

The EDI in Australia: Changing the social discourse on early childhood

Professor Sharon Goldfeld

Deputy Director, Centre for Community Child Health, Royal Children's Hospital

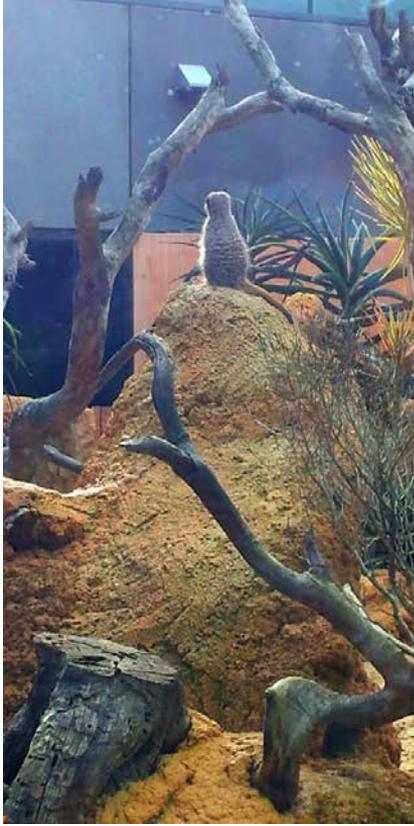
Co-Group Leader, Policy and Equity, Murdoch Children's Research Institute

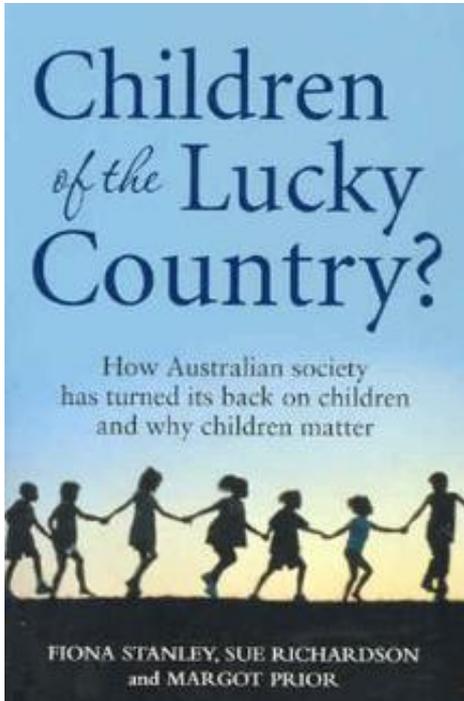






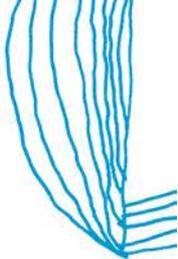




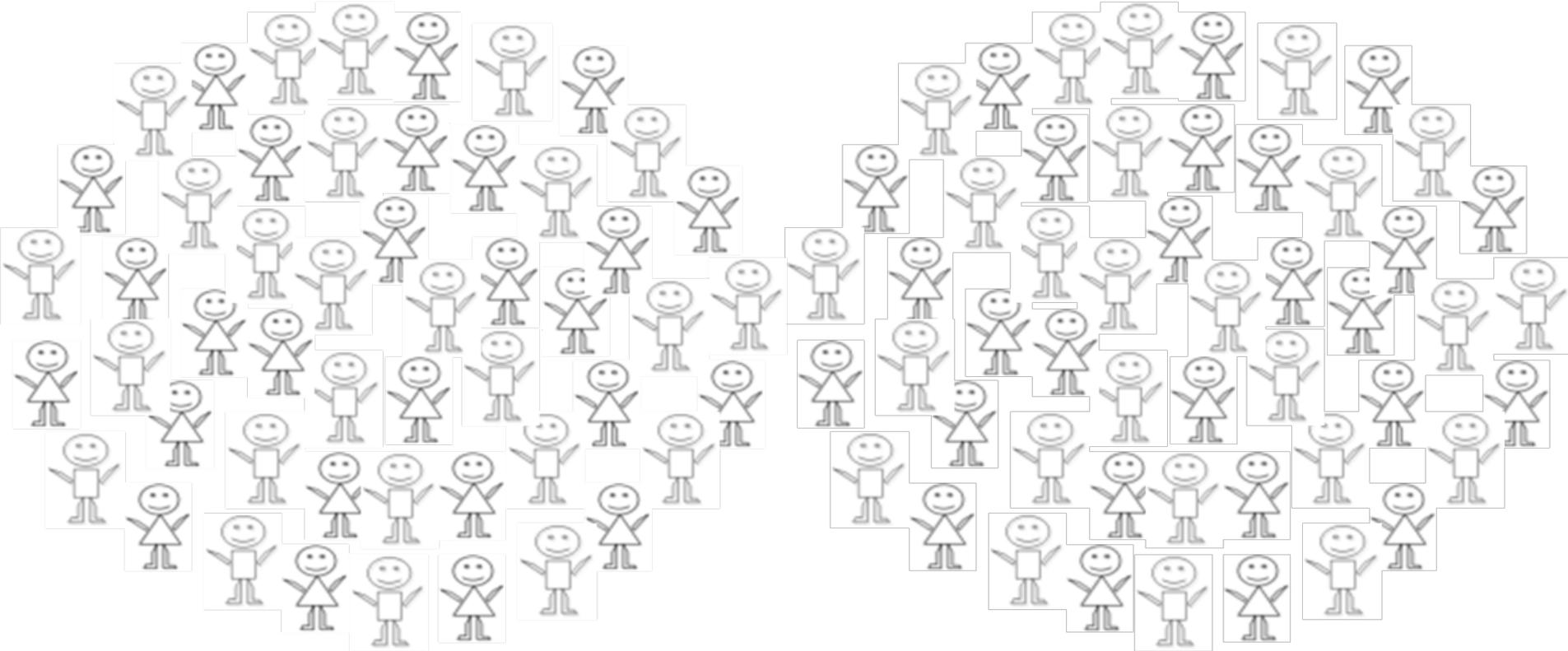
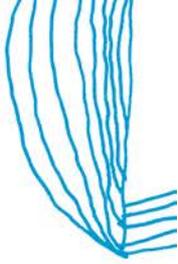


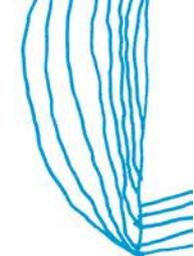
"A society that is good to children is one with the smallest possible inequalities for children, with the vast majority of them having the same opportunities from birth for health, education, inclusion and participation."

(Stanley, Richardson & Prior, 2005)



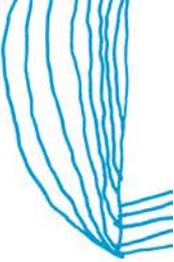
How can we keep populations of children healthy and developing well?



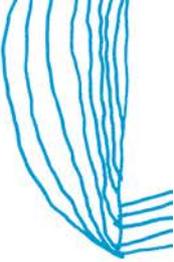


Overview

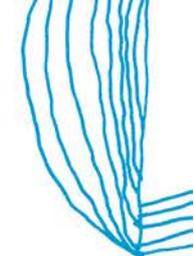
1. Data and policy context
2. The EDI in Australia
3. EDI tells the story of children
4. Geographic and service inequities
5. How can place change children's chances?



Data and policy context



Importance of early childhood development



Adult problems with roots in early childhood

Mental health problems

Family violence and anti-social behaviour

Crime

Poor literacy

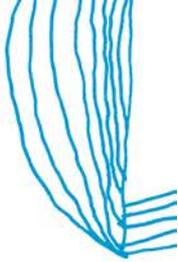
Chronic unemployment and welfare dependency

Substance abuse

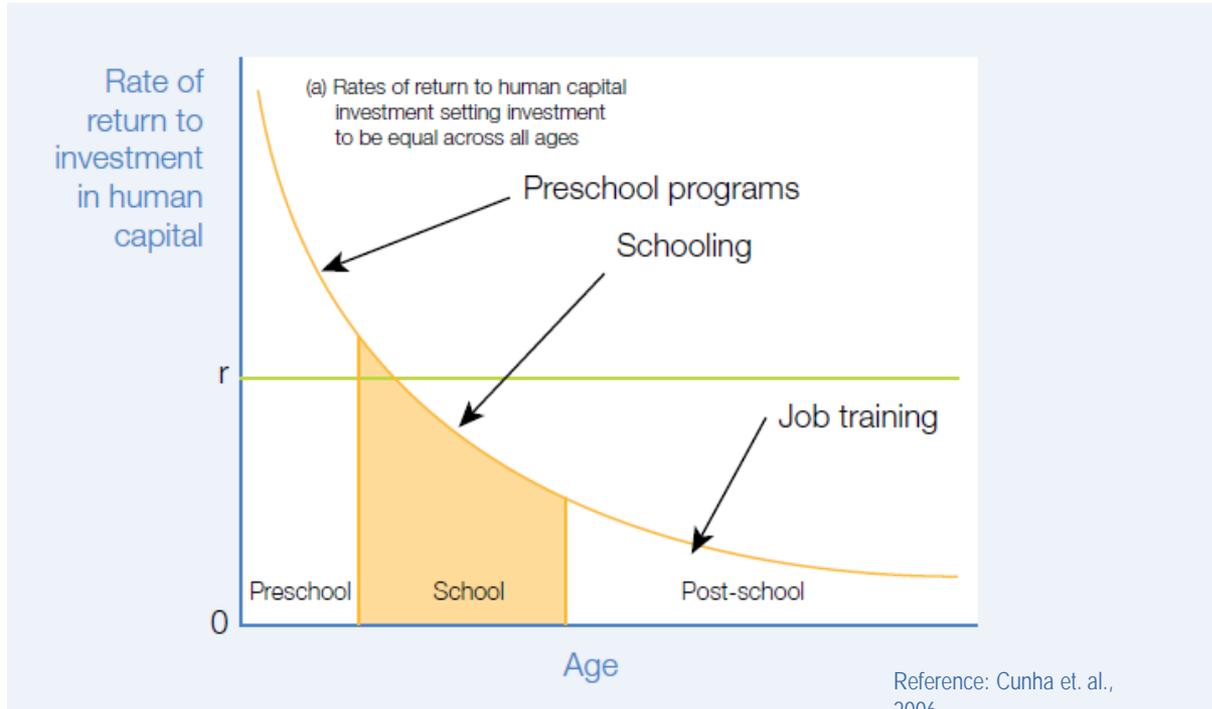
Obesity

Cardiovascular disease

Diabetes



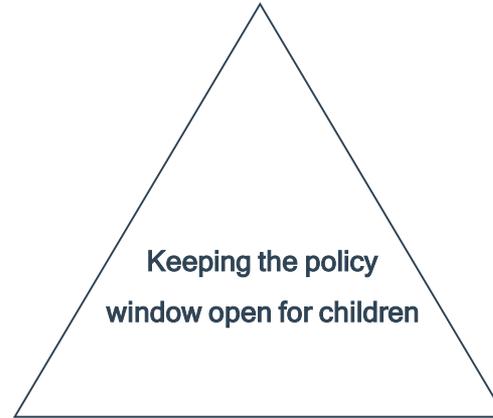
Return on investment in the early years



Creating sustainable policy

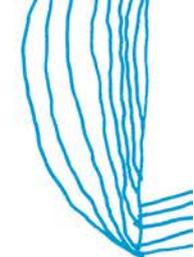
Recognition of the
problem
DATA

Identification of
the solution
through policy



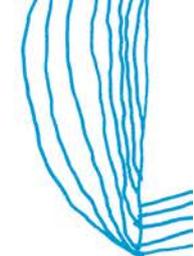
Political imperative

National policy context: data



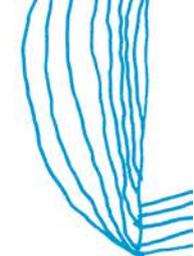
- Council Of Australian Governments (COAG):
 - Human Capital Reform agenda (2006)¹
 - The AEDI is a national progress measure of early childhood development
- Headline Indicators for Australia's Children (2008)²:
 1. Smoking in Pregnancy
 2. Infant Mortality
 3. Birth Weight
 4. Breastfeeding
 5. Immunisation
 6. Overweight and Obesity
 7. Dental Health
 8. Social and Emotional Well-Being
 9. Injuries
 10. Attending Early Childhood Education Programs
 11. Transition to Primary School
 12. Attendance at Primary School
 13. Literacy
 14. Numeracy
 15. Teenage Births
 16. Family Economic Situation
 17. Shelter
 18. Child Abuse and Neglect
 19. Family Social Network

