

BHP commissioned this report to help inform the discussion around next steps to address childcare in the Bowen Basin.

It is important to note that BHP has not verified the content of the report and does not support all of the recommendations contained within the report, but we hope that the information will enable a collaborative dialogue on a path forward.

We acknowledge the significant efforts of the Smart Transformation Advisory Councils (STACs) in this work to date and moving forward. BHP look forward to working with the STACS, all levels of Government, the community, resource companies and others on next steps.

Addressing the Childcare Challenges in the Bowen Basin

April 2021

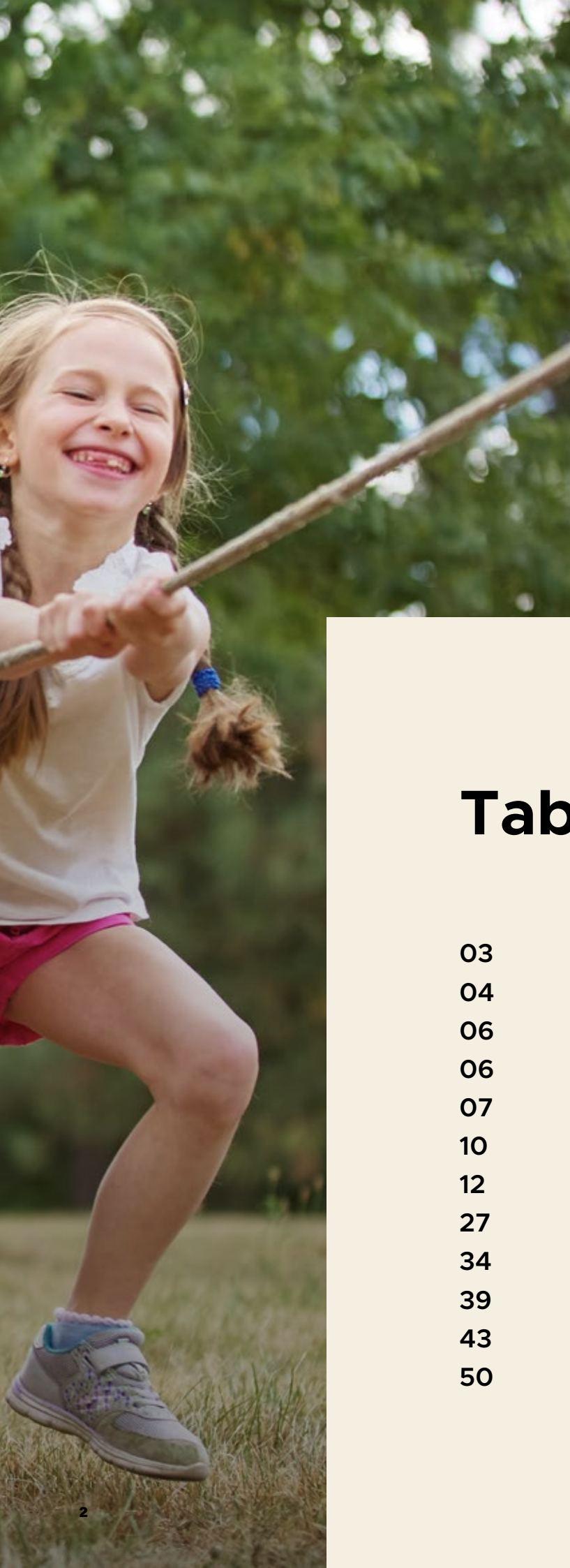


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Thank you to those listed below who shared their thoughts and experiences and generously gave their time to attend focus groups, complete surveys and participate in stakeholder interviews. We appreciate your engagement in the project and your contribution to this report.

Minister for Resources

Federal and State Members of Parliament

Mayors and Councillors of Isaac, Central Highlands and Mackay Regional Councils

Senior BHP, BMA and BMC Leaders

BHP Childcare Working Group

BHP, BMA and BMC Managers and Staff

Other Resource Companies Managers and Staff

Peak Bodies

Bowen Basin Business Leaders

Bowen Basin Community Leaders

Department of Education Senior Managers

School Principals

Childcare Providers

Council Managers and Staff

Parents

Community Members

Other Interested Parties

Executive Summary

This study, commissioned by BHP, examines the current availability of childcare in regional Queensland communities where BHP has operations. It quantifies the childcare shortages in Moranbah, Dysart, Blackwater, Emerald and Nebo and identifies the main contributors through the use of surveys, interviews and focus groups. The study also looks at the number of childcare places needed in the future, based on current demographics projected out for eight years.

The study's main focus was on regulated childcare – long day care that is centre-based or provided in family day care settings, and outside school hours care – care that is provided before and after school and during school holidays. While other types of childcare including care provided by au pairs and nannies are a highly valued part of the overall provision of childcare in these communities, these forms of childcare are not regulated, so there is no data source for these services. While the extent of the use of these services was not quantified in this study, those who attended focus groups, responded to surveys and participated in interviews spoke about their experiences with these services and so recommendations have been made to address the issues raised.

Twenty-seven childcare providers identified in Moranbah, Dysart, Blackwater, Emerald, Sarina and Nebo were interviewed. Ten community focus groups were attended by 77 interested people and 235 surveys were completed. There were 68 internal interviews conducted including with General Managers and other senior managers and staff. Interviews with 72 external stakeholders including federal and state Members of Parliament, Mayors and Councillors of the relevant regional councils, and business, government and community leaders were also conducted.

The information collected paints a clear picture of the desperate need for childcare places in Moranbah, Dysart, Blackwater and Emerald. There are an estimated 822 day care places required in these communities, significantly

more than the 605 approved places that are available. An estimated 508 outside school hours care places are required with only 306 of these available. Of significance is the fact that not all approved places are able to be offered, due to shortages of staff. Providers are not able to attract, recruit and retain the staff they need to operate their services at full capacity.

Childcare providers, survey respondents, focus groups attendees and interviewees provided great insight into the reasons for the inability of providers to attract, recruit and retain childcare staff for centre-based care. They cited the low levels of remuneration for childcare workers, the problem of housing affordability, the increased cost of living in these communities and the difficulties childcare educators had in accessing professional learning and career advancement opportunities.

It was recognised by the study's participants that family day care may be an option that would better accommodate shift work, longer hours of work, and provide overnight and weekend childcare. It was reported that the low numbers of family day care educators in these communities were due to the lack of suitable housing for family day care, professional isolation for educators, the regulatory burden that is associated with this form of care, the complexity of running a small business and a general lack of knowledge about the financial opportunities for family day care educators in communities where long hours, overnight and weekend care is required by families.



Some families in these communities use nannies and au pairs to provide extended hours of care either as stand-alone or wrap around care. While the current shortage of nannies and au pairs is directly attributable to the lack of overseas travellers in Australia, a number of other issues were raised by families who use this type of unregulated care. They reported that their homes were not designed to accommodate an additional adult, especially for shift workers and the lack of privacy made this type of care difficult. Unregulated care is not subsidised and cost of private care can be a barrier for some families. There are also issues with visas for au pairs. While other employment in the communities including mining and agricultural work assists in extending working holiday visas, childcare does not qualify for visa extensions.

Throughout the course of the study, it was clear that the solution to the childcare problem does not rest with one organisation or agency. It requires a 'whole of community' approach and a commitment from government, community and business leaders to work together to address the issues as a priority. If this does not happen, the widening gap between the demand for childcare and its supply will have a further detrimental impact on the liveability of these communities and the ability of people within them to engage in work.

There is not a single, magic, silver bullet that will solve this childcare crisis. A multi-faceted solution is required and it will take some time, even with a focussed effort, to fix it. A strategic approach to the planning and funding of childcare as, well as leadership and advocacy at the highest level, is required.

This report includes 17 recommendations that, if fully implemented, will significantly benefit the childcare situation in the Bowen Basin communities that were the subject of this study.

The lack of childcare affects parents' ability to engage in work and will have a significant impact on the ability of BHP's Bowen Basin operations to contribute to its global workforce gender diversity target of 50/50 by 2025.

Introduction

In December 2020, BHP engaged Maree Roberts Consulting to conduct a study into the extent of childcare shortages across regional Queensland communities where BHP has operations and to identify a roadmap of possible solutions.

This report examines the current and potential future availability of childcare in these communities, the main contributors to any shortfall, and proposes the most effective ways of improving the situation.

The generous engagement of the wider community throughout the course of this study demonstrated a strong commitment to a 'whole of community' approach to delivering adequate provision of childcare across the Bowen Basin.

DEFINITIONS

For the purposes of this study, the following definitions apply:

Children are defined as being between birth and 12 years old.

Centre-based care provides all-day or part-time care for children aged birth to 12 years of age who attend on a regular basis (long day care).

It includes kindergarten taught by qualified early childhood teachers for children who are at least 4 years of age by 30 June in the year they participate.

It also includes outside school hours care (OSHC) for school-age children (including those in Prep) and is generally provided before and after school (7–9am and 3–6pm) and for 10 to 12 hours a day during school holidays and on pupil free days.

Family day care offers children from birth to 12 years of age an education and care option in small groups (up to 7 children), traditionally in a home or family learning environment.

Long day care, family day care and OSHC are regulated, in most cases under the *Education and Care Services National Law*. These types of care are the main focus of this study.

The study recognises that other types of care occur in the communities that are the subject of this study. These include care provided by au pairs, nannies and in-home care educators.

A full list of childcare definitions is included in **Appendix A**.

Demographics

All BHP's Queensland Coal mines except for Blackwater are located in the Isaac Region. Blackwater is in Central Highlands Region. Isaac and Central Highlands form part of the Bowen Basin. The Hay Point Coal Terminal is in Mackay Region.

The most recent census data available is from 2016. While it is acknowledged that this is now dated, it provides the most reliable measure of population categories.

TABLE 1
2016 Census Data³

Community	Population	Male	Female	Average age	Work in coal mining	Children 0-4 years	Children 5-9 years	Children 10-14 years	Total children 0-14 years
Queensland	4,703,193	49.4%	50.6%	37	1.2%	6.3%	6.7%	6.4%	19.4%
Isaac Region									
Moranbah	8,735	53.3%	46.7%	30	39.3%	11.2%	10.2%	7.2%	28.6%
Dysart	2,991	56.6%	43.4%	31	48.6%	9.2%	10.4%	6.6%	26.2%
Nebo	753	56.1%	43.9%	35	25.7%	8.9%	7.2%	4.5%	20.6%
Coppabella	466	67.8%	32.2%	38	38.9%	1.7%	3.2%	1.9%	6.8%
Central Highlands Region									
Emerald	13,532	50.5%	49.5%	31	17.6%	9.6%	9.1%	7.7%	26.4%
Blackwater	4,749	54.9%	45.1%	30	47.2%	10.2%	8.9%	6.5%	25.6%
Mackay Region									
Sarina	5,522	51.2%	48.8%	40	10.1%	6.2%	7.2%	7.2%	20.6%

All communities in the Bowen Basin have a higher proportion of males than females, contrary to the statistics for Queensland, where the female population is higher than the male population. The average age in these communities, except for Coppabella, is well below the Queensland average age of 37 years, with the average age in Moranbah and Blackwater being 30 years and in Dysart and Emerald being 31 years.

