

Flying Start for kids

**Understanding your Community:
Using AEDC and Local Data for Planning**



Government of
South Australia

Acknowledgement of Country

From the heart:

We acknowledge the Aboriginal peoples as the First peoples of South Australia and as custodians of the lands, waters, skies and communities where we live, learn and raise children.

We recognise Aboriginal peoples as having the longest living culture, raising children safe and strong in their Identity, Community, Culture, and connection to Country.

We pay our deep respects to Elders past and present, and their role as the first knowledge sharers for children. We follow in their footsteps.

Aboriginal peoples, working with and for children, are central in shaping our work. Their wisdom, advice, and guidance enriches our practices, creating a more inclusive and culturally safe environment for children and families.

We respect Aboriginal peoples' ways of being, doing and wise practices guiding our continual learning.

Together we walk and build stronger, more supportive communities for all children.





In today's session

You'll gain an understanding of:

- the types of data you can use to understand your community
- the Australian Early Development Census (AEDC)
- how to access your AEDC data
- how to use data to inform your planning, including planning for Preschool Boost.

Data-informed planning



Supports informed planning and decision making by improving understanding of your local community and identifying priority areas for service improvement.

You may use data or insights from your:

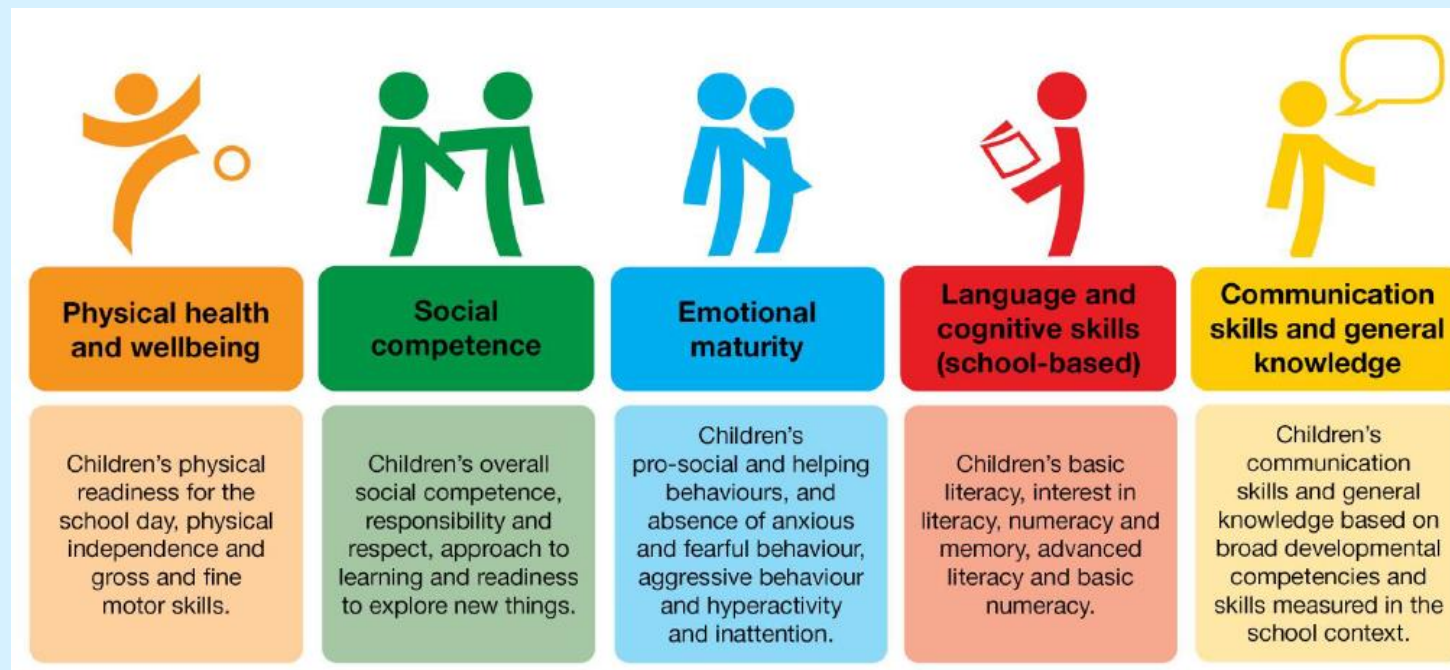
- Quality Improvement Plan
- Australian Bureau of Statistics (ABS) data
- Child behaviour support plans or individual learning plans
- Education professional development plans
- Local Assessment of Need plans
- Local AEDC data
- Parent surveys
- Reconciliation Action Plan (RAP)
- Strategic Inclusion Plan (SIP)
- Strategic Plan

What is the AEDC?