National policy context: data



- Council Of Australian Governments (COAG):
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National policy context: data



- Council Of Australian Governments (COAG):
 - Human Capital Reform agenda (2006)
 - The AEDI is a national progress measure of early childhood development
 - Headline Indicators for Australia's Children:
 - Proportion of children entering school with the basic skills for life and learning (AEDI)
1. Smoking in Pregnancy
 2. Infant Mortality
 3. Birth Weight
 4. Breastfeeding
 5. Immunisation
 6. Overweight and Obesity
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Children's Headline Indicators



Web report | Last updated: 18 Sep 2018 | Author: AIHW



The Children's Headline Indicators (CHI) are a set of 19 indicators endorsed by the Australian Health Ministers' Conference, Community and Disability Services Ministers' Conference and the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee in 2008 (first reported in 2009). They are high level, measureable indicators that identify the immediate environments as particularly important to children's health, development and wellbeing. The CHI are presented from 2006 to 2016 and are grouped into 3 broad topic areas—Health, Early learning and care and Family and community.

Cat. no: CWS 64

11 births per 1,000 were to teenage mothers in 2015, decreasing from 13 per 1,000 females in 2014

22 per cent of children were living in households with housing stress in 2016, decreasing from 26 per cent in 2011

An estimated 0.2 per cent of children aged 0–14 years (just over 7,300) were listed as homeless in 2016

10 per cent of women smoked in the first 20 weeks of pregnancy in 2015, declining steadily from 13 per cent in 2011

10. Transition to primary school

Over time

Across population

Data tables

Data quality statement

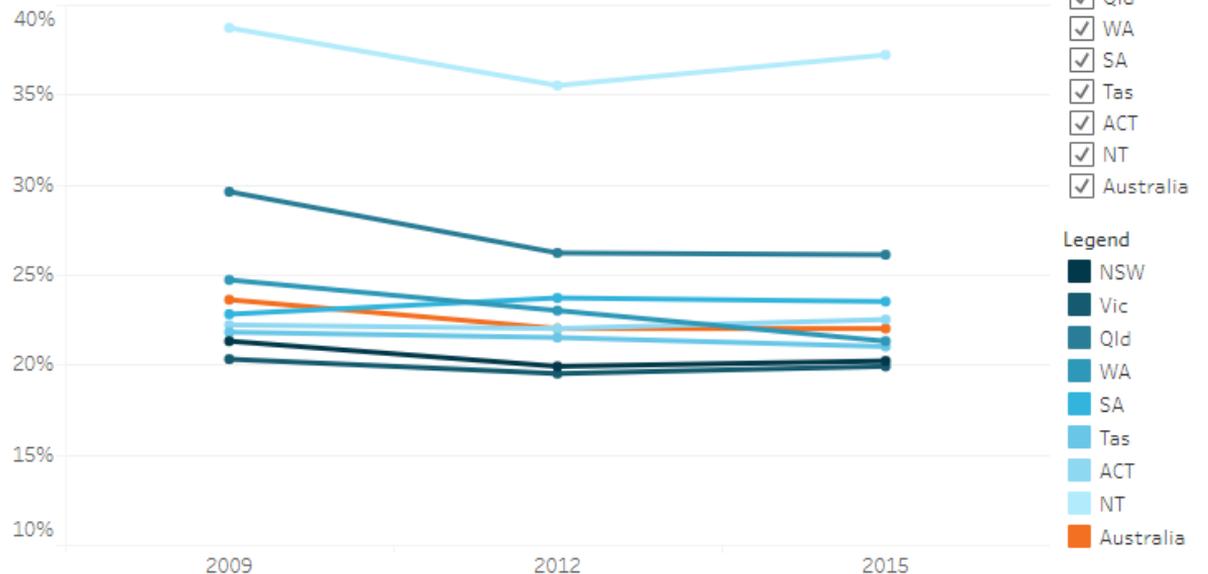
Transition to primary school

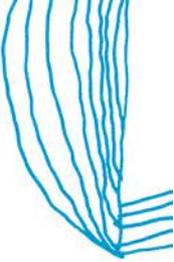
Headline Indicator: Proportion of children developmentally vulnerable on one or more domains of the AEDC

Trend over time

This chart shows the proportion of children developmentally vulnerable on one or more domains of the AEDC, from 2009 to 2015, by State/Territory/National.

Select which States/Territories you would like to display results for using the filter on the right hand side of the chart.





The EDI in Australia: Putting ECD on the map

Acknowledgments....foundational members

- EDI

Dan Offord

Magdalena Janus

Clyde Hertzman

Joanne Schroeder

- AEDI

Brett Hart

Sally Brinkman

Fiona Stanley

Sven Silburn

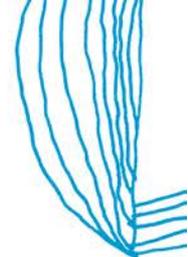
Steve Zubrik

Frank Oberklaid

Mary Sayers

John Ainley

Ken Rowe

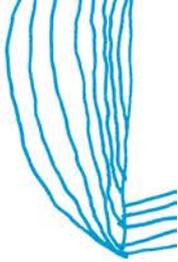
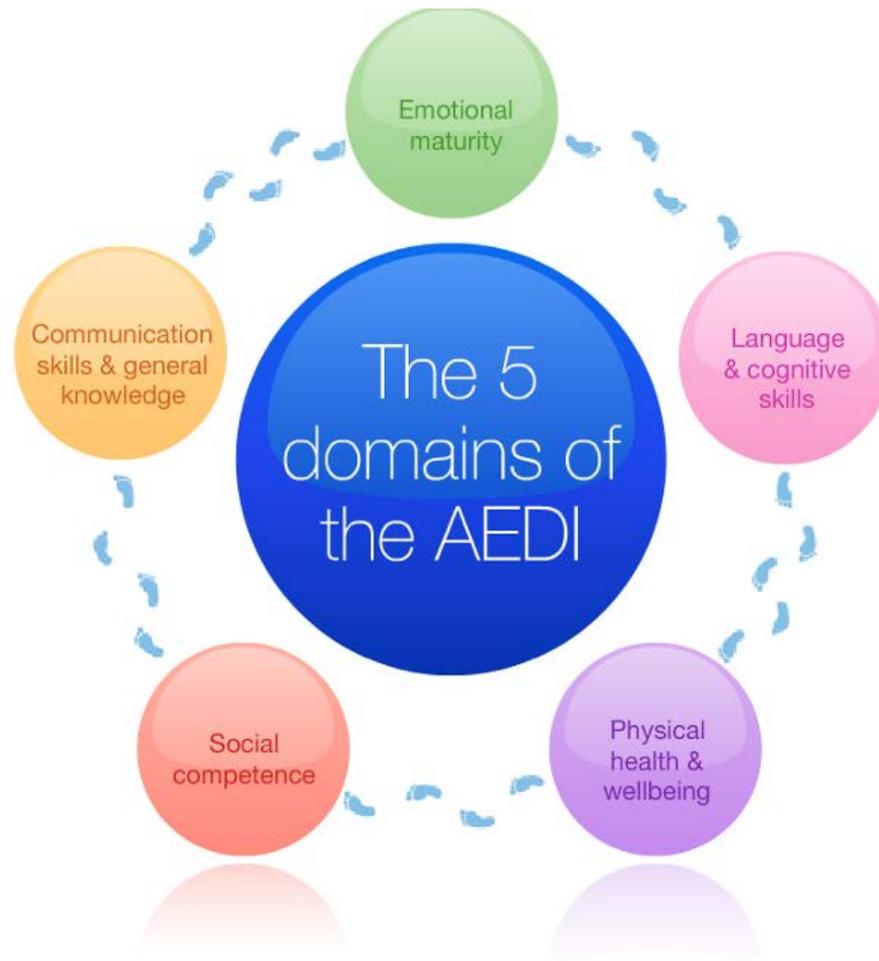




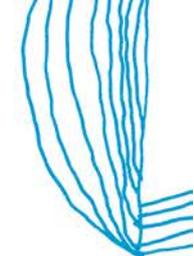
The AEDI/C



- The AEDI/C is an Australian adaptation of the Canadian Early Development Instrument (EDI)
- It is a relative population measure of how young children are developing in different Australian Communities
- Completed by teacher report of children in their first year of fulltime schooling



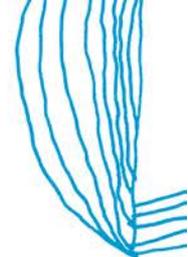
Understanding Early Childhood Development in Australia



- 2002-2003 North Metro Perth EDI Study (2002 n=200, 2003 n=4500)
- 2003 National meeting of experts to consider whether Australia needed an individual measure or a population measure of ECD. Resounding endorsement for a population measure
- 2004-2007 Development and piloting of the AEDI, overwhelming success for communities (n=40,000)
- 2007-2008 Agreement by COAG for the AEDI as a national progress measure of ECD for Australia
- 2009/12/15/18 National AEDI Census in recognition of the need for all communities to have local ECD information to improve outcomes for children

National implementation:

- National data collection every 3 years from 1 May to 31 July 2009
- Data collected by teachers through a secure web based data entry system
- Schools provided with funding of 1 hour for teacher training and 30 minutes per completed checklist
- Data analysed and reported based on where children live



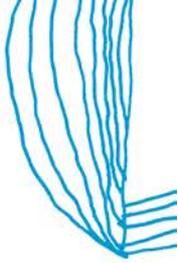
2009 snapshot of Australia's children: a developmental census of five year-olds



Total = 261,203 children (97.5% of estimated population)

National Numbers

Geography	Number and %	2009	2012	2015
Australia	Number	261,147	289,973	302,003
	Per cent	97.5	96.5	96.5
New South Wales (NSW)	Number	86,931	94,323	95,897
	Per cent	99.9	97.3	96.8
Victoria (VIC)	Number	61,242	67,960	71,786
	Per cent	94.2	92.9	94.3
Queensland (QLD)	Number	55,464	61,607	65,214
	Per cent	99.1	97.6	97.1
Western Australia (WA)	Number	27,575	32,160	33,816
	Per cent	99.6	99.0	98.7
South Australia (SA)	Number	16,211	18,925	19,678
	Per cent	87.8 ^a	96.9	96.4
Tasmania (TAS)	Number	5,917	6,429	6,425
	Per cent	99.6	98.4	99.0
Australian Capital Territory (ACT)	Number	4,611	5,106	5,604
	Per cent	104.2 ^c	99.9	99.3
Northern Territory (NT)	Number	3,196	3,463	3,583
	Per cent	92.2	95.9	98.0



National Numbers

- 15,528 teachers from 7,423 schools (95.6% of all schools) participated.
- Teacher feedback (86.4% of all teachers, n=13,815):
 - 90.1% found AEDI easy to complete
 - 63.9% thought AEDI will be beneficial to their work
 - 74.8% felt the AEDI will assist their community to better understand the health and development of children in their area

Demographic information

Table 4: Demographic profile of children in the AEDC (2009, 2012, 2015).