The proportion of children aged between 0 and 14 years is significantly higher than the Queensland average in Moranbah, Dysart, Blackwater and Emerald with children in the 0-4 years and 5 to 9 years age groups in these communities of particular note.

CHART 1
2016 Census Data Children
Aged 0-4 Years

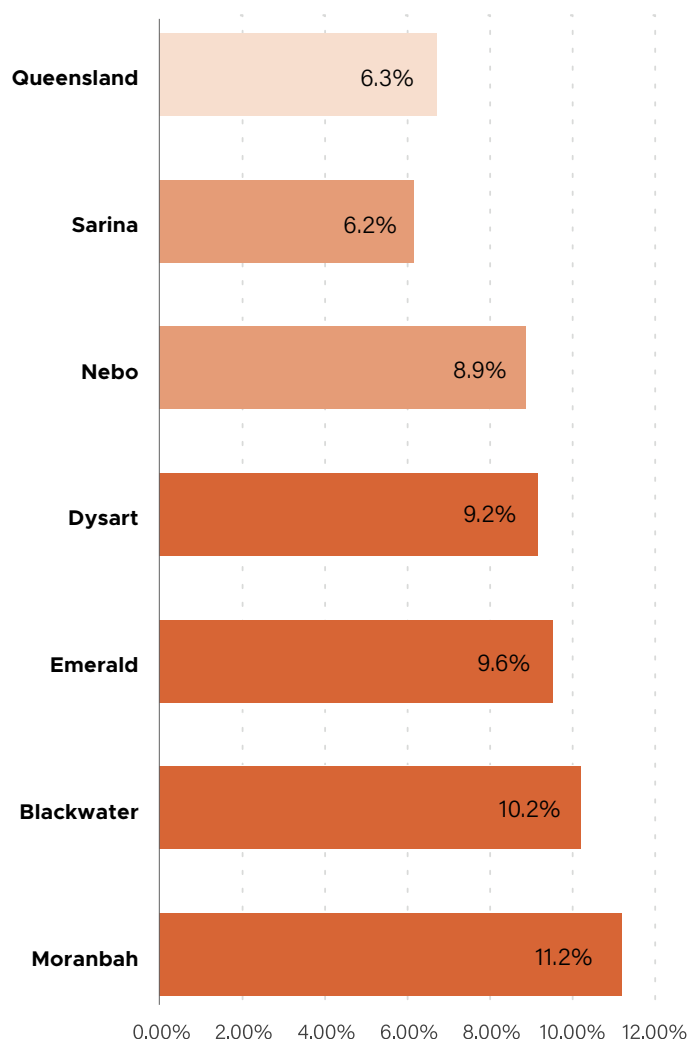
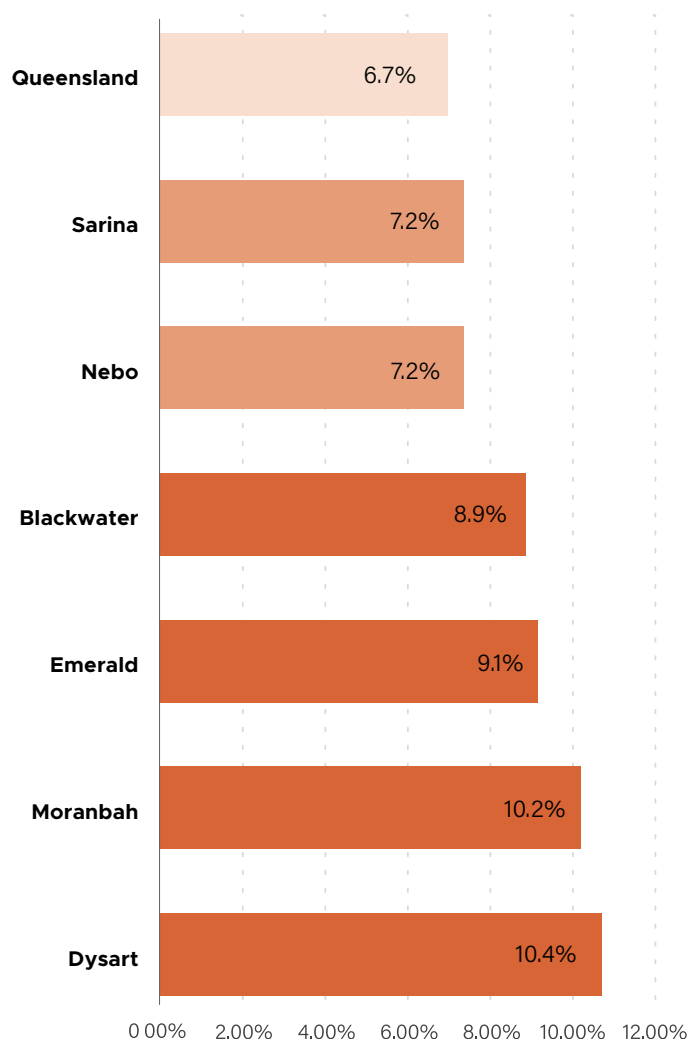


CHART 2
2016 Census Data Children
Aged 5-9 Years



The proportion of children in Coppabella is significantly less than the Queensland average with only 1.7% of the population aged 0-4 years and only 3.2% of the population aged 5-9 years. Children aged 0-14 years only comprise 6.8% of Coppabella's population.

Isaac Regional Council provides annual population data updates based on local information. This includes the estimated number of residential and FIFO populations for Bowen Basin communities.

The data indicates that the residential populations of Moranbah and Blackwater have remained relatively steady over the last four years with a 0.69% decrease in population for Moranbah and a 1.9% increase in Blackwater. Emerald has seen a greater increase in population (4.38%) over the four-year period with significant decreases in Dysart (21.9%) and Nebo (34.9%) indicated.



TABLE 2
Isaac Regional Council population data⁴
30 June 2020 estimates based on local information

AS AT 30 JUNE 2020					
Community	Residential Population	% of total	FIFO/ Non-Residential Population	% of total	Total Population
Moranbah	8,675	67.5%	2,820	32.5%	11,495
Dysart	2,335	55.9%	1,840	44.1%	4,175
Blackwater	4,840	73.3%	1,765	26.7%	6,605
Emerald	14,125	99.3%	550	0.7%	14,675
Nebo	490	33.7%	325	66.3%	820

Stakeholder Consultation

This study employed a consultative process, engaging broadly across the communities.

The study employed both quantitative and qualitative methods to allow for a combination of numerical measurements to quantify the problem and in-depth exploration to address it.

These included:

- Focus groups in each of the communities, usually more than one at varying times of the day, using a semi structured style
- Desktop audit of childcare providers followed by telephone interviews to verify data and examine findings
- Face to face interviews with the Minister for Resources, Federal and State Members of Parliament for the relevant electorates, Mayors and Councillors of Isaac, Central Highlands and Mackay Regional Councils

INTERVIEWS

140

STAKEHOLDERS



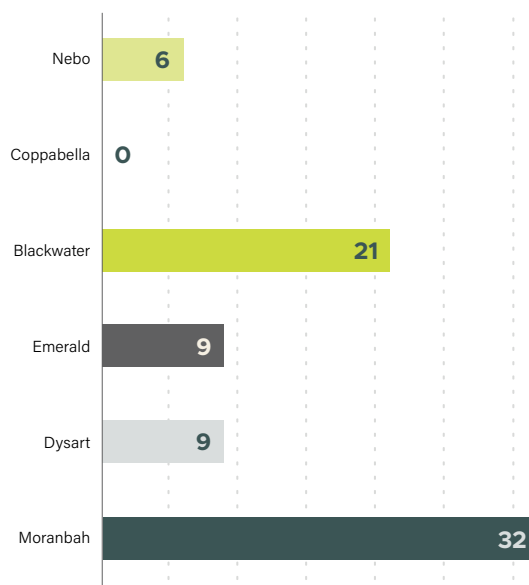
TOTAL NUMBER OF
INTERVIEWS CONDUCTED

FOCUS GROUPS

90%
WOMEN



10%
MEN



77

TOTAL NUMBER OF
PEOPLE WHO ATTENDED

SURVEYS

264

TOTAL
RESPONSES

89%

COMPLETION
RATE

- Interviews with senior officers of the Department of Education, managers from Council and representatives from peak bodies
- Electronic surveys for childcare consumers using multiple choice and open-ended questions, accessible through Facebook (**Appendix B**)
- Written submissions collected via Facebook Messenger and a dedicated project email address
- Focussed interviews via phone and video conference
- The use of the "Bowen Basin Childcare Assessment Project" Facebook page
- Literature search of recent (10 years) international, national and BHP literature related to childcare and workforce participation.

TOWN	NO. OF RESPONSES
Blackwater	38
Clermont	1
Coppabella	2
Dysart	35
Emerald	32
Mackay	29
Moranbah	97
Nebo	9
Sarina	7
Other	14
Total	264

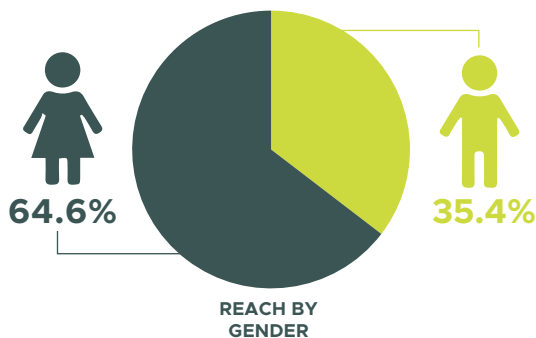
FACEBOOK

445

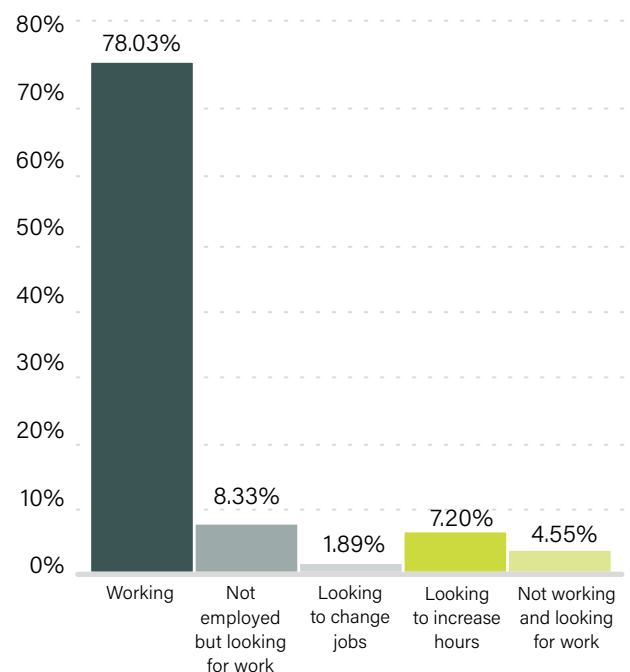
TOTAL PAGE
FOLLOWERS

13,900

TOTAL PEOPLE
REACHED



What best describes your current situation?