The Australian Early Development Census (AEDC) is a nationwide population-level census of early childhood development.

Data is collected during a child's first year at school (reception) based on teacher judgement against the 5 developmental domains.



Why is the AEDC important?



The AEDC:

- is the most comprehensive collection of its kind in the world
- provides a snapshot of children's early development in their first 5 years
- data can help identify what is working well and areas for improvement
- helps governments, communities and support services improve understanding of how to best support children and families
- provides vital information to help shape the future and wellbeing of our children

Preschool Boost has been designed to provide services with access to supports directly aligned to the AEDC. AEDC data is a valuable tool to support services to:

- understand the developmental needs of children and families in the community
- identify key AEDC domains to focus on
- select relevant supports from the Preschool Boost menu that align with local needs
- plan in a way that's informed by data and tailored to the service's community



AEDC domains



Together, the AEDC domains provide a full picture of how children are growing and learning. They also help predict children's future health, learning and wellbeing outcomes.

Each child's development in the five AEDC domains is used to determine if they are 'on track', 'developmentally at risk' or 'developmentally vulnerable'.

The baselines for these were determined in the first AEDC collection in 2009 using the 10th and 25th percentiles. Collections 2012 and onwards have used these scores to determine the three cohorts:

- **on track**
children are meeting or exceeding the expected developmental milestones for their age
- **at risk**
children who may be showing some signs of developmental delay and could benefit from targeted support
- **vulnerable**
children who are more likely to need additional support to thrive in their learning and development


AEDC domains



Physical Health & Wellbeing

Measures:

- physical readiness for the school day
- physical independence
- gross and fine motor skills

Domain	Children developmentally on track	Children developmentally at risk	Children developmentally vulnerable
Physical health and wellbeing 	<p>Almost never have problems that interfere with their ability to physically cope with the school day. These children are generally independent, have excellent motor skills, and have energy levels that can get them through the school day.</p>	<p>Experience some challenges that interfere with their ability to physically cope with the school day. This may include being dressed inappropriately, frequently late, hungry or tired. Children may also show poor coordination skills, have poor fine and gross motor skills, or show poor to average levels of energy levels during the school day.</p>	<p>Experience a number of challenges that interfere with their ability to physically cope with the school day. This may include being dressed inappropriately, frequently late, hungry or tired. Children are usually clumsy and may have fading energy levels.</p>

AEDC domains



Social Competence

Measures:

- Overall social competence
- Responsibility and respect
- Approaches to learning
- Readiness to explore new things

Domain	Children developmentally on track	Children developmentally at risk	Children developmentally vulnerable
Social competence 	<p>Almost never have problems getting along, working, or playing with other children; is respectful to adults, is self-confident, and is able to follow class routines; and is capable of helping others.</p>	<p>Experience some challenges in the following areas: getting along with other children and teachers, playing with a variety of children in a cooperative manner, showing respect for others and for property, following instructions and class routines, taking responsibility for their actions, working independently, and exhibiting self-control and self-confidence.</p>	<p>Experience a number of challenges with poor overall social skills. For example children who do not get along with other children on a regular basis, do not accept responsibility for their own actions and have difficulties following rules and class routines. Children may be disrespectful of adults, children, and others' property; have low self-confidence and self-control, do not adjust well to change; and are usually unable to work independently.</p>




AEDC domains



Emotional Maturity

Measures:

- Pro - Social and Helping Behaviour
- Anxious and Fearful Behaviour
- Aggressive Behaviour
- Hyperactivity and Inattention

Domain	Children developmentally on track	Children developmentally at risk	Children developmentally vulnerable
Emotional maturity 	<p>Almost never show aggressive, anxious, or impulsive behaviour. Children will have good concentration and will often help other children.</p>	<p>Experience some challenges in the following areas: helping other children who are hurt, sick or upset, inviting other children to join in activities, being kind to other children, and waiting their turn in activities. They will sometimes experience problems with anxious behaviours, aggressive behaviour, temper tantrums, or problems with inattention or hyperactivity.</p>	<p>Experience a number of challenges related to emotional regulation. For example problems managing aggressive behaviour being prone to disobedience and/or is easily distracted, inattentive, and impulsive. Children will usually not help others and are sometimes upset when left by their caregiver.</p>