Category	Number of children			Per cent		
	2009	2012	2015	2009	2012	2015
Sex – Male children	134,031	148,985	154,846	51.3	51.4	51.3
Sex – Female children	127,116	140,988	147,157	48.7	48.6	48.7
Indigenous children	12,416	15,490	17,351	4.8	5.3	5.7
Children born in another country	17,119	21,718	22,549	6.6	7.5	7.5
Children with English as a second language	33,526	41,506	45,226	12.8	14.3	15.0

Table 5: Language diversity of children in the AEDC (2009, 2012, 2015).

Category	Number of children			Per cent		
	2009	2012	2015	2009	2012	2015
LBOTE – Total ¹	46,967	55,489	64,881	18.0	19.1	21.5
LBOTE – Not proficient in English	7,596	7,893	8,252	2.9	2.7	2.7
LBOTE – Proficient in English	38,513	46,880	56,127	14.7	16.2	18.6
English Only – Total ²	214,180	234,484	237,122	82.0	80.9	78.5
English Only – Not proficient in English	10,489	11,031	10,920	4.0	3.8	3.6
English Only – Proficient in English	202,241	221,990	225,562	77.4	76.6	74.7



National emerging trends by domain and developmental vulnerability (2009, 2012, 2015)

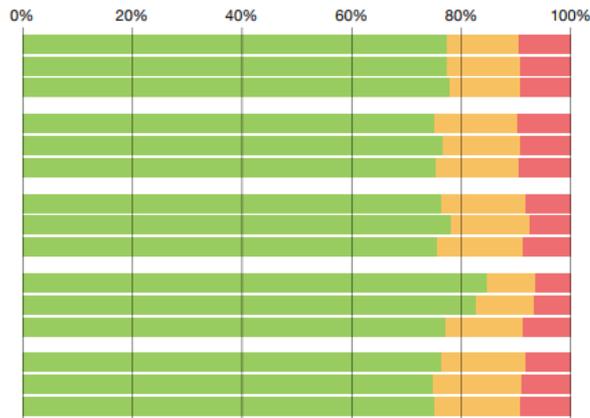
AEDC domain

Children by developmental category (%)

Year

Children by developmental category

Physical health and wellbeing



Year	Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total* (n)
	(n)	(%)	(n)	(%)	(n)	(%)	
2015	221,855	77.3	37,347	13.0	27,711	9.7	286,913
2012	211,806	77.3	36,637	13.4	25,479	9.3	273,922
2009	192,031	77.7	32,157	13.0	23,044	9.3	247,232

Social competence



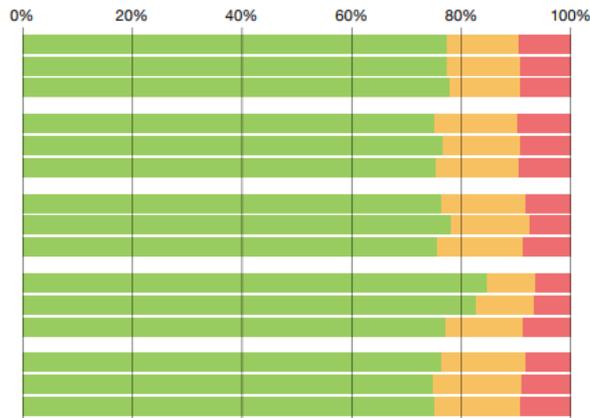
Year	Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total* (n)
	(n)	(%)	(n)	(%)	(n)	(%)	
2015	215,605	75.2	42,892	15.0	28,351	9.9	286,848
2012	209,149	76.5	39,018	14.3	25,367	9.3	273,534
2009	186,265	75.4	37,499	15.2	23,425	9.5	247,189

Emotional maturity



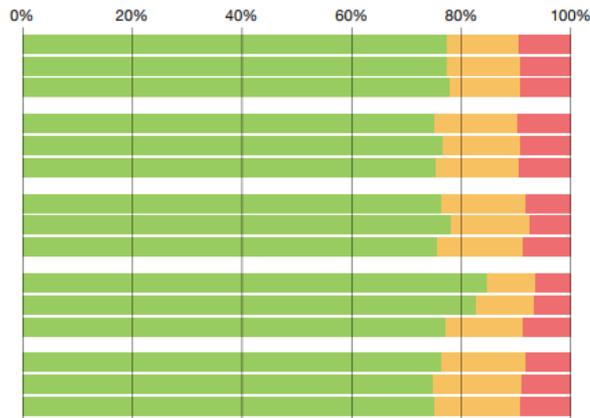
Year	Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total* (n)
	(n)	(%)	(n)	(%)	(n)	(%)	
2015	218,341	76.4	43,594	15.3	23,866	8.4	285,801
2012	213,059	78.1	38,778	14.2	20,845	7.6	272,682
2009	186,210	75.6	38,160	15.5	21,827	8.9	246,197

Language and cognitive skills (school-based)



Year	Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total* (n)
	(n)	(%)	(n)	(%)	(n)	(%)	
2015	242,518	84.6	25,597	8.9	18,533	6.5	286,648
2012	226,260	82.6	29,072	10.6	18,564	6.8	273,896
2009	190,298	77.1	34,579	14.0	21,933	8.9	246,810

Communication skills and general knowledge



Year	Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total* (n)
	(n)	(%)	(n)	(%)	(n)	(%)	
2015	219,023	76.3	43,415	15.1	24,475	8.5	286,913
2012	204,702	74.7	44,633	16.3	24,520	9.0	273,855
2009	185,484	75.0	39,027	15.8	22,701	9.2	247,212

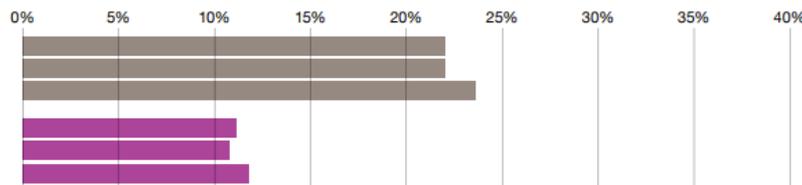
Summary indicators

Summary of vulnerability (%)

Year

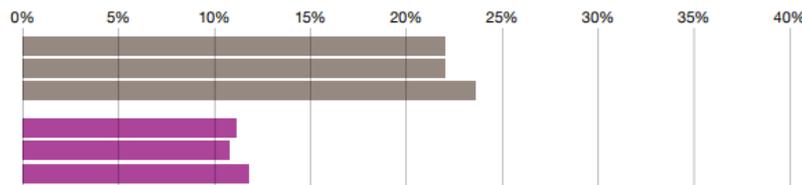
Summary of vulnerability

Developmentally vulnerable on one or more domain(s)



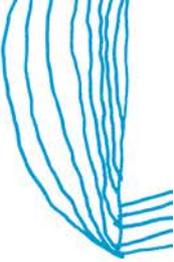
Year	Number (n)	Percentage (%)	Total* (n)
	2015	62,960	
2012	59,933	22.0	272,282
2009	58,036	23.6	246,421

Developmentally vulnerable on two or more domains



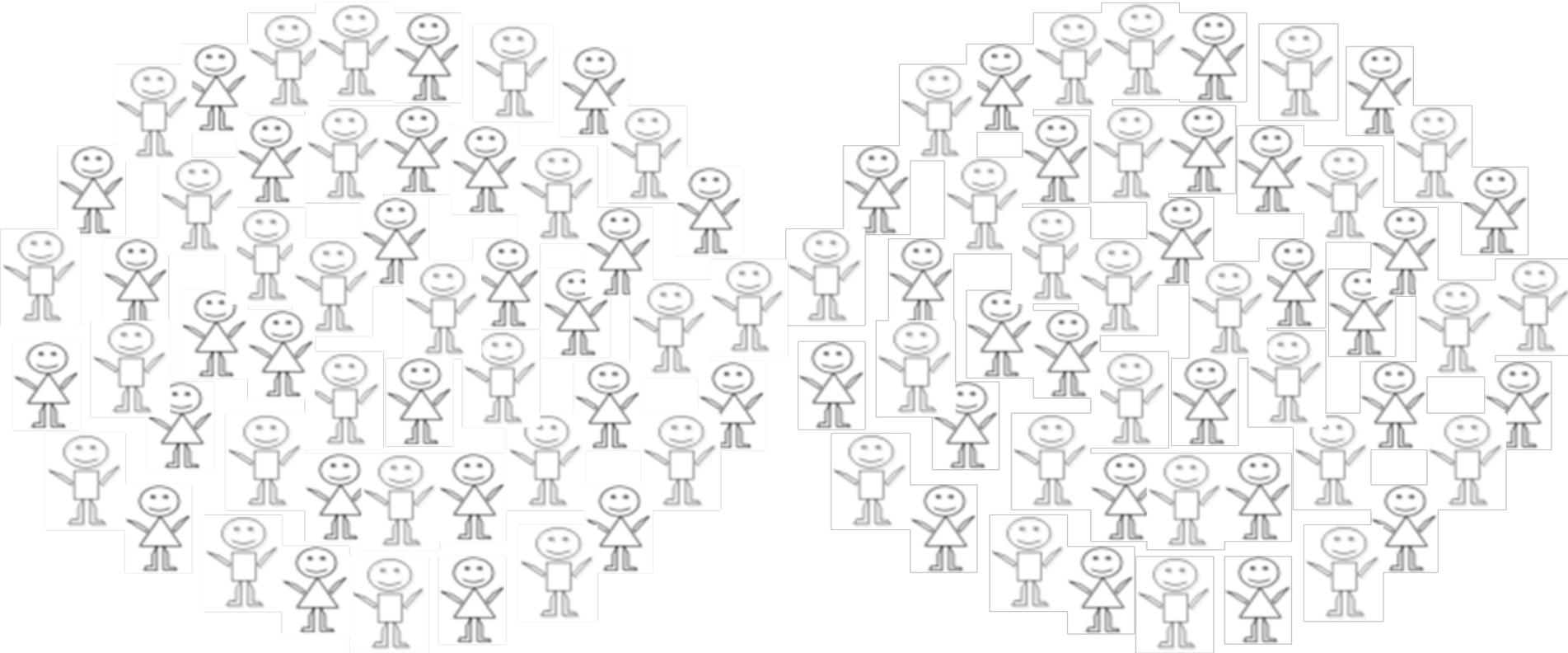
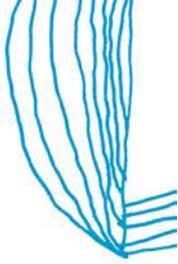
Year	Number (n)	Percentage (%)	Total* (n)
	2015	31,754	
2012	29,543	10.8	273,275
2009	29,227	11.8	246,873

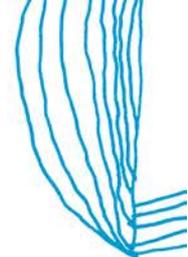
*Total children with valid scores



EDI tells the story of children

How can we keep populations of children healthy and developing well?





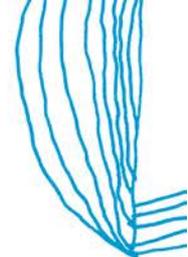
‘Once a child falls behind, he or she is likely to remain behind. Impoverished early environments are powerful predictors of adult failure on a number of social and economic dimensions.’