Current Childcare Availability

Research Assumptions

The services most used by parents in paid work which assist them in balancing their work with their responsibilities for their children are:

- childcare for their babies and toddlers,
- education and care for their kindy age children,
- OSHC for their school-aged children.

In many cases, parents need a combination of these services to support their ability to work.

The research into available childcare in the target communities began with a desktop audit of childcare providers in each location using the *Australian Children's Education and Care Quality Authority (ACECQA)* National Registers. These registers include information on the number of approved places for each approved provider and the hours approved for care.

Childcare providers were then interviewed to validate the data on the ACECQA register and to gather further information on the availability of care, waiting lists, ability to expand current offerings, barriers to extending current offerings, issues and ideas.

An analysis was then undertaken to determine if the information gathered could be supported by other measures. Data from a number of sources was used to determine an indicative number of day care and OSHC places expected to be needed for each town's population and compared this to the number of places available to determine if a shortfall could be demonstrated. The analysis did not take into account how services were delivered, with calculations being made on the basis of fulltime equivalent (FTE) childcare places.



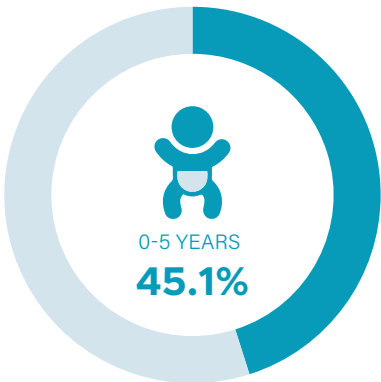
THE DATA SOURCES:

- Population numbers were taken from the *Isaac Regional Council's Annual Population Data Updates* (Table 2) as this was the most current data available.
- The 2016 census data for proportions of children aged 0-4 years and 0-14 years in these populations was then used to determine the number of children in these age groups. An adjustment was made to the 0-14 years percentage to estimate the percentage and number of children 0-12 years as defined in this study.
- *The March 2020 National Childcare⁵ Usage Percentages* were used to determine the expected number of places that would be required for each group, as this was the latest data available. This data shows for this quarter that nationally;
 - » 45.1 per cent of children aged 0-5 years and 31.8 per cent of children aged 0-12 years used approved childcare
 - » For centre-based day care the average weekly hours were 30.0 hours per child, or approximately three days per week
 - » For OSHC, the average weekly hours were 13 hours per child. For the purpose of this study an equivalent to 60% per child was used for this form of care.

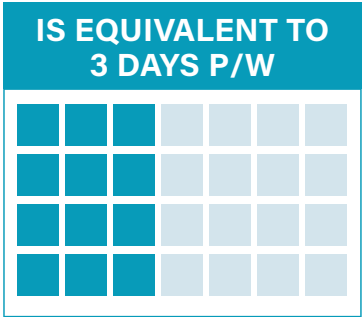
We then listened to the stories of parents in each community, examined survey responses and interviewed business and community leaders to determine if views aligned with what the data was telling us, to understand the factors that were impacting childcare supply and demand and to explore possible solutions to the problem.

It should be noted that participants in the study were those who had experienced difficulties in obtaining childcare. There may be some who did not experience similar problems and chose not to participate in the study.

CHILDREN USING APPROVED CHILDCARE



AVERAGE WEEKLY HOURS OF CHILDCARE PER CHILD



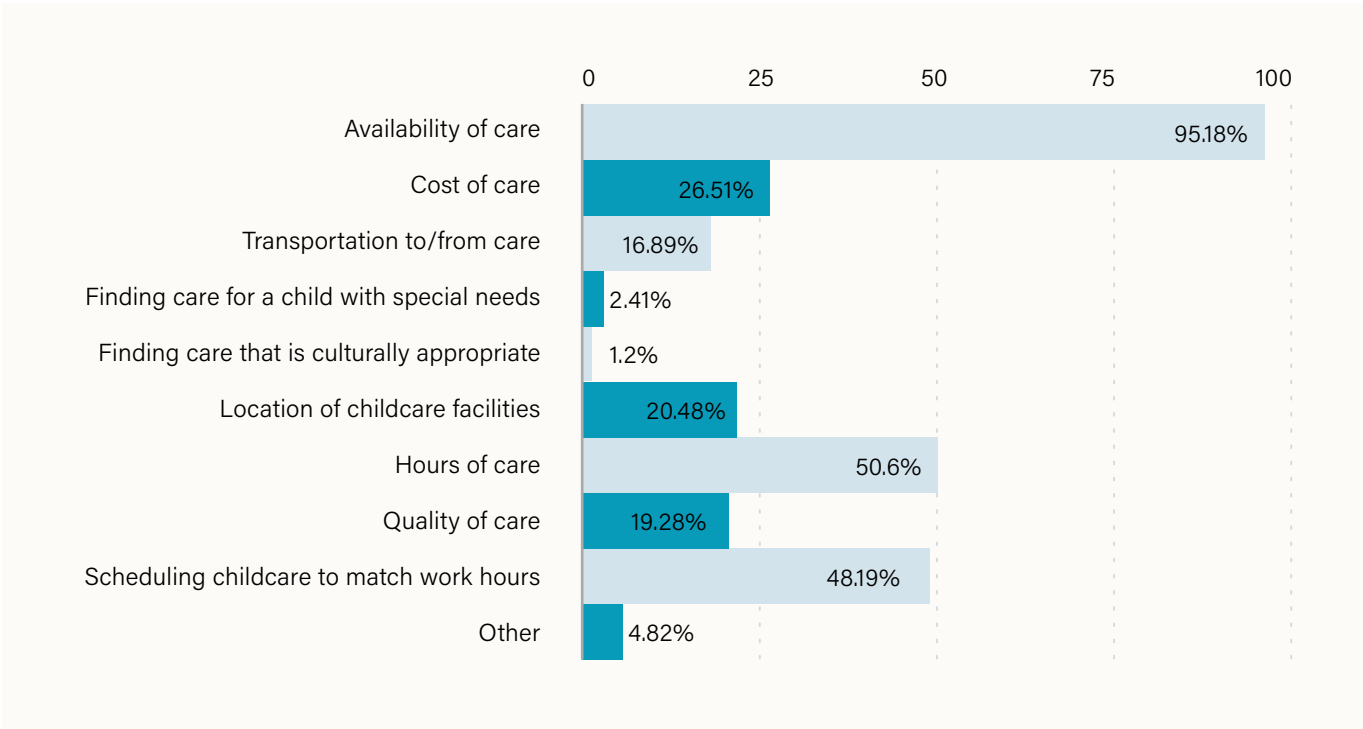
Communities

All providers of long day care and OSHC in all communities told us that the demand for childcare services far exceeded what they were able to offer. They told us that they were very aware of the difficulties facing parents, not only in terms of the lack of childcare availability, but also because the hours on offer and the fee structures did not suit shift workers. This position was reinforced by survey respondents with more than 95% of those with children on waiting lists citing the availability of care as a barrier in accessing childcare and around 50% indicating that the hours of care and the inability to match childcare with the hours required were also barriers.

All those attending focus groups were very clear that there was insufficient childcare available in their communities to meet the needs of families.



CHART 3
Barriers to accessing childcare



MORANBAH

There are two long day care centres in Moranbah, Simply Sunshine and the Moranbah Early Learning Centre (MELC), approved to offer a total of 182 long day care places. However, due to staff shortages, all of these places are not currently being offered and so centres are not operating at full capacity. Both providers reported that they had substantial waiting lists, particularly in the 0-2 age category.

Once one child in a family is enrolled in these centres, it is easier for their younger siblings to be given a place when they need it. Both centres take casual bookings in the older groups at times, but most bookings are permanent. Both centres have recently expanded their capacity, but attracting, recruiting and retaining staff is a major barrier to further expansion.

A C&K kindergarten also operates in Moranbah and is approved to offer 73 places for long day care and kindy. However, it only takes children who are over 36 months of age and in the year prior to their starting school. A 5-day-a-fortnight kindy program is offered from 8am to 2.06 pm for 66 children a day. After 2.06pm, extended care until 6pm is offered for up to 22 children in the same facility by different staff operating under the name "New Gen". This care is only available on days when children are in the kindy program. The study considered that this 'extended care' did not constitute long day care.

In Moranbah, there was only one registered family day care educator who provides care for four pre-school aged children identified in Moranbah. This takes the total number of day care places available to 186.

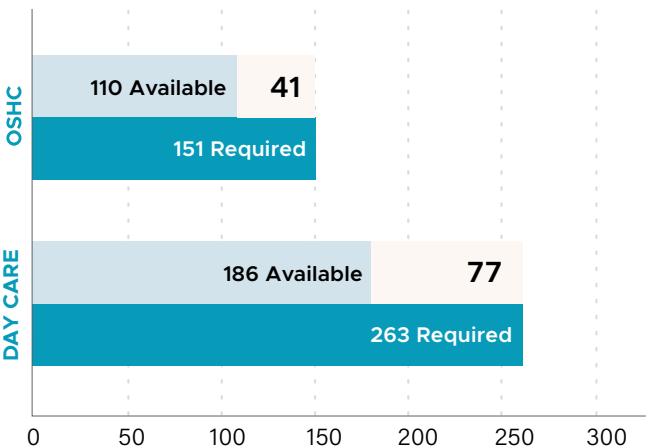
There is a long waiting list for family day care. Focus group participants reported that there were a number of babysitting services providing unregulated childcare in Moranbah.

There are two centres approved to offer a total of 110 OSHC places. MELC is located at Moranbah State School and is approved for 60 OSHC places, however is only able to offer 30 of these due to staff shortages. Bright Kids is located at Moranbah State High School and mainly services children from Moranbah East State School, but does not offer before-school care. A bus takes children from Moranbah East State School to the Bright Kids OSHC. In some cases, parents take time away from their work to transport their children to their OSHC program. For example, parents requiring before-school care can only use the OSHC at Moranbah State School. There is no transport between this OSHC program offered by MELC and Moranbah East State School.



An analysis of population, required places and shortfalls (Appendix C) revealed that in Moranbah there is an estimated shortfall of 77 day care places and 41 OSHC places. These shortfalls are in addition to the approved places that are currently not being offered, because the services are not operating at full capacity.

CHART 4
Estimated shortfalls - Moranbah



For centre-based care, providers advised that the greatest concern is in the babies’ rooms (children under 24 months), where waiting lists can be as long as two years and parents who don’t put their names down as soon as they find out they are pregnant will not get a place. They also advised that new parents arriving in town will generally not get a place for children under 24 months in either centre.