AEDC domains



Language & Cognitive Skills

Measures:

- Basic Literacy
- Advanced Literacy
- Interest in Literacy, Numeracy and Memory
- Basic Numeracy

Domain	Children developmentally on track	Children developmentally at risk	Children developmentally vulnerable
<p>Language and cognitive skills (school-based)</p> 	<p>Children will be interested in books, reading and writing, and basic math; capable of reading and writing simple sentences and complex words. Will be able to count and recognise numbers and shapes.</p>	<p>Have mastered some but not all of the following literacy and numeracy skills: being able to identify some letters and attach sounds to some letters, show awareness of rhyming words, know writing directions, being able to write their own name, count to 20, recognise shapes and numbers, compare numbers, sort and classify, and understand simple time concepts. Children may have difficulty remembering things, and show a lack of interest in books, reading, maths and numbers, and may not have mastered more advanced literacy skills such as reading and writing simple words or sentences.</p>	<p>Experience a number of challenges in reading/writing and with numbers; unable to read and write simple words, will be uninterested in trying, and often unable to attach sounds to letters. Children will have difficulty remembering things, counting to 20, and recognising and comparing numbers; and usually not interested in numbers.</p>


AEDC domains



Communication Skills & General Knowledge

Measures:

- Skills to communicate needs and wants in socially appropriate ways
- Symbolic use of language
- Storytelling
- Age-appropriate knowledge about the life and world

Domain	Children developmentally on track	Children developmentally at risk	Children developmentally vulnerable
Communication skills and general knowledge 	Children will have excellent communication skills, can tell a story and communicate easily with both children and adults, and have no problems with articulation.	Have mastered some but not all of the following communication skills: listening, understanding and speaking effectively in English, being able to articulate clearly, being able to tell a story and to take part in imaginative play. Children may not know some basic general knowledge about the world such as knowing that leaves fall in autumn, apple is fruit, and dogs bark.	Children will have poor communication skills and articulation; have limited command of English (or the language of instruction), have difficulties talking to others, understanding, and being understood; and have poor general knowledge.



AEDC Summary Indicators



- The AEDC has three summary indicators that collectively can be used to monitor trends in child development.
- Two of these summary indicators measure developmental vulnerability across the domains and help identify groups of children who are most vulnerable:
 - **Developmentally vulnerable on one or more domain(s) (DV1):**
The percentage of children who are developmentally vulnerable on ONE or more AEDC domain(s)
 - **Developmentally vulnerable on two or more domains (DV2):**
The percentage of children who are developmentally vulnerable on TWO or more AEDC domains.
- The third summary indicator “**on track on five domains**” is a strength-based indicator and calculates the percentage of children who are developmentally on track on all FIVE AEDC domains, helping to identify where things are working well and what is working to support children’s holistic development.



Our vision



Our vision is to reduce the rate of South Australian children entering school developmentally vulnerable.

A child who is 'on track' as measured by the AEDC:

- can physically cope with their school day
- is independent and confident
- has excellent motor skills
- gets along, works and plays with others well
- can follow routines and concentrate
- helps others
- is calm, kind and thoughtful
- can count, recognise shapes
- communicates and expresses themselves well, tells stories



How to find data for your community



www.aedc.gov.au/data-explorer/

DATA EXPLORER

Filtering by: State of SA Community of Tea Tree Gully Fairview Park/Yatala Vale

Tables
Maps
Graphs
Downloads
Community Overview

Tea Tree Gully Community overview 2021

Community profile:
[Click here to download an accessible version of the report](#)

Multiple Strength Indicator community summary:
[Click here to download an accessible version of the report](#)

Community time series tables:

Location: Tea Tree Gully Community is situated approximately 18 kilometres from Adelaide CBD

Area: 86 square kilometers

Residential population: 96445 with 5941 children aged 0 to 5 years*

Number of children included in the AEDC: 1062

Number of teachers: 179 teachers from 93 schools (both government and non-government)

*Sourced from Australian Bureau Statistics Census 2016



How to use AEDC data in planning?



Understanding how children in the community are developing can inform preschool planning and practice.