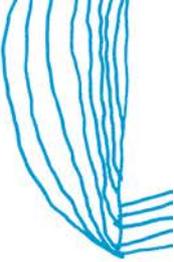
(James Heckman, 2006)

AEDI/C research team



- Joanne Tarasuik
- Sarah Gray
- Elodie O'Connor
- Amanda Kvalsvig
- Meredith O'Connor
- Jayne Ballingall
- Alana Deery
- Karen Villanueva
- Stefanie Rosema
- Jun Guo
- Shiau Chong





EDI tells the story: Mental health competence

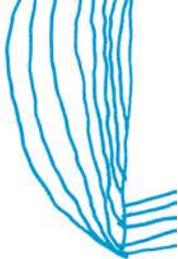


Figure 1. The dual continuum of mental health

Both competence and difficulties can range from low to high, and a child who is low on one is not necessarily high on the other (or vice versa).

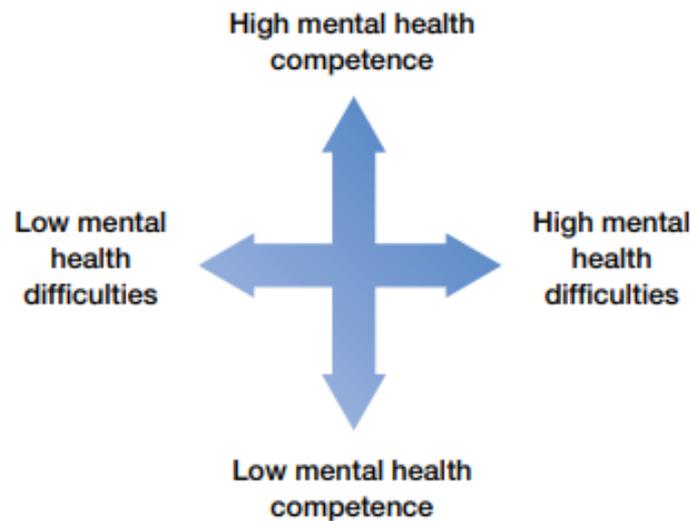
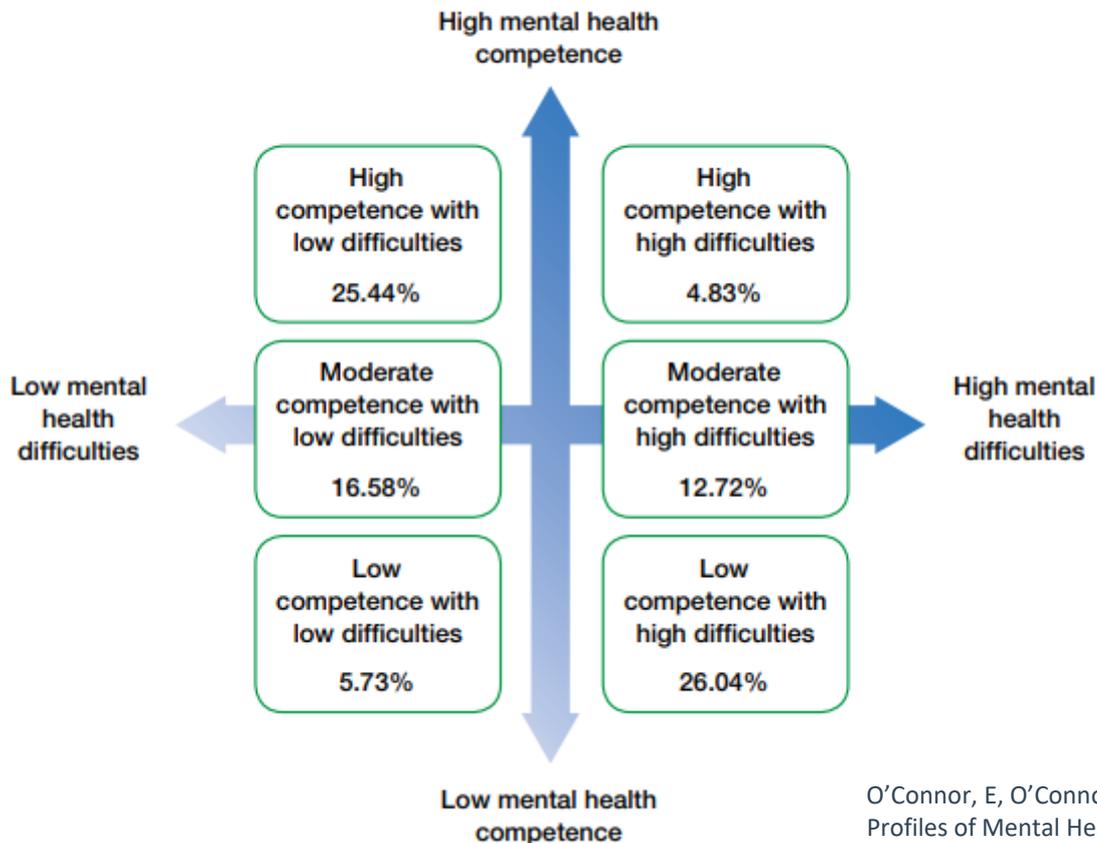
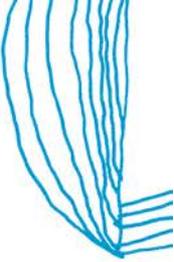


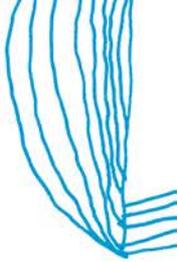
Figure 2. The dual continuum of mental health in Australian children



O'Connor, E, O'Connor, M., Gray, S., Goldfeld S
Profiles of Mental Health Competence and
Difficulties as Predictors of Children's Early Learning.
School Health (2018)

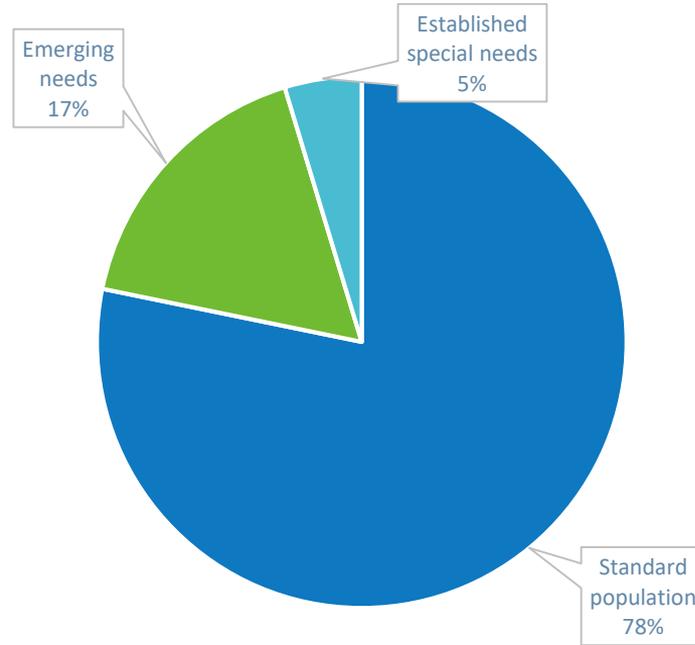


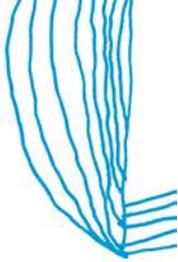
**EDI tells the story:
Children with additional health and
developmental needs**



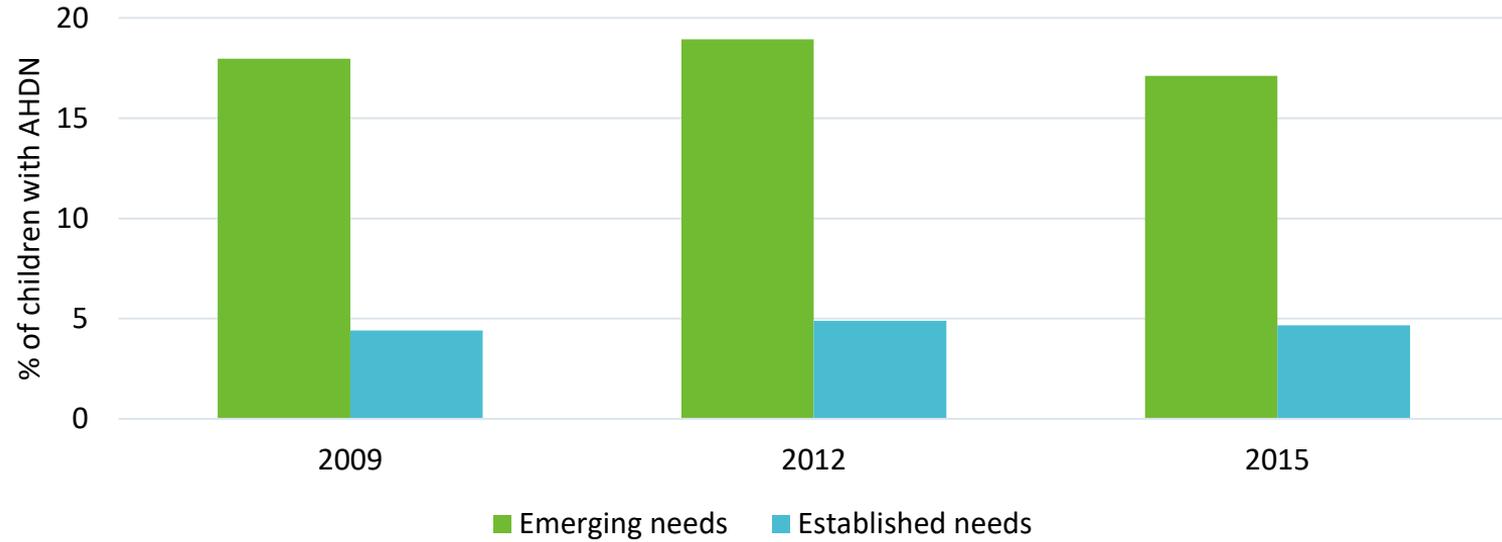
Children starting school in 2015

- 1 in 5 had some additional support needs
- Of these, a small proportion had formally recognised special needs
- A much higher proportion of children experience emerging needs