The current number of approved places used for day care in Moranbah would service a population of 6,137, some 2,538 or 29.3% less than the population of 8,675 estimated at 30 June 2020 by Isaac Regional Council. This reduction in population size would also be required for the number of OSHC places available to be sufficient to meet demand.

There was strong attendance by Moranbah parents at the three focus groups held. Moranbah parents also engaged strongly with the project’s Facebook page, constituting over 25% of the followers. They also provided the largest number of responses to the survey with 36% of responses coming from Moranbah residents.

All Moranbah parents attending focus groups and responding to the survey voiced their frustrations at the lack of childcare in their community and their concerns about what that meant for their working arrangements, both now and into the future, and for their children.



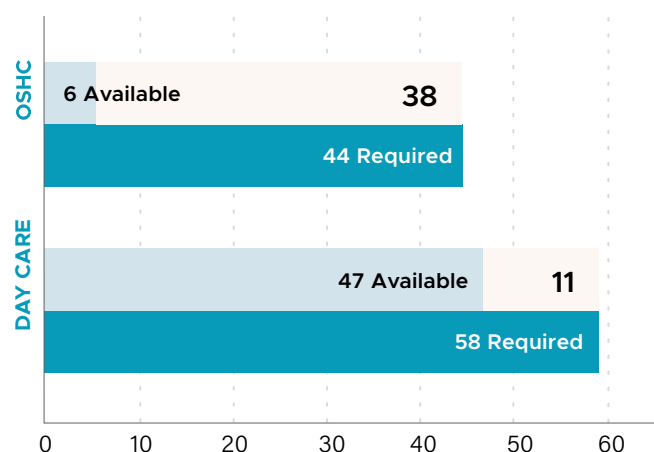
DYSART

There is only one long day care centre in Dysart, Lady Gowrie Dysart Child Care Centre and Community Space. This service is approved to offer 39 places. Currently, the centre opens at 7am in the morning, but consideration is being given to an earlier opening time. They report that staffing is the barrier to extending the opening time. These decisions are not made locally, but in head office in Brisbane. There is also a C&K kindergarten in town with a total capacity of 50. This service is full and has a short waiting list, however it is not a long day care service and only operates for limited kindy program hours.

There were two family day care educators approved to offer eight day care places identified in Dysart, taking the number of available day care places to 47. At the time of the consultation, the only OSHC that was offered was through these family day care educators who provide six OSHC places in total. Prior to Covid closures, the council offered an after-school activity program from the Recreation Centre that wasn't a regulated childcare service or eligible for childcare subsidy. The Lady Gowrie Centre will provide 15 OSHC places commencing in term 2, 2021.

An analysis of population, required places and shortfalls (Appendix C) revealed that in Dysart there is an estimated shortfall of 11 day care places and 38 OSHC places.

CHART 5
Estimated shortfalls - Dysart



The current number of approved places used for day care in Dysart would service a population of 1,887, some 448 or 19.2% less than the population of 2,335 estimated at 30 June 2020 by Isaac Regional Council. A further reduction in population would be required for the current number of OSHC places to be sufficient to meet demand.

The Dysart community focus group sessions had relatively low attendance, but those who did attend advocated strongly for more childcare. All attendees at the focus groups were particularly concerned about the current lack of OSHC and the impact that this had on their community with young children left unsupervised after school and during school holidays. Surveys and Facebook engagement supported this view. Focus group participants also expressed concern about the babysitters providing unregulated childcare for large numbers of children.



EMERALD

There are four long day centres in Emerald, Goodstart Early Learning Centre, Emerald Christian College Little Gems, Emerald World of Learning and C&K Community South Childcare approved to offer a total of 232 long day care places.

All of these centres are operating at capacity and all reported they have substantial waiting lists, particularly in the 0-2 age category, citing the impact of the staff ratios on their costs as a significant issue.

Emerald has a number of services providing kindergarten programs only. These programs usually operate at .5 FTE, for part days, 5 days a fortnight. They do not offer additional care and are not considered to be childcare providers for the purpose of this study.

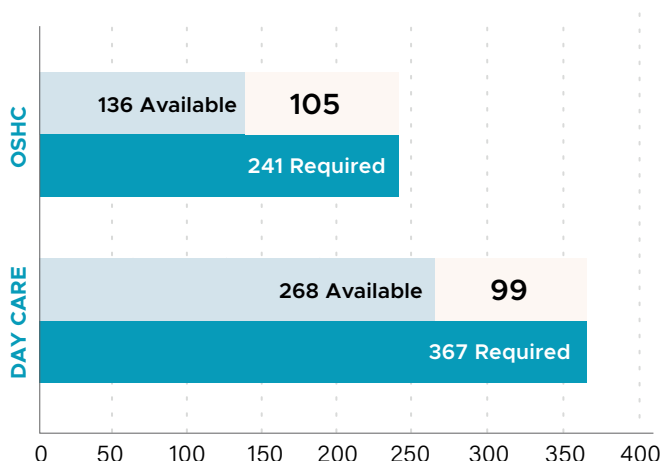
There were eight registered family day care educators offering day care for 36 children, identified in Emerald, taking the number of available day care places to 268. There is a long waiting list for family day care.

There are two OSHC providers in Emerald. Emerald Christian College Little Gems program offers 22 places, which are usually fully subscribed by students at the college. The other OSHC program in Emerald is a centralised service offering 90 places and accessed through the council bus service. Both services have waiting lists and are looking to expand. Family day care educators offer 24 OSHC places, taking the number of available OSHC places to 136.

An analysis of population, required places and shortfalls (Appendix C) revealed that in Emerald there is an estimated shortfall of 99 day care places and 105 OSHC places.

CHART 6

Estimated shortfalls - Emerald



The current number of approved places used for long day care in Emerald would service a population of 10,324, some 3,801 or 26.9% less than the population of 14,125 estimated at 30 June 2020 by Isaac Regional Council. A further reduction in population would be required for the current number of OSHC places to be sufficient to meet demand.

Despite hearing stories about long waiting lists and lack of childcare availability in Emerald, no parents attended the focus group sessions. There was only moderate interest from Emerald residents in the project's Facebook page and they only provided a limited number of responses to the survey.

Registered providers reported that there is a Facebook page that families on their long day care waiting lists use to get unregulated care with either babysitters, au pairs or nannies.

BLACKWATER

There are two long day care centres in Blackwater, C&K Community Childcare Centre and Live Better Early Learning Centre, approved to offer a total of 92 long day care places. The Live Better Early Learning Centre has 22 approved places and only takes children who are 36 months or older. They are fully subscribed but can occasionally offer a casual vacancy on a Monday or Friday.

The C&K Community Childcare Centre has 70 approved long day care places, but is currently offering only 49 due to staff shortages. C&K reported their greatest demand was in the 0-2 age room where they have substantial waiting lists and a shortage of staff. C&K also operates a community kindergarten on a half-time basis, for part days, 5 days a fortnight. They do not offer additional care and are not considered to be a childcare provider for the purpose of this study.

There were three registered family day care educators offering 12 day care places identified in Blackwater, taking the available number of places to 104. These family day care services were fully subscribed and have long waiting lists. Live Better provides an OSHC program in Blackwater.

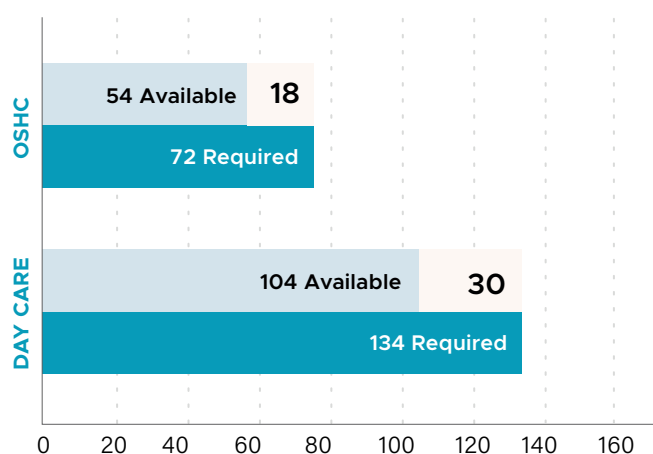
Although approved for 45 places, the space the service operates from only has capacity for 36 students and only 30 places are currently offered because of staff shortages. They advise that there is a long waiting list but the cost of upgrading the room and recruiting further staff is prohibitive. Family day care educators offer nine OSHC places.

There was also another service for children offered in the community. Tiny Tots is a locally run not-for-profit organisation that offers play sessions for children. This is not a regulated childcare service and only operates for three hours per day on Monday, Wednesday and Friday and 5hrs 15 mins on Tuesdays and Thursdays. The centre considers the amount of paperwork, compliance issues and the cost of upgrading its facilities, estimated to be approximately \$150,000 to establish itself as a long day care centre to be prohibitive.



An analysis of population, required places and shortfalls (Appendix C) revealed that in Blackwater there is an estimated shortfall of 30 day care places and 18 OSHC places in addition to the approved places currently not offered, because the services are not operating at full capacity.

CHART 7
Estimated shortfalls - Blackwater



The current number of approved places used for long day care in Blackwater would service a population of 3,767, some 1,073 or 22.2% less than the population of 4,840 estimated at 30 June 2020 by Isaac Regional Council. A further reduction in population would be required for the current number of OSHC places to be sufficient to meet demand.

Blackwater families were keen to express their views and advocated strongly for an additional focus group to provide an evening session in addition to the advertised daytime session. Both sessions were well attended and, relative to the size of the population, had the highest attendance of all focus groups.

The number of Facebook followers was second only to Moranbah, and Blackwater residents completed the second highest number of surveys.

There are only 12 places for children under 24 months in centres for the entire community and although family day care educators can accommodate babies when there is a vacancy, educators advised that they did not believe there were any babies under 12 months in family day care homes at the time of the consultation.

The registered providers all identified the difficulty of attracting, recruiting and retaining childcare workers when other jobs pay so well, and the cost of living is so high. The impact of this is that the centres are not operating at full capacity, places in long day care centres are difficult to access and family day care has a long waiting list. The focus groups raised their concerns about the number of families leaving town because of the lack of childcare available to them.

NEBO

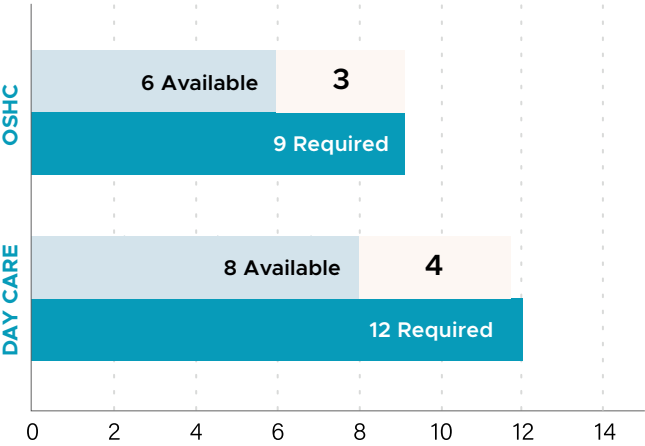
There is no centre-based long day care or OSHC available in Nebo.

