephanie Jackiewicz.*

¹⁵ [Early Childhood Strategy Consultation Sessions: Final Report – Feedback on early childhood education and care in the ACT, 2019, ACT Government](#)

Outcomes: What we aim to achieve

Connecting transitions for children

- Designing systemic supports for transitions, centred around continuity for children, valuing their experiences across settings, and collaborative approaches between services and schools places children and families at the centre by providing opportunities for parents, educators and teachers to share information about a child's learning and development journey, and to involve the child in sharing their strengths, interests and challenges.

Preparing settings for children

- Acknowledging and meeting the needs of each individual child begins in early childhood education. What is learnt about a child there can help schools to be prepared for the children and communities they serve. Establishing collaborative relationships between early childhood settings and schools is a vital prerequisite to sharing the knowledge of a child's story. Supporting a cultural shift in thinking about 'school readiness' – as something we ask of children to something we ask of settings – means schools must be supported to meet the needs of children and families. The importance of making this shift is backed up by research including around Aboriginal and Torres Strait Islander families and children.¹⁶

Children and families only need to tell their story once

- Enabling early childhood education services, and schools, to actively share a child's story with each other, means the family can transition through their learning journey seamlessly. Supporting wellbeing for children and families encourages a more connected systems helps ensure systems are better placed to meet the child and family's needs.

Fostering inclusive environments

- Building on the requirements of the National Quality Framework for inclusive environments from the very beginning of a child's learning experience helps place children at the centre of their learning. Embracing diversity and setting children up with learning environments where they can feel safe and valued supports their learning and helps celebrate every child's story.

Actions: What we will do

- Continue and expand the trial of Out of School Hours Care delivered in the preschool environment for preschool children
- Develop and implement an ACT-wide approach to effective transitions between early childhood education and care services and schools
- Expand supports for children and families preparing for preschool
- Develop early childhood education information that supports expecting and new parents
- Highlight the importance of early childhood education in the Blue Book Personal Health Record
- Recognise parents as first teachers by increasing the provision of CC Cares @ Canberra College to support new parents who are completing secondary education
- Enhance delivery of the Early Years Learning Framework focused on respectful relationships and gender diversity

Partnerships and Collaborations: Who we will work with

- Early childhood education and care services and preschools
- Community of Practice partnerships between ACT public schools and early childhood education and care services
- Early childhood expert Catharine Hydon, who delivered training on effective transitioning between settings
- CC Cares @ Canberra College
- Out of School Hours Care in the preschool environment trial sites
- Canberra Health Services

¹⁶ *School readiness: what does it mean for Indigenous children, families, schools and communities? Closing the gap clearinghouse issues paper, 2010, Sue Dockett, Bob Perry and Emma Kearney*

WORKING TOGETHER FOR CHILDREN

Working together for children recognises that children derive the most benefit from early childhood services when education, health and community services all operate together. Not only does this deliver the greatest benefits for children it is also cost effective for governments and service providers. Connected services support connected communities, which wrap around children and families, helping them to recognise that they belong and are safe. Children said that belonging, safety and community were most important to them during the consultation to develop *Set up for Success*.

The Phase One initiatives under this foundation help to lay the groundwork for Phases Two and Three, which will seek to further connect systems between all parts of government, and beyond, around early childhood.

Evidence: What the research tells us

The Framework to inform development of the National Aboriginal and Torres Strait Islander Early Childhood Strategy¹⁷ (2021) sets out evidence-based approaches for supporting Aboriginal and Torres Strait Islander children to thrive in their early years, and to enjoy the lifelong benefits that flow from such an experience. The Framework highlights the importance of family and community involvement in designing, operating and participating in the education of their children.

Codesign in the Indigenous policy domain: Risks and opportunities¹⁸ (2021) discusses literature on co-design and particularly its prospects for Aboriginal and Torres Strait Islander affairs policy. It highlights that power imbalances – which are always at issue in co-design processes between Government and communities – are particularly salient in these contexts. Other issues include resource imbalances, the need to recognise the multitude of Aboriginal and Torres Strait Islander voices, and the difficulty of balancing incremental changes with deeper reforms.

Transparency, engagement with respected community representatives, openness of potential outcomes, and avoidance of conflicts of interest are key to effective co-design processes in which participants can see their views represented in real outcomes. The paper concludes that co-design, done well, represents a key opportunity for shared sovereignty in the Australian context.