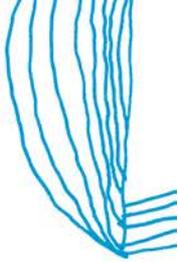




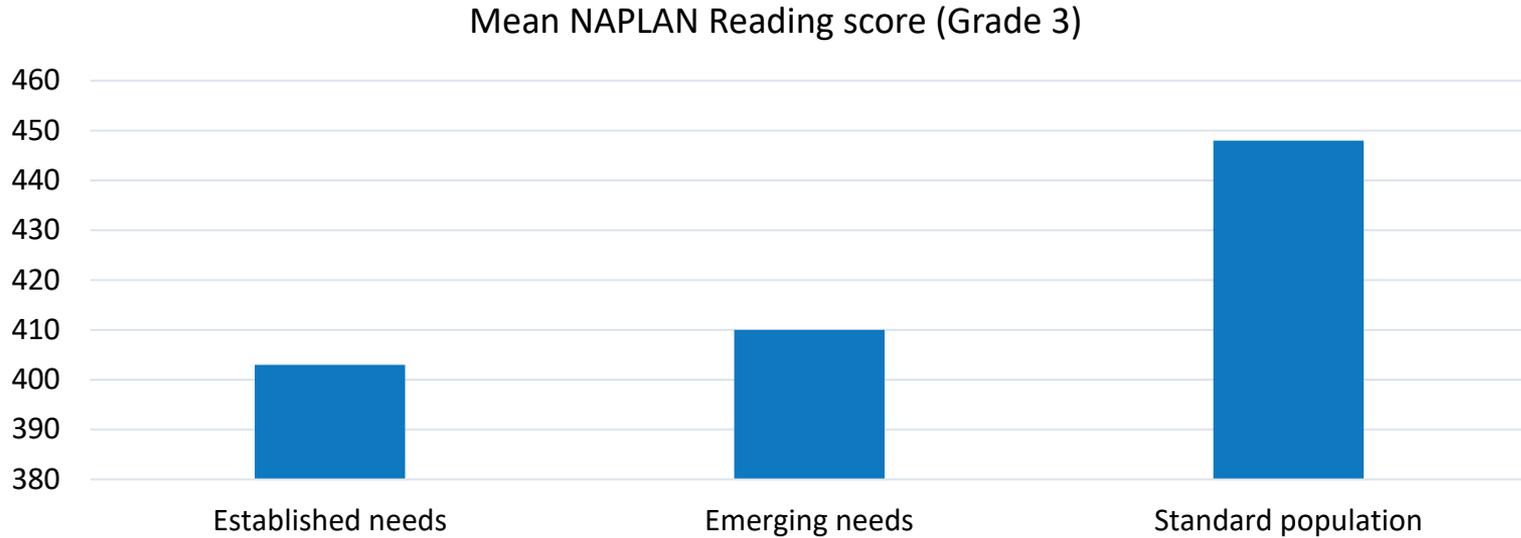
Stable trend over AEDC cohorts



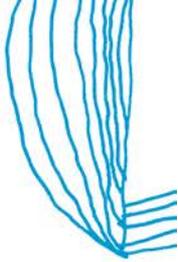
O'Connor, M., O'Connor, E., Quach, J., Vashishtha, R., & Goldfeld, S. (Submitted and under review). Trends in the prevalence of special health care needs from 2009 to 2015.



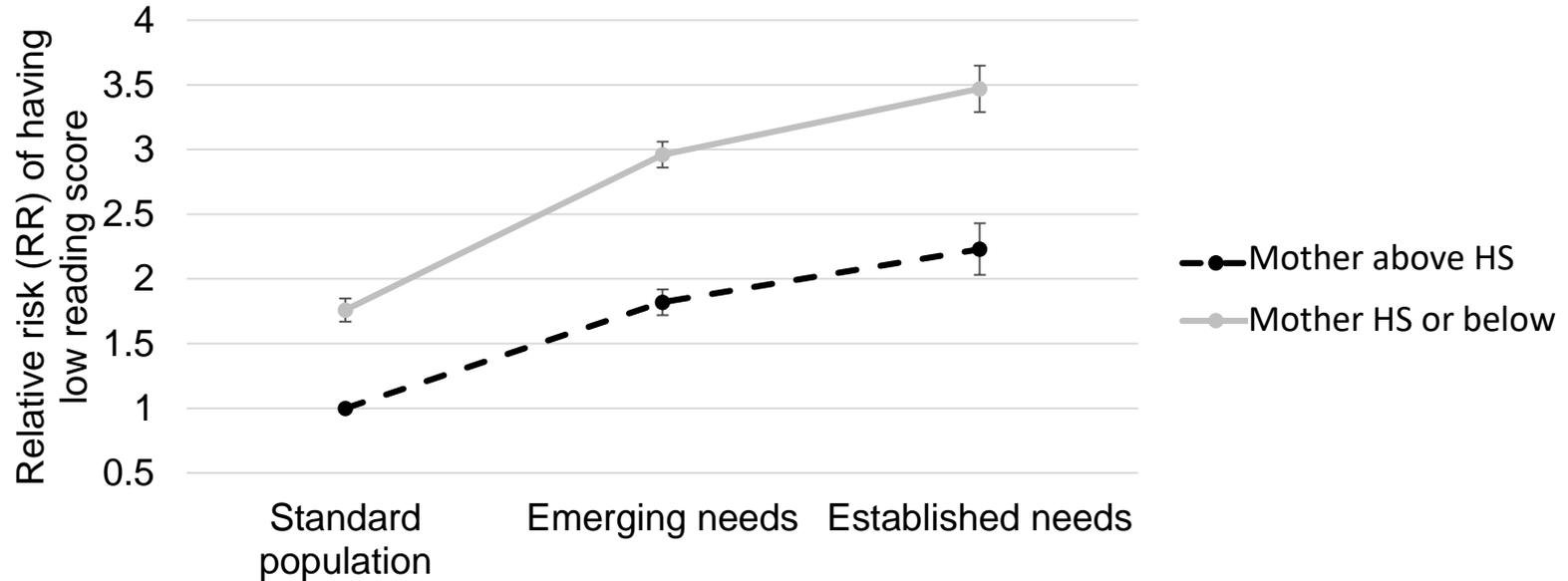
Children with additional needs are at risk for poorer learning outcomes



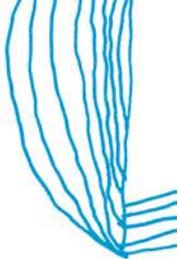
O'Connor, M., Chong, S., Quach, J., & Goldfeld, S. (Submitted). Learning outcomes of children with special health care needs in a full population.



Combined impact of additional needs and disadvantage

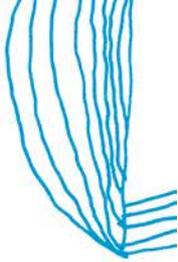


O'Connor, M., Chong, S., Quach, J., & Goldfeld, S. (Submitted). Learning outcomes of children with special health care needs in a full population.

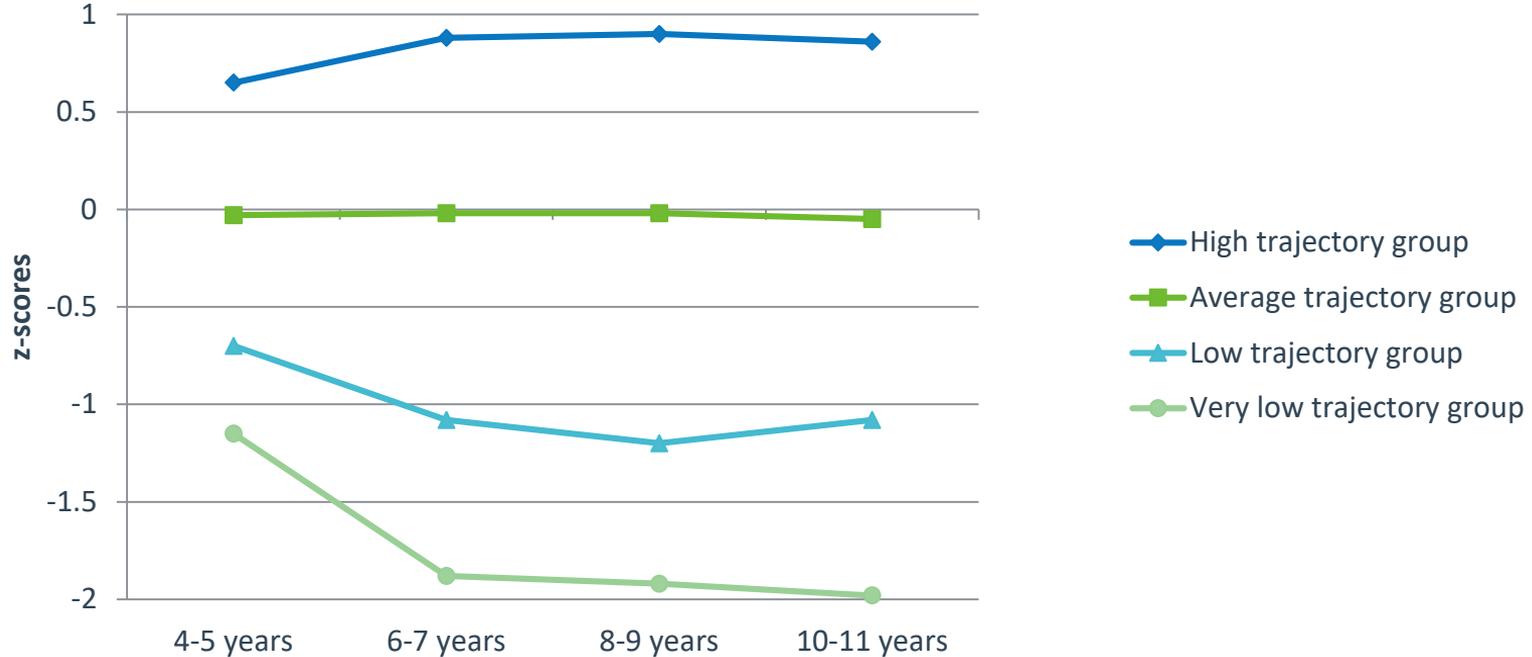


Longitudinal Study of Australian Children (LSAC)

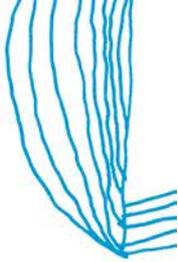
- Nationally representative sample of two cohorts of Australian children
- Very rich data from parent, teacher, child, and data linkage
- The Baby cohort (B-cohort) = 5,107 infants
 - 2,461 were in their first year of school in 2009 and have linked AEDC data
- The Kindergarten cohort (K-cohort) = 4,983
 - 720 had AEDC completed by teachers in 2004



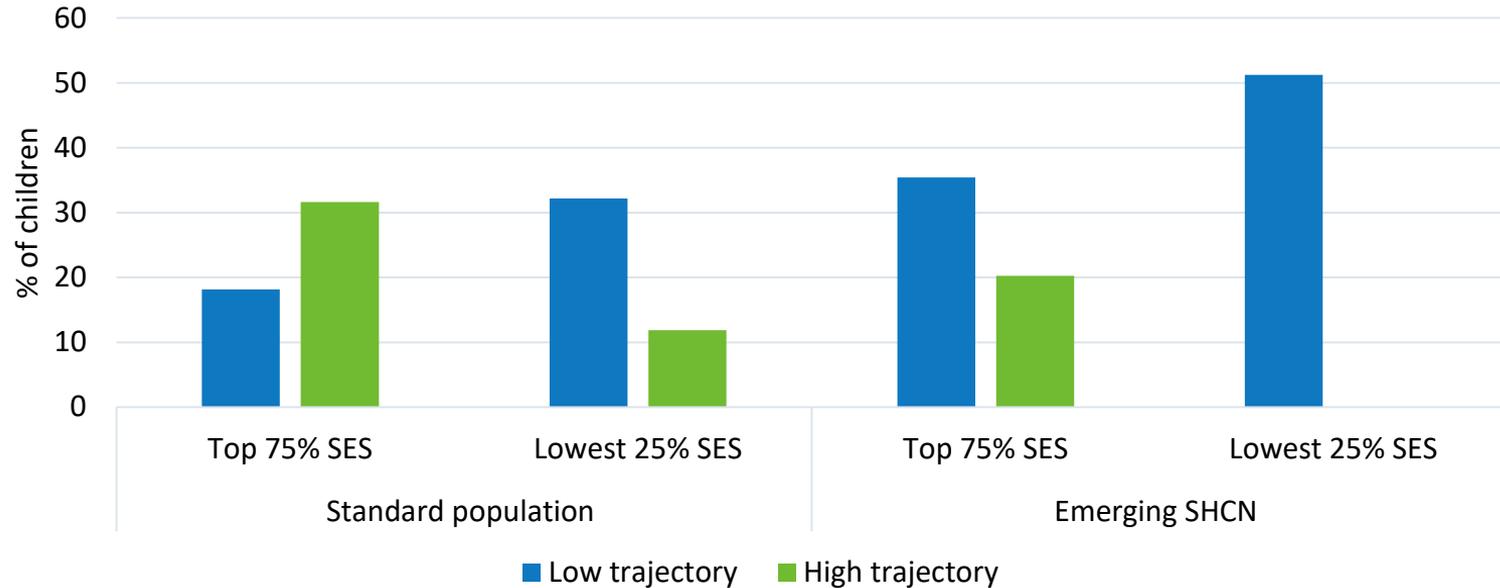
Academic trajectories are very stable once children start school



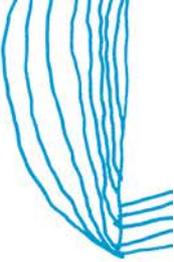
Goldfeld, S., O'Connor, M., Quach, J., Tarasuik, J., & Kvalsvig, A. (2015). Learning trajectories of children with special health care needs across the severity spectrum. *Academic Pediatrics*, 15(2), 177–184.