Nebo State School offers a kindergarten program that caters for 23 children. They currently have 10 enrolments. There is a well-attended playgroup led by a parent who has childcare qualifications. At the time of the consultation, there was only one family day care educator in town, but concurrent with the timing of the focus group, a second family day care educator made contact to advise that she had established a business in Nebo, doubling the current amount of access to childcare for families in the community.

An analysis of population, required places and shortfalls (Appendix C) revealed that in Nebo, there is an estimated shortfall of 4 day care places and 3 OSHC places.



CHART 8
Estimated shortfalls - Nebo



The Nebo community, although very small, demonstrated a strong interest in the project. There was a high level of attendance at the focus group held in the community and those attending had strong views about what their community needed in relation to childcare.

Families expressed the need for a long day care centre and an OSHC.

The strong informal networks in this small community were highly valued. There were people in the community who could be relied upon when care for children was needed. The focus group attendees hoped for some kind of regular, formalised care that would allow them to return to work and have confidence their children were being well cared for.

SARINA

The Sarina community was included in the study due to its proximity to the Hay Point facility.

There are two centres, Grandma's Place and Kids College@ Sarina, that provide long day care in Sarina with a total capacity of 149. They are fully subscribed with waiting lists. kindergarten programs are offered at Grandma's Place, as well as at the C&K kindergarten and the Sarina and District Community Kindergarten. There are vacancies in some of these programs. One family day care educator offering day care for four children was identified in Sarina.

Some families report having to drive to Mackay for childcare, due to the waiting lists for long day care in Sarina. Providers reported that they had little current capacity but would give preferential treatment to working parents.

Only three OSHC places were identified in the community and these were based in family day care. The lack of OSHC was a major concern for those who responded to the survey.

Survey respondents also identified that the cost of a nanny or au pair is prohibitive for many families, and some families were concerned about the lack of regulation of these options.

This community did not engage to a large extent with the project and only one registration was received for the focus groups planned in the area. Facebook engagement was low and the number of surveys received from the 4737-postcode area was also low.

COPPABELLA

Despite a number of attempts to engage with the Coppabella community, there was very limited response. The engagement with the Facebook page and survey was low and there was only one registration for the focus group. This registrant cancelled prior to the event.

The school currently has a very low enrolment which confirms a low number of children reside in the community. Any need for childcare in this community could not be identified.



Other Considerations

COST OF CHILDCARE

The survey explored with those on waiting lists if there were other barriers to childcare in addition to availability, hours of care and matching care to work schedules.

The cost of childcare was raised as a barrier by 26% of these respondents. However, the cost of childcare in these communities compares favourably with costs in other communities. The cost of childcare in Australia is subsidised by the federal government. Eligible families have access to subsidies for childcare, with the subsidy being income and activity tested, and linked to CPI. **(Appendix D)** Subsidies range from 85% for low-income earners, sliding to 20% for an income greater than \$343,680 and the subsidy is phased out for incomes at and above \$353,680.

CASE STUDY

“ We moved here to advance professionally – better salaries and deeper professional experience.

We have two primary school aged children, one with a diagnosed disability. We can get outside school hours care for one child but a risk assessment has determined that the service has no capacity to meet the needs of our child with a disability.

We have tried to get a nanny or an au pair but there simply isn't anyone available. We may have to return to the coast or one of us might have to reduce our hours. We are really disappointed because we made the move to give our family a better life. ”

CHILDREN WITH SPECIAL NEEDS

As expected, the survey numbers indicating that finding childcare for children with special needs was a barrier were low. This reflects the proportion of children with these needs in the community.

Parents and educators of children with special needs who attended focus groups told of significant issues in relation to accessing and maintaining childcare. They told us that the location of these communities in the Bowen Basin means that educators are often remote from the allied health professionals who can provide them with advice about working with these children. Educators also have difficulty accessing the professional learning opportunities that would assist in managing them.

The staffing ratio and business models do not take into account the additional cost of meeting the needs of these children. Difficult decisions need to be made by services. They understand their obligations in regard to non-discrimination, but must also evaluate whether taking another child with special needs puts other children at risk, due to the ratio of staff to students. The education funding model provides additional support for children with special needs, however there is no similar provision for these children in childcare services.

Parents also told us that even though they qualified for in-home care because of their children's special needs and the lack of places in the community that could meet those needs, they were unable to recruit an educator to fill the approved position.

OTHER FEEDBACK

Everyone who attended a focus group had a story to tell about the difficulties they had in finding care for their children. During the focus group sessions, parents shared their individual experiences to find that the experiences of others were very similar. If there were some in the community who did not have these experiences, they did not choose to participate in the study. Messages received through Facebook told these same stories. Those interviewed were also very aware of the problems faced by parents in their communities, either from their own personal experience or from that of friends, colleagues and employees.

All of those who are attempting to combine employment and care for their children told us that there are simply not enough childcare places.

They told us that the lack of flexibility in childcare for long hours, shift work, night work and weekend work made childcare difficult to organise and in the majority of cases impossible to get unless family and friends came to the rescue.

Some parents reported that family day care was not their preferred childcare model as there was only one adult with their children. When educators have been unwell or had family emergencies or holidays, families have been left without care.

They spoke about the need to pay for full-time care even though they only needed part-time care or no care at all, just to keep their childcare place. This was the case for those who work rosters other than 9am to 5pm Monday to Friday. They spoke about paying for care on days they didn't need it, just to get a foot in the door and in the hope that they would be offered the care they needed over time.

The lack of flexibility in childcare for long hours, shift work, night work and weekend work makes childcare difficult to organise...

They told us about the childcare waiting lists, putting their names down as soon as they fell pregnant or as soon as they came to town and waiting more than two years before they were offered a place which meant waiting more than two years to return to the employment they were wanting.

They spoke about living in one community and having to move to another or drive there on a daily basis to access childcare, dividing their families or increasing travel time to work.

They told us about their need or preference to employ nannies or au pairs, suggesting that this happens when they are not able to get a place in a centre or with a family day care educator or when shift patterns and care needs do not align with childcare availability. They raised concerns about accommodation shortages, conditions and costs contributing to the short supply of au pairs and nannies and in 2020 and 2021, the lack of overseas travellers further contributing to a short supply of workers.

They spoke about the need to be constantly arranging and re-arranging care, flying grandparents in to cover gaps, asking family and friends to fill the void, taking whatever care they could get and then spending their days at work stressing about their care arrangements and wondering how long they could continue with their employment if things didn't change.

CASE STUDY



I'm a single parent with two school aged children. I now have a job working a lifestyle roster at the mines. At first, my parents and neighbours were helping out before and after school but that hasn't always been reliable.

There are no OSHC places available for my kids. I'd like to link in with someone on opposite shifts and share child care but I don't have the contacts. I've already had to miss shifts because of my childcare responsibilities.



Conclusion

Families in the Bowen Basin face significant problems in accessing care for their children.

Focus group attendees advised that as there was insufficient childcare to meet the needs of families, some children were put at risk and parents worried about the decisions they felt they were forced to make about their childcare arrangements.



Waiting lists are long.



Types of care don't match the shifts people work.



Experienced, qualified educators are hard to attract.



Significant pressure is on providers to provide quality, affordable, accessible and flexible care.



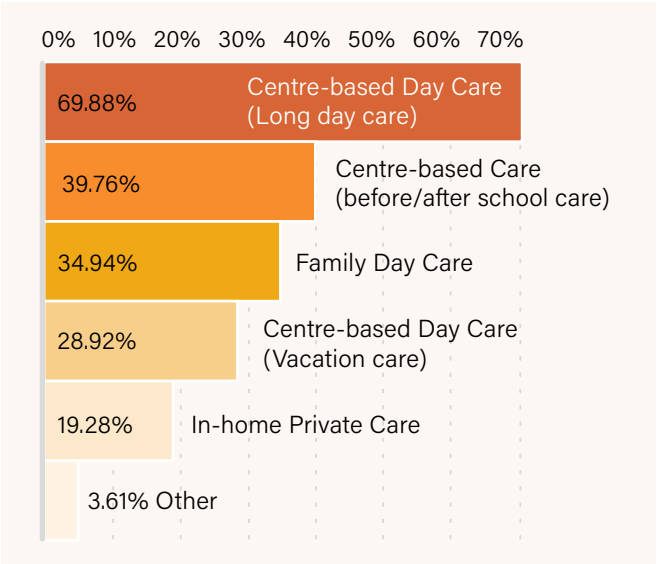
Future Childcare Availability

Factors impacting the future demand for and supply of childcare

Population, the proportions of children within that population and the required usage of services for those children are the biggest drivers of demand for childcare. Changes in these drivers are influenced by employment practices, working conditions and recruitment strategies.

The childcare shortages in Moranbah, Dysart, Blackwater and Emerald are significant. The survey respondents who had children on waiting lists advised that centre-based care was their preferred form of childcare with over 70% of these respondents advising of the need for centre-based long day care for their children. These respondents also identified the need for OSHC with 40% needing before and after school hours care and 28% needing vacation care. Family day care is required by 34% of survey respondents and 20% of respondents require in-home care for their children.

CHART 9
What type of childcare will you require?



All childcare providers in these towns identified that the main reason for these shortages is their inability to attract, recruit and retain staff. This problem is currently compounded in Blackwater and Moranbah, evidenced by the inability of centre-based services in these communities to offer all

currently approved places due to staff shortages. Until these workforce problems are solved, there is no point in trying to address other factors that may influence the supply of childcare services such as the confidence of the business community to invest in childcare services and the cost of providing services in mining communities.

WORKFORCE

The shortages indicated in Table 3 are based on 2020 data and represent the additional childcare places and workers currently needed over and above the approved places already in these communities. The numbers are based on the ratios of educators to children as required by regulation. (**Appendix E**)

TABLE 3
Extra childcare places needed, and additional childcare workers required over and above those for the currently approved places

Community	Day Care places shortage	Day Care childcare worker shortage	OSHC places shortage	OSHC childcare worker shortage
Moranbah	77	7-19	41	2.7
Dysart	19	2 – 5	38	2.5
Emerald	99	9 – 25	105	7
Blackwater	29	3 – 7.5	19	1.3
Total	224	21 - 56.5	203	13.5

The Department of Jobs and Small Business (now Department of Education, Skills and Employment) Labour Market Employment Projections predicts the childcare sector will require around 39,000 additional educators, including 9,000 additional Early Childhood Teachers (ECTs), by 2023 across the nation. This represents a 20% increase for the workforce over five years (May 2018 – May 2023)⁷. This national shortage will have a further impact on childcare supply in the Bowen Basin.

Reasons for the inability to attract, recruit and retain centre-based care educators

REMUNERATION

Childcare workers are not well paid. The commencing award wages for a permanent Certificate 3 childcare worker in a long day care centre is \$45,600 per annum. An experienced centre director with responsibility for 60 children, staff, the delivery of quality programs as well as compliance with regulations is \$72,000 per year. It is no surprise then, that the retention of childcare staff is difficult.