Safe and Supportive Families and Communities for Children¹⁹ (2012) highlights the fundamental role of community in keeping children safe and fostering supportive environments both within the family and beyond. This includes collaboration between services, to provide multidisciplinary solutions to issues that arise and ensure early support can be provided as often as possible.

Early Childhood Strategy Consultation Sessions: Final Report²⁰ (2019) indicates there is strong public support for engaging communities in early childhood education and care. This includes linking to existing relationships between families and trusted service providers, and early childhood education and care services reaching out to families to connect them with other systems such as health and community services.

¹⁷ *Framework to inform development of the National Aboriginal and Torres Strait Islander Early Childhood Strategy, 2021, Australian Government and SNAICC – National Voice for our Children*

¹⁸ *Codesign in the Indigenous policy domain: Risks and opportunities, Centre for Aboriginal Economic Policy Research discussion paper, 2021, Michael Dillon*

¹⁹ *Safe and Supportive Families and Communities for Children: A Synopsis and Critique of Australian Research, Child Family Community Australia paper, 2012, Lalitha Nair*

²⁰ [Early Childhood Strategy Consultation Sessions: Final Report – Feedback on early childhood education and care in the ACT, 2019, ACT Government](#)

Outcomes: What we aim to achieve

Connected services and systems

- Building stronger connections helps to create an environment where community services can connect with families through a 'no wrong door' approach. Improving service access by connecting systems in these ways maximises the benefits to children from the investments in early childhood services. Reducing duplication, improving communication and information-sharing help ensure that children and families remain at the centre of considerations.

Community leadership in designing Koori Preschool

- Ensuring Koori Preschool meets the needs of the ACT's Aboriginal and Torres Strait Islander communities, as well as communities in Jervis and Wreck Bays, is central to the integrity of the program, and the voices and perspectives of Aboriginal and Torres Strait Islander communities are crucial in ensuring that Koori Preschool is an environment which helps embed communities of kinship and care.

Increased early childhood focus in the ACT's planning and land decisions

- Building early childhood education considerations into decisions about spatial and physical planning matters in the ACT will ensure sustainable availability of early childhood education settings. Unlocking options in the future, including the potential for services to be co-located with early childhood education and care sites and school sites will ensure that the ACT's planning decisions consider the needs of children in the Territory's growing communities.

Actions: What we will do

- Complete a co-designing process with Aboriginal and Torres Strait Islander communities for the evolution of Koori Preschool
- Leverage licence agreements with Out of School Hours Care and lease agreements with early childhood education and care providers to explore delivery of multi-agency and multi-disciplinary services at education sites
- Continue to fund Early Years Engagement Officers connecting families with Koori Preschools, schools and Child and Family Centres
- Develop a structured capacity planning and land allocation approach to manage long-term development of early childhood education and care service provision

Partnerships and Collaboration: Who we will work with

- Community Services Directorate, Canberra Health Services, Justice and Community Safety Directorate, ACT Health Directorate
- Early childhood education and care providers, including Out of School Hours Care providers
- Koori Preschools, including at Jervis Bay School
- ACT Aboriginal and Torres Strait Islander communities
- Jervis Bay School, and Jervis and Wreck Bay communities
- Environment, Planning and Sustainable Development Directorate

MEASURING THE IMPACT OF PHASE ONE

Set up for Success is grounded in evidence, informed by expertise across the globe and – perhaps most importantly – by the voices of those in the ACT who participate and work in early childhood education and care. These, and the voices of others in the community, were captured during consultation to develop *Set up for Success* in 2019²¹.

As *Set up for Success* is implemented over time, it is anticipated that benefits will flow to all children and families in the ACT, as early childhood education becomes more accessible, higher-quality, more inclusive and more connected. The ACT Government is using large-scale community measures, as well as specific assessments, to understand the progress being made under Phase One. The learnings derived from the implementation of Phase One will inform the ACT Government's understanding of Phases Two and Three.

Understanding impacts on all children and families will be achieved through whole-of-community measures such as the Australian Early Development Census, BASE (school readiness data), the Report on Government Services, school climate data, and other measures.

Evaluation of specific initiatives under Phase One will help to understand their immediate impact, and to inform the implementation of Phases Two and Three. In the medium to long-term, the ACT Government will be able to follow the educational journeys of children who participate in specific initiatives as they move through the school system. Various types of school data will help paint a picture of the longitudinal impacts of *Set up for Success* on successive cohorts of children in the ACT, over the ten years of the strategy and beyond.

²¹ [Early Childhood Strategy Consultation Sessions: Final Report – Feedback on early childhood education and care in the ACT, 2019, ACT Government](#)

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