Learning outcomes are worse for those who are also disadvantaged

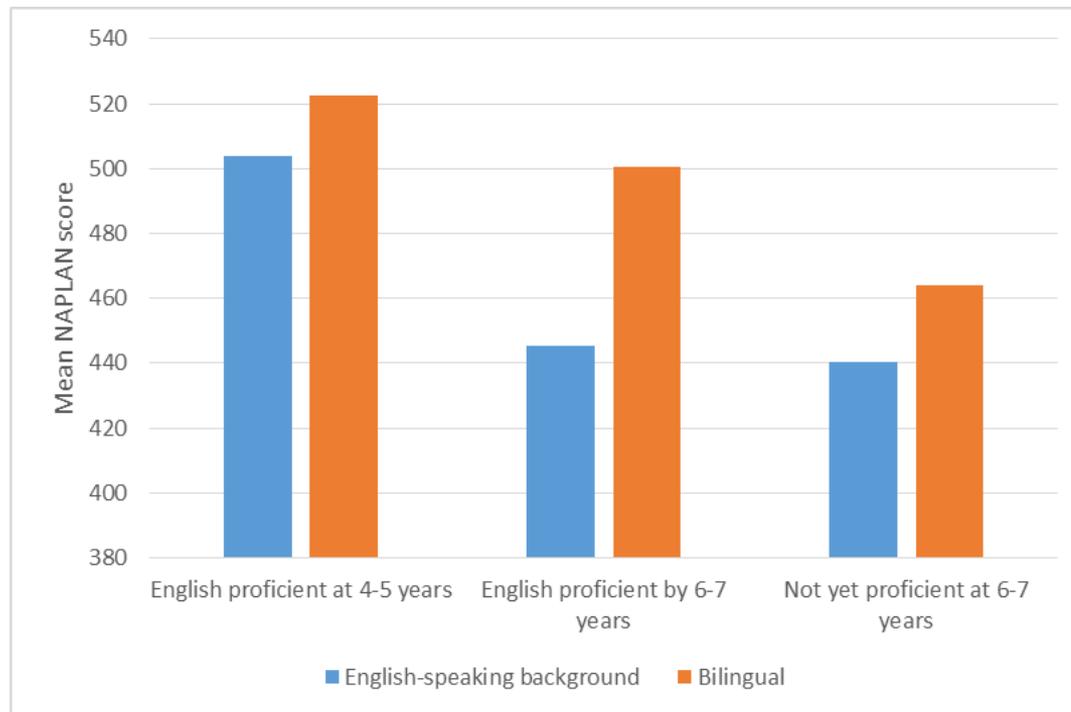


Goldfeld, S., O'Connor, M., Quach, J., Tarasuik, J., & Kvalsvig, A. (2015). Learning trajectories of children with special health care needs across the severity spectrum. *Academic Pediatrics*, 15(2), 177–184.



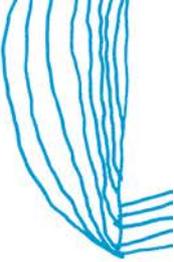
EDI tells the story: Children with language background other than English

Addressing the needs of LBOTE children



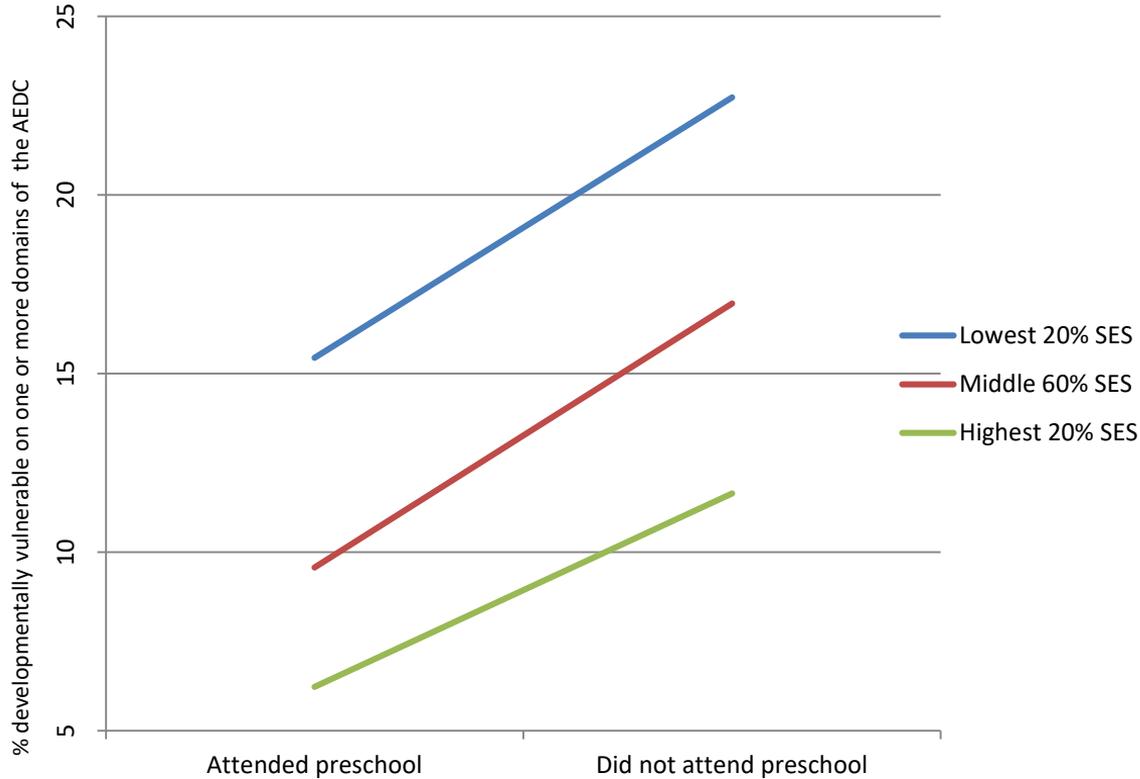
Average NAPLAN scores according to timing of English proficiency attainment

Dennaoui, K., Nicholls, R., O'Connor, M., Tarasuik, J., Kvalsvig, A., & Goldfeld, S. (2015). The English proficiency and academic language skills of Australian bilingual children during the primary school years. *International Journal of Speech-Language Pathology*



EDI tells the story: Preschool and outcomes

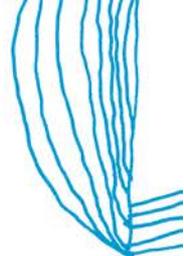
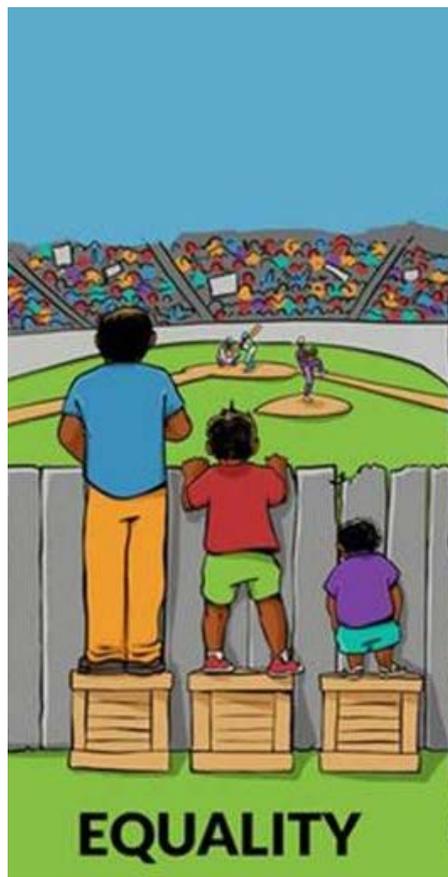
Equity and ECEC

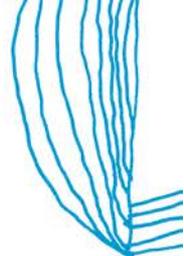
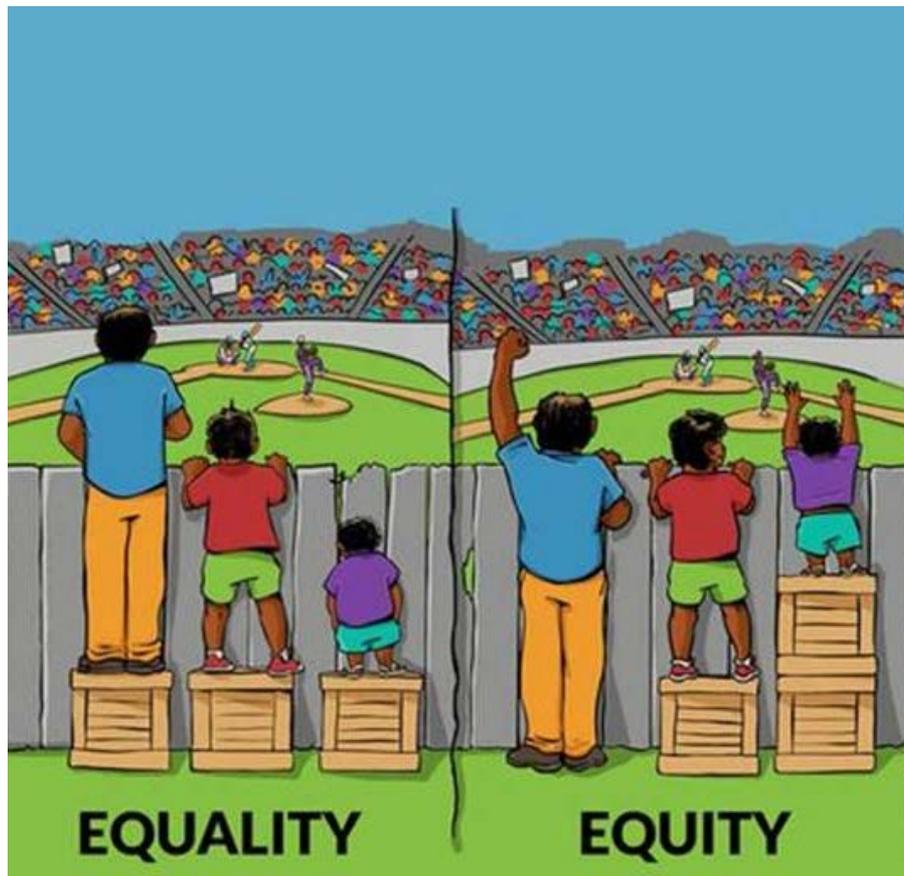