Degree qualified early childhood teachers will often move from childcare centres and kindergartens to local schools, as vacancies arise. Teachers receive a starting salary of \$71,834 with the capacity to increase to \$111,000 per annum as an experienced senior teacher, with 10 weeks of school holidays. Based on location, packages that include subsidised housing, additional leave provisions, assistance with travel, professional learning, relocation costs and incentives for teaching in rural and remote locations are also offered. This increases the challenge of retaining teachers in the childcare sector.

HOUSING AFFORDABILITY

While many employees in the Bowen Basin have access to housing or a housing subsidy as part of their work conditions, childcare providers advised that childcare workers do not. Childcare providers told us they were aware of previous schemes that had provided some housing for childcare workers, but were unaware of any current programs. Childcare educators told us they could earn the same salary on the coast where housing rentals were more affordable, the cost less likely to fluctuate and the housing stock was of better quality.

Isaac Affordable Housing Trust currently has quality affordable accommodation options available in Dysart and Moranbah under the Isaac Rental Affordability Scheme. Eligibility for the scheme closely matches Queensland Department of Housing and Public Works criteria and some childcare workers qualify. A single adult earning less than \$59,456 per annum, or a sole parent with one child earning less than \$82,258 (two children - \$101,980, three children - \$101,980) per annum would qualify for the scheme. Central Highlands also has an affordable housing scheme using similar criteria and offers housing in Emerald and Blackwater. Childcare workers told us that in many cases they are deemed ineligible for the schemes or the housing stock does not meet their family requirements.

CASE STUDY

“ I’m a childcare worker and love my job but my tradie partner works for a contractor and their contract is finished. We have to go where the work with the higher income is, so we’re leaving town. I know that means fewer childcare places will be available in the centre where I work and I’m really sad to go, but I’ve got no choice. ”

COST OF LIVING

The increased cost of living in these communities also contributes to a high level of turnover of childcare staff. Businesses need to charge more for the goods and services they offer, as they have higher costs including having to pay higher wages to keep their staff. This results in higher prices for everyday purchases.

Access to professional services such as specialist doctors, allied health professionals, accountants and legal professionals also comes with an additional cost in these communities. A day's leave, as well as having to pay for travel and accommodation, is often required to access these services.

PROFESSIONAL LEARNING

Professional advancement requires ongoing study, maintenance of accreditation and access to quality professional learning experiences. These cost money and centres find themselves faced with costs such as transport and accommodation above and beyond those faced by larger centres in metropolitan areas. Staff in the Bowen Basin regularly travel to Mackay, Emerald and Rockhampton for professional learning opportunities. The inability of centres to provide a high level of professional development to their employees due to cost and time requirements makes positions in these communities less attractive to workers focussed on career advancement.

FACILITIES

The environment within a centre not only plays a part in providing good outcomes for children, it also plays a critical role in making staff feel valued and supported. Centres, including those only offering OSHC, often struggle to find adequate funds for the development and maintenance of facilities.

Local companies have historically contributed to specific projects that have enhanced environments in childcare settings, however many of the buildings from which childcare services operate are aged and in need of upgrades.



Reasons for the inability to attract, recruit and retain family day care educators

REGULATIONS

Family day care educators must comply with a range of regulations regarding the safety of their homes, the quality of the program they offer and their qualifications to be able to provide a childcare service. This compliance is costly and some educators don't have the finances to establish themselves.

While family day care educators are registered with an approved provider, they individually have the onerous responsibilities of operating a small business.

HOUSING

Some landlords do not allow commercial businesses to be operated out of their properties. Additionally, some individuals who may be interested in becoming family day educators have partners who are shift workers and having children in their homes while their partners are trying to sleep is not considered to be a workable arrangement. There are also some residences that simply aren't suitable for family day care.

ISOLATION

As family day care educators work by themselves from their own homes, they can feel isolated and unsupported. In regional locations, a critical mass of educators with whom they can share experiences and lean on for support is often missing. Of the towns surveyed in this assessment, Emerald, the largest centre had the largest number of family day care educators with eight providing childcare services.

LACK OF KNOWLEDGE

The peak body for family day care advised that family day care educators who provide childcare services for families that require overnight and weekend care for their children can earn a very good living. Family day care educators can earn up to \$200,000 a year by aligning their service delivery model to the needs of shift workers.



Reasons for the inability to attract, recruit and retain au pairs, nannies and in-home care educators

For some families, centre-based care and family day care are not suitable, sufficient or preferred childcare options and they elect to have their children cared for in their own home.

HOUSING

Au pairs, overnight nannies and some in-home care educators require a room in the family's residence. Many homes do not easily accommodate an additional adult and family privacy and fatigue management practices are compromised with another person in the home.

REMUNERATION

With the exception of In-Home Care, this type of care doesn't attract a government subsidy. In exchange for room and board, au pairs and nannies do some childminding and help with light household duties. Their allowance is privately negotiated and reliant on the number of hours of housework and childminding they do. Even if families are successful in recruiting an au pair or nanny, they often cannot retain them for any length of time. They move to other forms of employment that also don't require qualifications as these are jobs with less responsibility and a higher hourly rate of pay.

VISAS AND LENGTH OF STAY

Childcare work does not qualify as specified work for Working Holiday Visas 417 and 462. If a young traveller works at a mine, in agriculture or construction in the Bowen Basin, the work they do qualifies them for a visa extension. This anomaly means that au pairs only stay with families long enough to strengthen their English. They make contacts in the community to source other employment that does qualify for a visa extension and then move on. This can be disruptive to the families and makes management of care more complex.



Conclusion

There are a number of factors influencing the future demand and supply of childcare in the Bowen Basin.

Changes in population, the associated proportions of children in the population and the required usage of childcare are drivers of demand. The changing nature of work and the way it will be done makes it difficult to quantify the impacts on the population.

What we do know is that Moranbah, Dysart, Emerald, Blackwater and Nebo cannot meet the current demand for childcare and any increase in population will exacerbate the shortages that exist now. The major challenge to supply now and in the future rests with the ability to attract, recruit and retain childcare workers.



Any increase in population will exacerbate the childcare shortages that exist now.



Future rests with the ability to attract, recruit and retain childcare workers.



Recommendations

1. Strategic Leadership

CONTEXT

Civic leaders, business managers and their employees and the wider community agree that there is a desperate need for more childcare in Bowen Basin communities and this has been the case for many years. Resolution of the problem does not rest with one organisation or agency, but requires a 'whole of community' approach and leadership from government, community and business. Without this, the gap between the demand for childcare and its supply will widen, impacting the liveability of communities and the capacity of their residents to engage in work.

A strategic approach to the planning and funding of childcare as well as leadership and advocacy at the highest level is needed. A leadership alliance must take responsibility for the broad, long-term strategic direction and oversight of childcare in communities across the Bowen Basin. These alliances would have no responsibility for the operational management of childcare services, but would provide support and advocacy for those services, if required.



ACTIONS

Action 1.1: Support the establishment of Childcare Leadership Alliances (CLA) in the Isaac and Central Highlands regions chaired by councillors (the mayor or deputy mayor), and comprised of decision-making representatives of resource companies, key business and community leaders and a senior member of the Department of Education who has responsibility for Early Childhood Education and Care to:

- develop a strategic plan for childcare in their communities
- consider and prioritise the recommendations of this report
- oversee the implementation of the accepted recommendations in their communities
- investigate funding sources at both a local and broader level including the Resources Community Infrastructure Fund

“Major businesses bring a huge depth of knowledge and skills to a community. Financial, legal and HR management skills are highly sought after by local groups who often need assistance to develop their governance abilities.”

- identify in-kind support that could be made available to support the delivery of childcare, for example, bus services, maintenance, business skills
- determine the funding model to be used to support childcare in the region giving consideration to existing models already working in the community
- determine the criteria to be used for the allocation of funds and in-kind support ensuring that their purpose is to create additional childcare places
- connect childcare providers to local experts willing to provide advice and guidance
- test the appetite for an ‘Adopt A Centre’ model for major employers to assist childcare centres with maintenance and other requirements
- advocate on behalf of the community for initiatives that would increase the availability of childcare including the recognition of childcare as work specified for working holiday visa extensions.

‘We should be looking at funding models that have worked for us. A subscription model based on the number of employees contributing to a Community Chest could be used to support childcare.’



Action 1.2: Fund executive officers to support the work of the CLA's by undertaking tasks including progressing actions, developing options for funding models, negotiating the funding and in-kind support from resource companies and other major employers in the communities, researching and costing options, developing submissions and reports, influencing media, engaging stakeholders and managing meetings of the alliance.

2. Childcare Delivery

CONTEXT

Attracting, recruiting and retaining the childcare workforce continues to be a significant and increasing challenge in the Bowen Basin. The national shortage of childcare educators will further exacerbate the shortage in Bowen Basin communities unless the current shortages are addressed as a priority and a systematic approach to the attraction, recruitment and retention of childcare workers is agreed to enable expansion.

Importantly, this expansion can include students within the community who can become a vital resource and must be encouraged to stay for the long term or, if going on to further study, work in centres during their university holidays. Other recruitment strategies must also be tested to see if doing things differently will deliver better outcomes. Communities must also look to how they can keep workers once they arrive in their towns.

Finding the right form of childcare at the right time in the right place is a difficult task for most parents in these communities. Mixing and matching combinations of unregulated care provided by friends and families, nannies or au pairs with family day care or centre based care is often the only way families can accommodate the long work hours and overnight and weekend shifts. Sharing childcare with other families can be a cost-effective childcare solution that works well in the long term. While the variety of rosters make the logistics of this form of care complicated to implement, tools to assist families to explore this care option would be useful.



ACTIONS

Action 2.1: Offer incentives to improve attraction, recruitment and retention of workers across the childcare sector including:

For centre-based educators

- Salary uplift
- Housing subsidy
- Relocation allowance
- Study assistance
- Easter and September bonuses
- Travel subsidies

For family day care educators

- Subsidised training
- Assistance to make housing compliant with regulations – fences, safety catches, storage and in some cases the provision of larger house
- Funding for toys and equipment to establish and maintain a service
- Providing the support required to start a new small business and the ongoing support needed to meet business obligations

Action 2.2: Provide financial support for school-based childcare traineeships and encourage all schools to offer the program.

Action 2.3: Offer financial assistance to those who wish to upgrade their qualifications to a Bachelor degree with a 'loan' arrangement in place after the completion of their degree, so that they return to make a contribution to their community.

Action 2.4: Incentivise university students to return to their communities during holiday periods to work in OSHC services.

Action 2.5: Explore opportunities for collaboration between childcare providers and businesses to recruit couples with a focus on attracting a childcare worker and providing a job for their partner in a shared salary package with housing and other benefits.

Action 2.6: Work with the Family Day Care Association (Queensland) to develop

- a campaign to recruit additional family day care educators and
- a promotional campaign to increase awareness of family day care.