ACECQA encourages services to use AEDC to:

- reflect on trends in their community context
- help identify strengths and vulnerabilities in children's learning and development
- inform programs, practices, partnerships or resources
- discuss how children are progressing with families, professionals and schools
- inform curriculum and transition planning
- identify additional supports



Government of
South Australia

Australian Early Development Census
An Australian Government Initiative

Our Children
Our Communities
Our Future

Linking the Australian Early Development Census,
the National Quality Standard, the Early Years Learning Framework
and Australian Curriculum and the AITSL Standard

Physical health and wellbeing	Social competence	Emotional maturity	Language and cognitive skills (school based)	Communication skills and general knowledge
Children's physical readiness for the school day, physical independence and gross and fine motor skills.	Children's overall social competence, responsibility and respect, approach to learning and readiness to explore new things.	Children's pro-social and helping behaviours, and absence of anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention.	Children's basic literacy, interest in literacy, numeracy and memory, advanced literacy and basic numeracy.	Children's communication skills and general knowledge based on broad development competencies and skills measured in the school context.
NQS Quality Areas 1, 2, 3 & 6	NQS Quality Areas 1, 5, 6 & 7	NQS Quality Areas 1, 5 & 6	NQS Quality Areas 1, 3, 5, 6 & 7	NQS Quality Areas 1, 3, 5, 6 & 7
EYLF Outcome 3	EYLF Outcomes 1, 2, 3 & 4	EYLF Outcomes 1, 2 & 3	EYLF Outcomes 4 & 5	EYLF Outcomes 4 & 5
Australian Curriculum HPE	Australian Curriculum General Capabilities HPE	Australian Curriculum General Capabilities HPE	Australian Curriculum General Capabilities English Mathematics Humanities and Social Sciences (HASS) Science Design and Technologies	Australian Curriculum General Capabilities English The Arts Humanities and Social Sciences (HASS) Science Design and Technologies
AITSL Standards for Teachers 1, 2, 3, 6 & 7	AITSL Standards for Teachers 1, 2, 3, 4, 5, 6 & 7	AITSL Standards for Teachers 1, 2, 3, 4, 5, 6 & 7	AITSL Standards for Teachers 1, 2, 3, 5, 6 & 7	AITSL Standards for Teachers 1, 2, 3, 5, 6 & 7
THE STANDARD FOR PRINCIPALS				
<ul style="list-style-type: none"> • Leading teaching and learning • Leading improvement, innovation and change • Leading the management of school • Engaging and working with the community 				

How to use AEDC data in planning?



AEDC data helps you see where children in your community need the most support. This supports better planning, helps focus efforts and builds stronger support for children.

You can use AEDC data to inform service planning in the following ways:

- look at your AEDC data, community information and your service priorities
- find strengths and developmental vulnerabilities for your community across the AEDC domains
- identify your services' goals, connecting your AEDC data back to your Quality Improvement Plan and other service plans, including Preschool Boost planning
- monitor your progress, reflect, adjust and build on what is working well

Questions to explore when viewing AEDC data



- What percentage of children are developmentally vulnerable in each of the 5 AEDC domains for the region where your service is located?
- Which AEDC domains require additional support?
- Does the data reflect what you see in the children attending your service?
- What strengths can you build on?
- Where is extra support needed?
- What outcomes are you aiming for?
- What training, programs or resources will help?

Why use AEDC data in planning?



Using AEDC data


- aligns planning with real, community-based evidence
- enables you to act intentionally to reduce developmental vulnerabilities
- strengthens educators' capability and inclusive practice
- contributes to long-term improvements in AEDC results over time



What's next?

- Attend the next Flying Start Partners webinar on Preschool Boost Funding next Friday 3 July.
- Visit the Flying Start Partners Page for key information, and resources to support you in delivering Flying Start Preschool.
- Stay up to date with our fortnightly Flying Start partners e-bulletin, delivered straight to your inbox next Wednesday 1 July.

Stay updated and connect with us

- Visit the Flying Start Partner Page 
 - Password: FlyingStart!
- Stay up to date with the Flying Start partners e-bulletin
- Direct families to the OECD website for general information www.earlychildhood.sa.gov.au 
- Encourage families to download the Early Years app
- Connect with us on social media: 

Instagram: [@earlychildhoodsa](https://www.instagram.com/earlychildhoodsa)

Facebook: [@earlychildhoodsa](https://www.facebook.com/earlychildhoodsa)

LinkedIn: [Office for Early Childhood Development](https://www.linkedin.com/company/office-for-early-childhood-development)

Questions