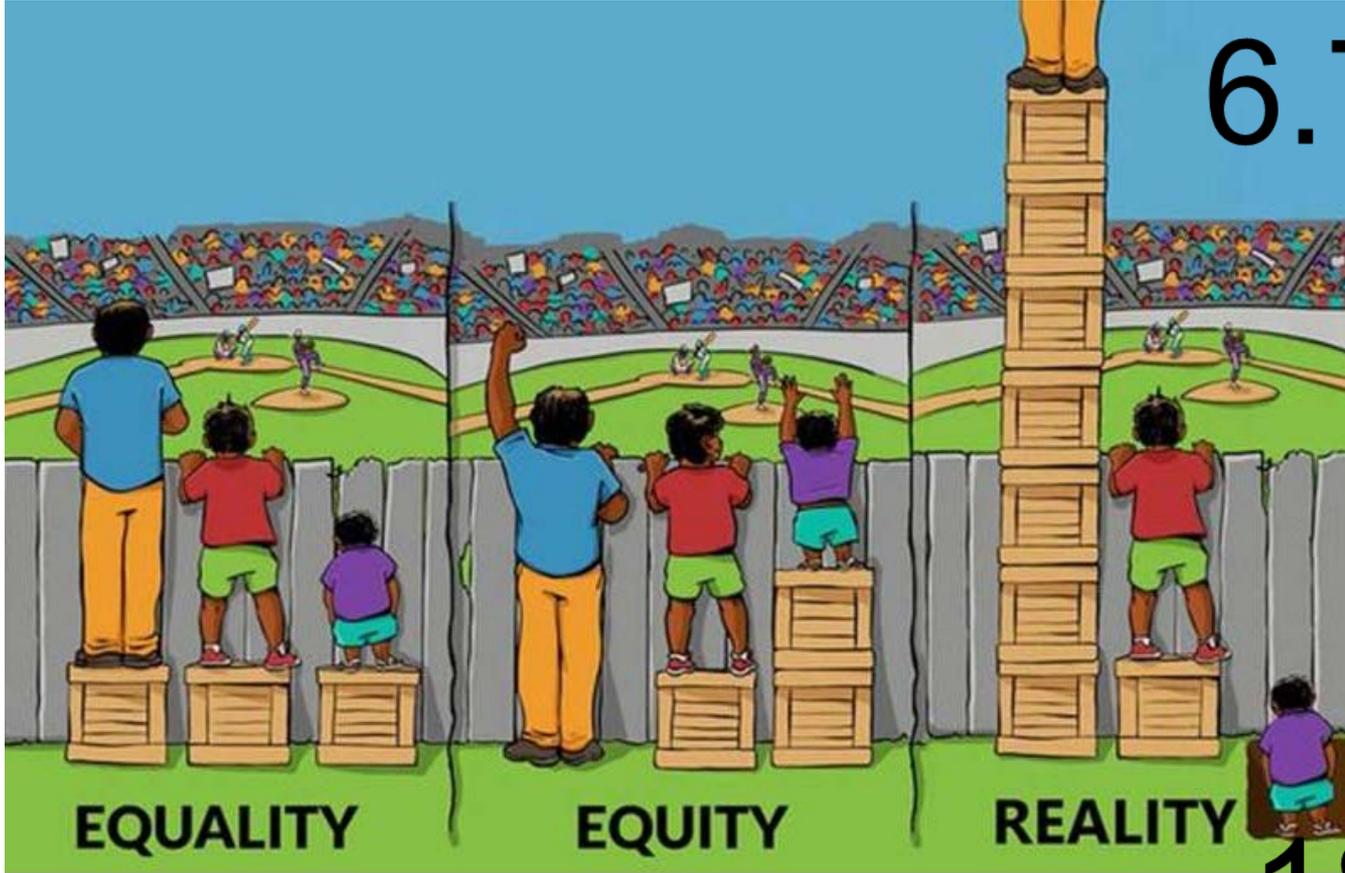
Percent of children living in the top 20% of advantaged SES communities, middle 60% of SES communities, and bottom 20% of disadvantaged communities who are developmentally vulnerable on two or more AEDC domains.



EDI tells the story: Equity and place







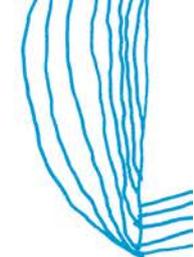
EQUALITY

EQUITY

REALITY

6.7%

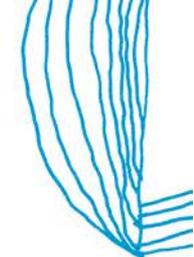
18.4%



Inequity is the presence of systematic and potentially remediable differences among population groups defined socially, economically, or geographically

International Society for Equity in Health [<http://www.iseqh.org>]

Venkatapuram S, Bell R, Marmot M: **The right to sutures: social epidemiology, human rights, and social justice.** *Health Hum Rights* 2010, **12**:3-16.



Service inequities:

What is about the services we provide that make a difference to child health and development?

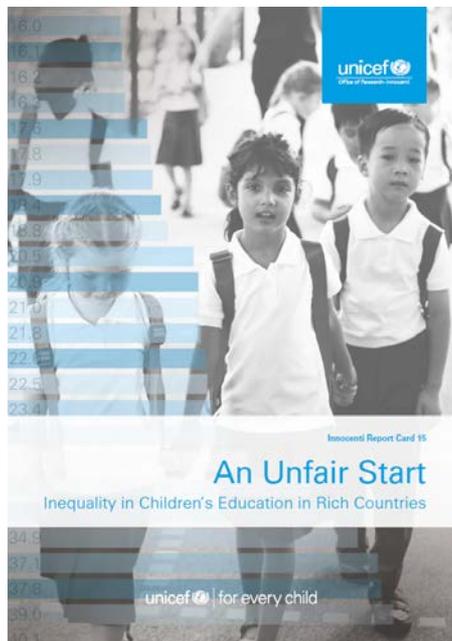


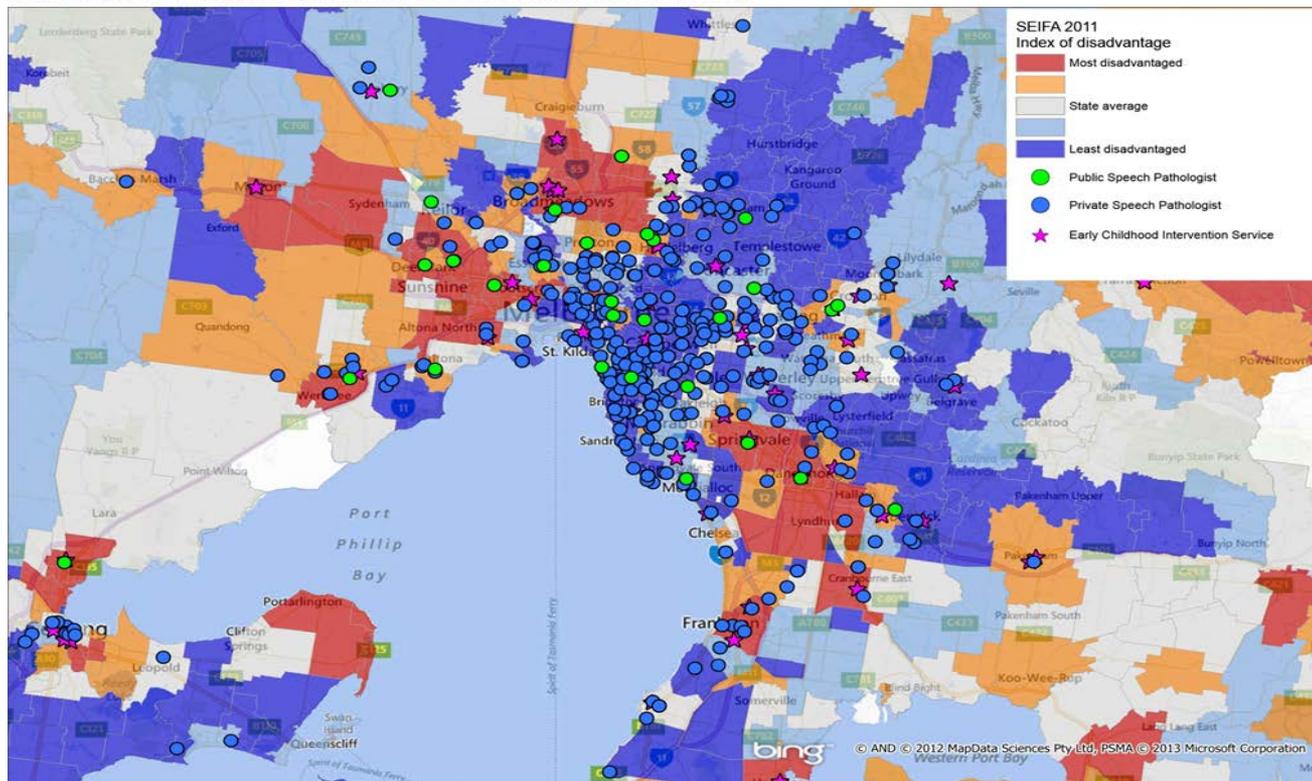
Figure 2: League Table
Inequality across three stages of education

Rank	Country	Preschool (rank)	Primary School (rank)	Secondary School (rank)
1	Larvia	4=	2	1
2	Ireland	33	16	2
3	Spain	22	4	3
4	Denmark	17=	12	4
5	Estonia	31		5
6	Poland	4=	15	6
7	Croatia	24=		7
8	Japan	34		8
9	Canada	27	18	9
10	Slovenia	28	17	10
11	Finland	14	3	11
12	Portugal	8	8	12
13	Italy	15	6	13
14	Romania	39		14
15	Lithuania	1	13	15
16	United Kingdom	20	23	16
17	Republic of Korea	35		17
18	Switzerland	4=		18
19	Hungary	32	19	19
20	Norway	17=	7	20
21	Greece	29		21
22	Iceland	2=		22
23	Germany	23	20	23
24	United States	40	22	24
25	Sweden	16	11	25
26	Netherlands	10=	1	26
27	Czech Republic	38	10	27
28	Belgium	10=	9	28
29	Austria	10=	5	29
30	Australia	36	25	30
31	Cyprus	26		31
32	Slovakia	37	21	32
33	New Zealand	30	28	33
34	Luxembourg	13		34
35	France	2=	14	35
36	Israel	4=	27	36
37	Bulgaria	24=	26	37
38	Malta	17=	29	38
	Chile	21	24	
	Mexico	9		
	Turkey	41		