Action 2.7: Reinstate a 'welcome to town' program in each community that quickly engages new people in the life of the town, provides a network of support and encourages them to stay and become part of the community.

Action 2.8: Facilitate a community support group for au pairs and nannies to provide basic education and advice as well as a support network.

Action 2.9: Encourage approved providers to work with schools so that OSHC can be delivered on school grounds to utilise the resources already in place.

Action 2.10: Work with childcare providers to better align services offered with long, overnight and weekend rosters.

Action 2.11: Contribute to the development/implementation of an app or 'share care' register that would assist parents in identifying available share care opportunities.

Action 2.12: Explore the possibility of piloting a shared family day care service where multiple educators work out of a single residence set up as a family home to provide a 24/7 childcare service.

Action 2.13: Work with landlords to allow family day care to operate from rental properties.

Action 2.14: Support families to engage au pairs and nannies by providing

- access to separate housing
- relocatable pods
- access to larger houses for families

Action 2.15: Support the inclusion of children with special needs in OSHC programs by exploring funding models that improve ratios of carers to students.



Financial Implications

Action	Costing Assumptions	Resources Required	Estimated Cost
1.1: Support the establishment of CLAs	Senior community leaders will contribute their time pro bono. Meetings can be held in venues of CLA members at no cost.	In-kind support of time from CLA members	In kind support
1.2: Fund Executive officers	Positions with salary package of approximately \$135,000. Fulltime in each location for first year and then reviewed. Can be co-located or work from home in communities.	Executive Officers' salaries Office accommodation Travel Running costs Technology	\$300,000 per annum first year + in kind support.
2.1: Incentive packages to assist with recruitment and retention of centre-based educators	These packages should be determined in consultation with providers as they may be individually crafted to meet need.	Salary uplift Housing subsidy Relocation allowance Study assistance Bonuses Travel Subsidised training	Once budget is determined allocation can be made on the criteria developed by the CLA.
2.2: Incentive packages for family day care educators	This is an attraction strategy and focussed on new educators. It should be provided in terms of a 'loan', considered to be paid in full once two years of service as an educator has been served.	Training	Training \$4,500 per educator
		Housing compliance	In kind support
		Toy and equipment package	Toys & equipment \$5,000 per educator
		Small business package	Small business package – In kind support
2.2: Financial Support for School Based Traineeships	The support required should be negotiated with each high school and may include: <ul style="list-style-type: none"> • Teacher training • School grants • Student Scholarships • Provider support 	Dependent on the status of the schools' programs and the needs of those programs.	Consider as a percentage of the total pool available as determined by the CLA
2.3: Financial Assistance for upgrading to a Bachelor Degree	A small number of Certificate trained educators may consider upgrading to teacher status	Reimbursement of subject fees after successful completion and working for a period of time in the community.	\$2,500 per subject Limit number of scholarships to match current workforce need as percentage from the total pool as determined by CLA

Action	Costing Assumptions	Resources Required	Estimated Cost
2.4: Incentivise university students to return to communities for holiday periods	Negotiate individual support required with providers. Incentives may include: <ul style="list-style-type: none"> • Travel • Accommodation • Payment for subjects • Part Scholarship 	Reimbursement of costs based on successful completion of a subject and service to the community	As above
2.5: Collaborative recruitment	Major employers and providers will explore opportunities for partnerships	Housing and benefits package	In kind support
2.6: FDCAQ awareness and recruitment	The peak body will require a grant to develop and deliver expos and follow up with potential educators and families seeking family day care	Cash amount to run campaign	\$50,000
2.7: Welcome to Town project	Will require community staff to collaborate and develop a program Hosted by community officers in each community	Exec officer with council community officers Cost of venue/ bus and hospitality	In kind support
2.8: Support group for au pairs and nannies	Regular get togethers and learning opportunities facilitated by Executive Officer in collaboration with community officers	Exec officer duties with council community officers	In kind support
2.9: Expand OSHC to schools where it is currently not being provided	Exec Officer to work with schools and providers to develop business model and establish facilities	Business planning with providers	\$10,000 establishment grant for new OSHC services
2.10: Work with childcare providers to better align services	Executive Officer to work with providers and businesses.	Exec Officers	Nil

Action	Costing Assumptions	Resources Required	Estimated Cost
2.11: Contribute to an app or technology or share care register	Some apps currently exist that could be adapted or licenced to meet local need	Sponsor a STEM prize	\$2500 with a view to purchasing licencing rights
2.12: Pilot a 24/7 Family Day Care Service	Provision of 24/7 care is difficult in houses where occupants work shifts. A stand alone "family environment" house could be managed as a 24/7 facility	House (lease commercially or in kind donation from major employer)	\$25,000
		Educators	The business model would ensure payment of educators
		Furniture (establishment grant)	\$40,000
		Toys and equipment	\$10,000
2.13: Work with landlords	Ongoing discussions with landlords	Exec Officer CLA	In kind
2.14: Support families to engage au pairs and nannies	Criteria established about length of time support to be provided based on children's ages.	Separate housing	\$25,000 per house, family may pay something towards a room
		Relocatable pods	\$100,000
		Access to larger houses or renovate high set home to provide a studio	Up to \$150,000
2.15: Supporting inclusion of children with special needs	Subsidy for additional staffing based on the child's NDIS category	Dependent on the number of children in OSHC and the level of need.	FTE enrolment (5 hrs per day, 5 days per week) scalable to \$600 per week per student



Appendices

Appendix A

Childcare Definitions⁹

Long Day Care

- Usually operates at least 10 hours a day, Monday to Friday, for at least 48 weeks a year
- Provides full or part-time care
- Before and after school care and vacation care may be offered
- An approved kindergarten program taught by a qualified early childhood teacher may be offered
- Services must comply with a range of legislative requirements including physical environment requirements (space, facilities and equipment) and staffing requirements including minimum educator-to-child ratios.

Outside School Hours Care

- For school-age children (including those in Prep)
- Generally provided before and after school (7–9am and 3–6pm) and for 10–12 hours a day during school holidays and pupil free days
- Delivered in a variety of locations (for example, schools, youth clubs, and community centres)
- On state school sites, the outside school hours care service operates separately from the school
- Each service has individual working hours and fee structures
- In areas of high demand, the local outside school hours care service determines which children will be given priority.

Kindergarten

- Generally not-for-profit organisations administered by a volunteer parent management committee or operated by not-for-profit organisations with parent advisory committees
- May be operated by independent public schools and non-state schools
- For children who are at least 4 years of age by 30 June in the year they participate
- Offer approved kindergarten programs taught by qualified early childhood teachers
- Usually operate during school hours each school term—many offer programs for 6 hours a day (for example, from 8.45am to 2.45pm), 5 days a fortnight during each school term
- Each kindergarten has its own fee structure
- Services must comply with a range of legislative requirements including physical environment requirements (space, facilities and equipment) and staffing requirements including minimum educator-to-child ratios.

Family Day Care

- Provide education and care for children from birth to 12 years old (for up to 7 children - including 4 children not yet in school)
- Available for a full day, part day, overnight or weekends
- Educators have individual working hours and fee structures
- Family day care educators must:
 - » hold or be working towards a Certificate III qualification
 - » hold approved first aid qualifications including anaphylaxis management training and emergency asthma management training
- Services must comply with a range of legislative requirements
- Educators are monitored and supported by a family day care scheme coordination unit including qualified family day care coordinators.

In-home care

- A flexible form of childcare where quality early childhood education and care is provided in the family home by a qualified educator
- This type of government-subsidised childcare is for families that can't use other mainstream childcare options because
 - » they work non-standard or variable hours, or
 - » are geographically isolated, or
 - » have challenging or complex family needs.

Au pairs

- A foreign national staying in Australia for up to a year for cultural exchange purposes
- Lives as part of the host family and receives a small allowance/salary in exchange for childcare and household duties. They may or may not have previous childcare experience
- Not regulated.

Nannies and babysitters

- Usually provide care in the child's home
- Can be arranged on an individual basis or through a registered agency
- Not regulated.

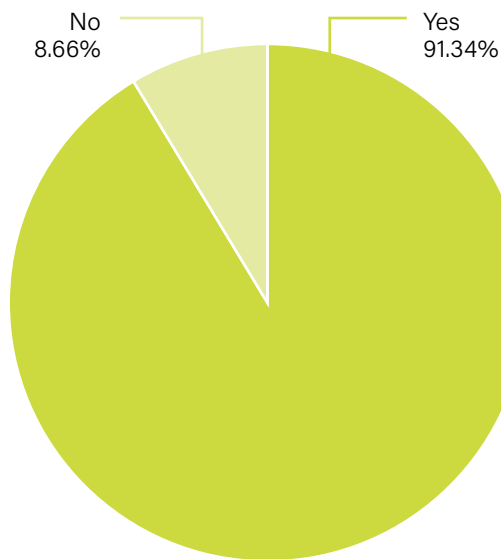
Occasional and casual care

- A range of service types may provide education and care on a casual basis or for short periods.
- Occasional care services
- Limited hours care
- Short-term care and kids club
- Vacation care
- Children's activity services
- Resort Care
- Stand-alone care

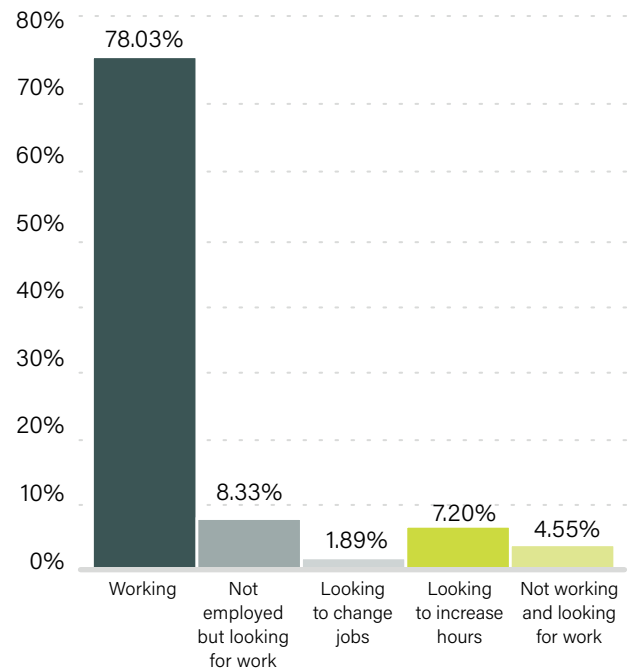
Appendix B

Community Survey Responses

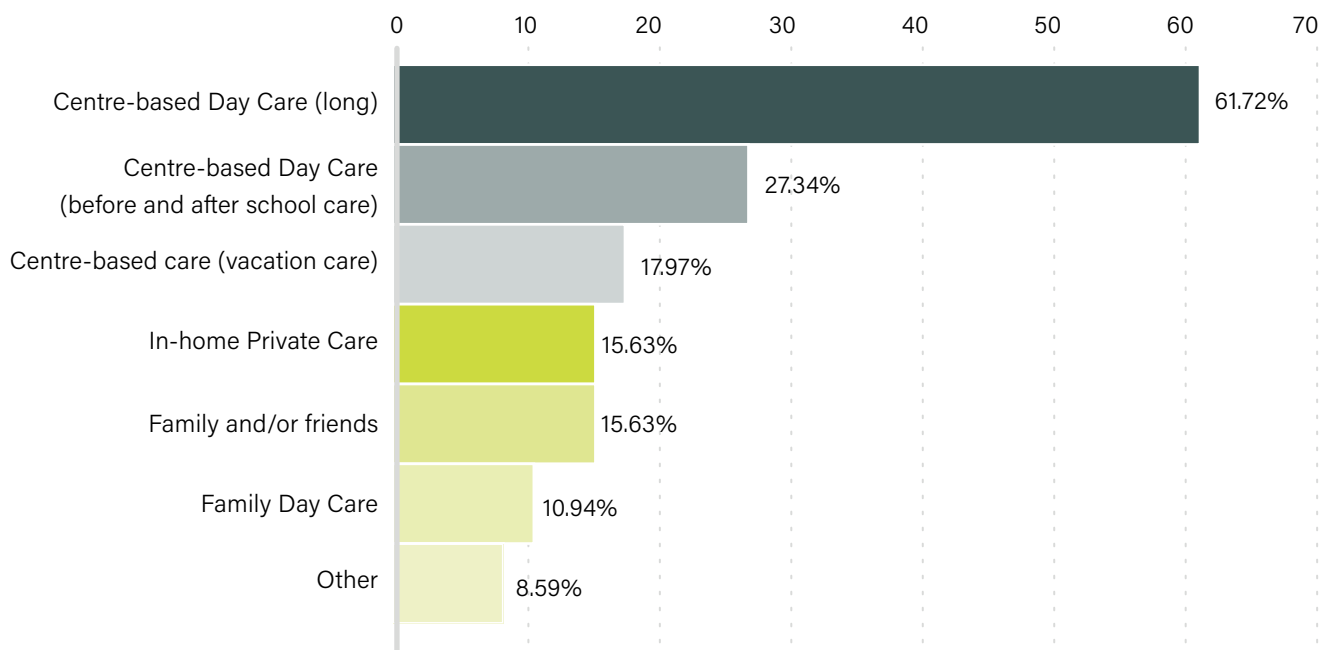
Do you have children living in your household?



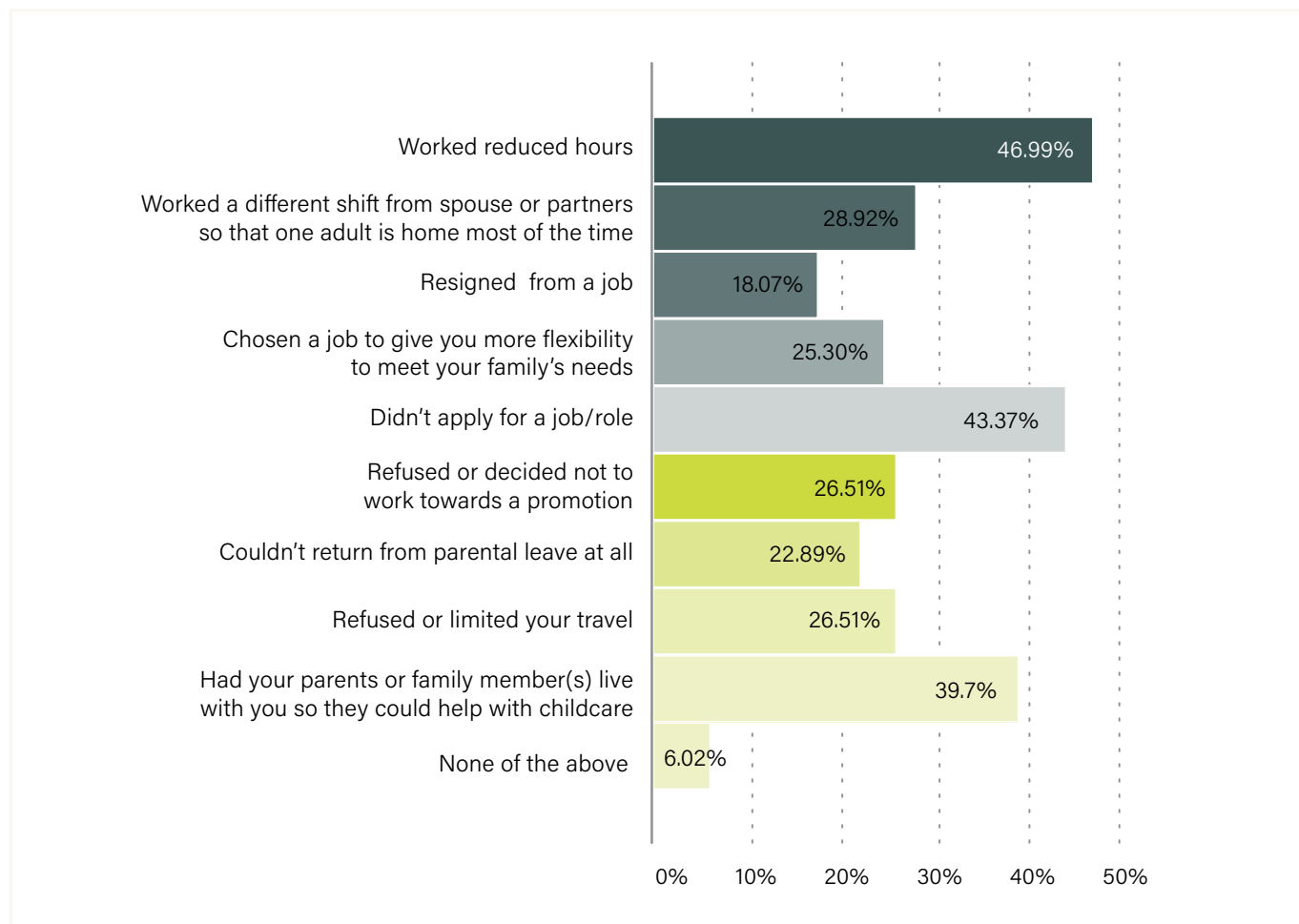
What best describes your current situation?



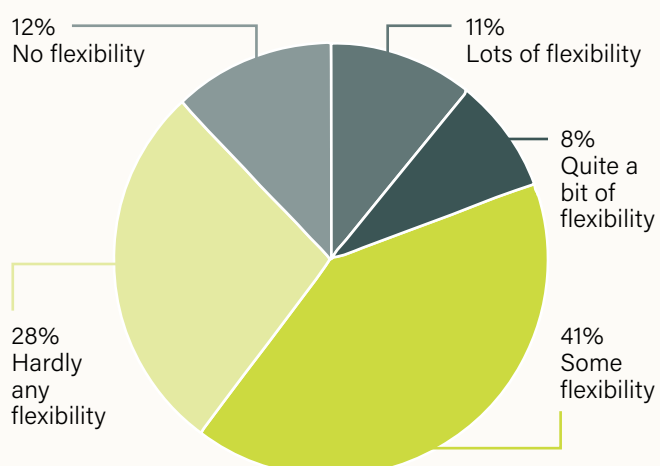
What type of childcare do you currently access? (select all that apply)



In the past 12 months, have any of the following applied due to your inability to access appropriate childcare? (Select all that apply)



How much flexibility do you have in your schedule to handle family responsibilities?



Appendix C

Calculation of required places and shortfalls for current populations

Day Care Places

Community	Pop'n	% 0-4 years	No of children 0-4 years	National Childcare usage 0-5 years	Total places required	FTE places required (@60%)	FTE places available	Shortfall in FTE places
Moranbah	8,675	11.2%	972	45.1%	438	263	186	77
Dysart	2,335	9.2%	215	45.1%	97	58	47	11
Blackwater	4,840	10.2%	493	45.1%	223	134	104	30
Emerald	14,125	9.6%	1356	45.1%	612	367	268	99
Nebo	490	8.9%	44	45.1%	20	12	8	4

OSHC Places

Community	Pop'n	% 0-12 years	No of children 0-12 years	National Childcare usage 0-12 years	Total places required	FTE places required (@60%)	FTE places required less places required for 0-4 years	FTE places available	Shortfall in FTE places
Moranbah	8,675	25%	2,169	31.8%	690	414	151	110	41
Dysart	2,335	22.9%	535	31.8%	170	170	44	6	38
Blackwater	4,840	22.35%	1,082	31.8%	344	344	72	54	18
Emerald	14,125	22.55%	3,185	31.8%	1,013	1,013	241	136	105
Nebo	490	22.9%	112	31.8%	36	36	9	6	3

Appendix D

CHILDCARE SUBSIDY¹⁰

To get Child Care Subsidy (CCS) you must:

- care for a child 13 or younger who's not attending secondary school, unless an exemption applies
- use an approved childcare service
- be responsible for paying the childcare fees
- meet residency and immunisation requirements.

The CCS percentage is the amount that will be subsidised. It will apply to either the hourly fee or the relevant hourly rate cap, whichever is lower.

YOUR FAMILY INCOME	CHILD CARE SUBSIDY PERCENTAGE
\$0 to \$69,390	85%
More than \$69,390 to below \$174,390	Between 85% and 50% The percentage goes down by 1% for every \$3,000 of income your family earns
\$174,390 to below \$253,680	Between 50% and 20% The percentage goes down by 1% for every \$3,000 of income your family earns
\$253,680 to below \$343,680	20%
\$353,680 or more	0%

Appendix E

Childcare Staffing Ratios¹¹

AGE OF CHILDREN	EDUCATOR TO CHILD RATIO
Birth to 24 months	1:4
Over 24 months and less than 36 months	1:5
36 months up to and including preschool age	1:11
Over preschool age	1:15

END NOTES

1. <https://www.pwc.com.au/australia-in-transition/publications/understanding-the-unpaid-economy-mar17.pdf>
2. <https://www.bhp.com/sustainability/community/social-investment/>
3. <https://www.abs.gov.au/websitedbs/D3310114.nsf/Home/2016%20QuickStats>
4. <https://www.isaac.qld.gov.au/downloads/file/2880/population-demographics-economic-indicators>
5. <https://www.dese.gov.au/key-official-documents-about-early-childhood/early-childhood-and-child-care-reports/child-care-australia/child-care-australia-report-march-quarter-2020>
6. <https://www.acecqa.gov.au/nqf/about>
7. <https://nationalindustryinsights.aisc.net.au/industries/community-services/childrens-education-and-care>
8. https://www.dss.gov.au/sites/default/files/documents/05_2015/inhomecareeligibility_0.pdf
9. <https://www.qld.gov.au/families/babies/childcare/types>
10. <https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy/how-much-you-can-get>
11. <https://www.acecqa.gov.au/nqf/educator-to-child-ratios>