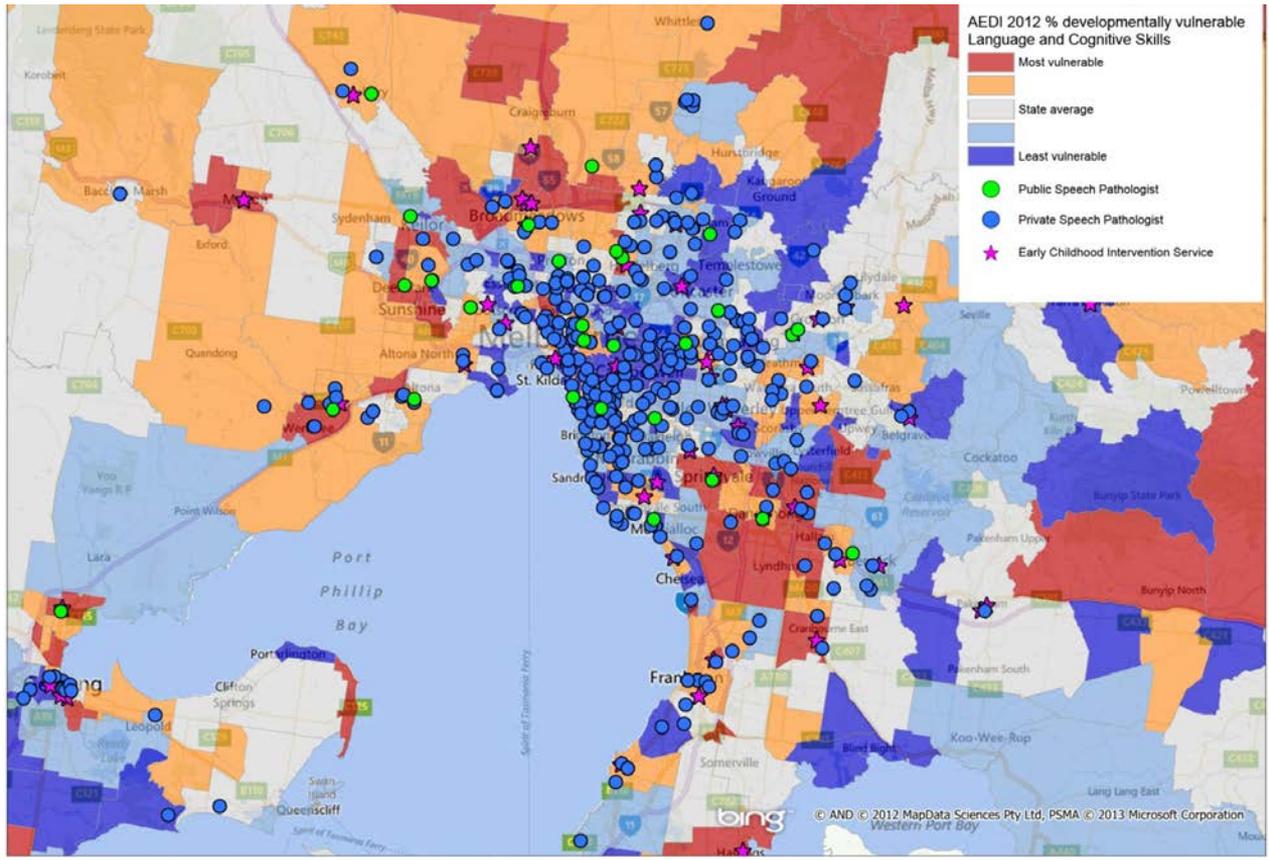
Note: A light blue background indicates a place in the top third of the ranking, medium blue denotes the middle third, and dark blue the bottom third. The blank cells indicate there are no data available.
Source: See Box 2.

Locations of speech pathologists

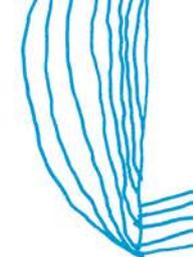
Public and private Speech pathologist locations, and SEIFA 2011 Index of Disadvantage



Reilly S, Harper M, Goldfeld S. The demand for speech pathology services for children: Do we need more or just different? *Journal of Paediatrics and Child Health*. 2016.

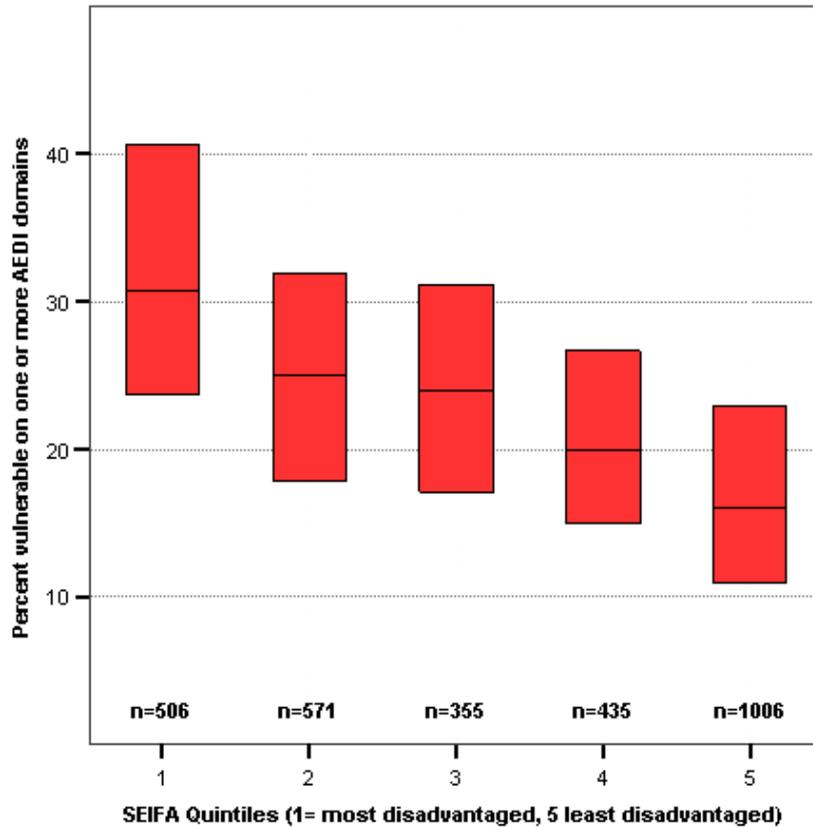


Reilly S, Harper M, Goldfeld S. The demand for speech pathology services for children: Do we need more or just different? *Journal of Paediatrics and Child Health*. 2016.



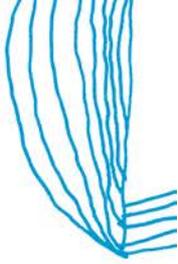
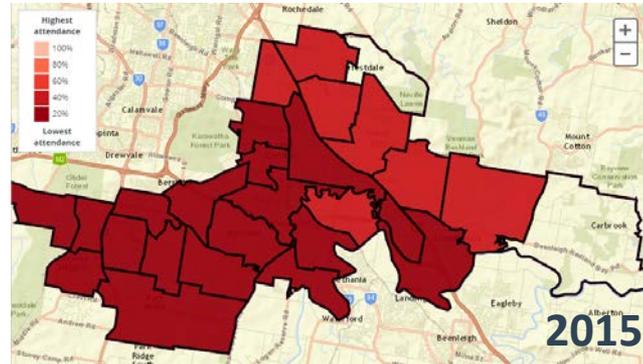
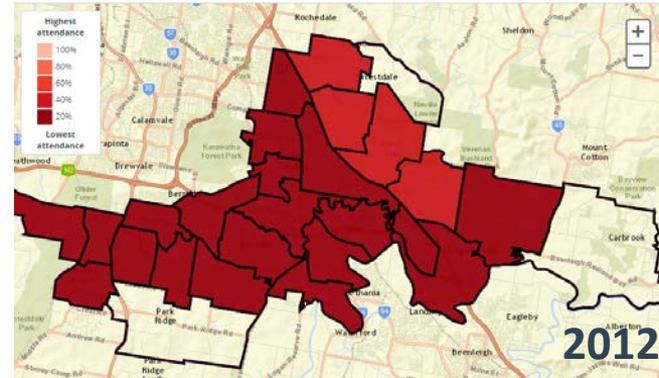
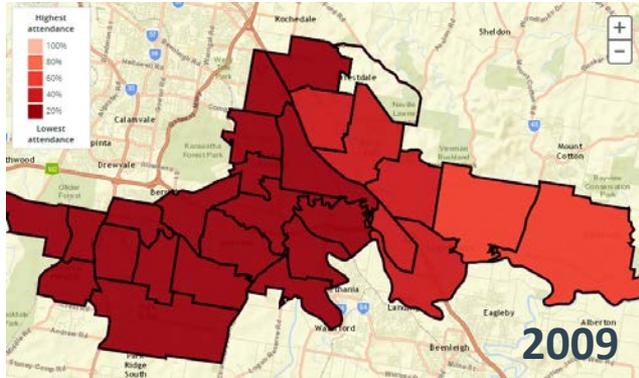
**Geographic inequities:
What is it about where you live that makes a
difference to child health and development?**

Local Community results: inter-quartile range

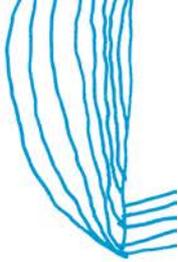
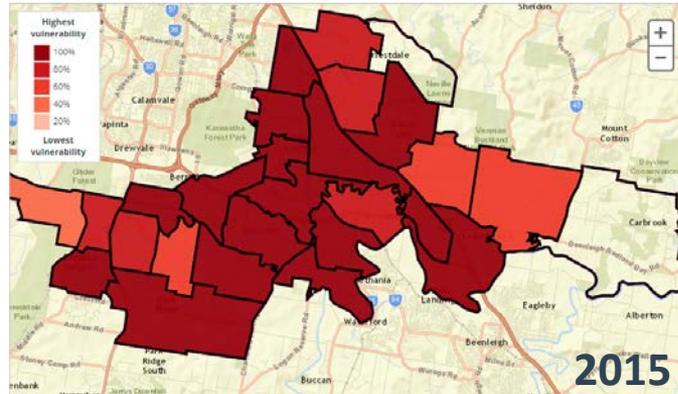
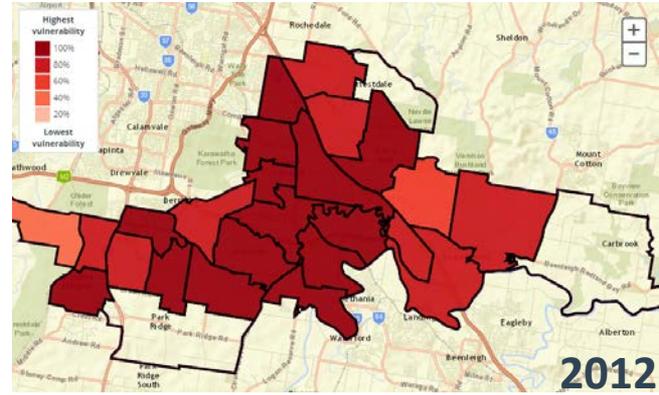
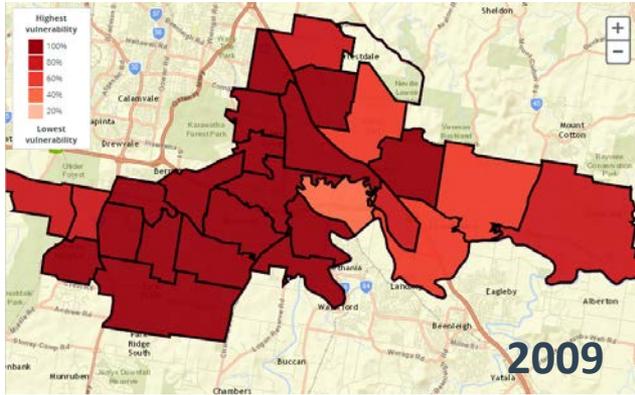


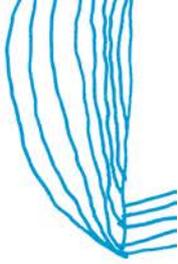
Lynch, Law, Brinkman,
Sawyer, 2010. SSM

Percentage of children who attended a preschool program

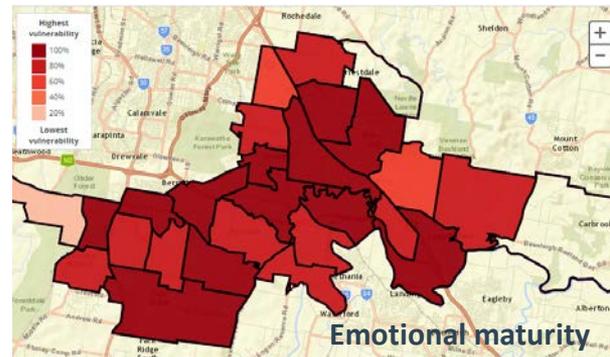
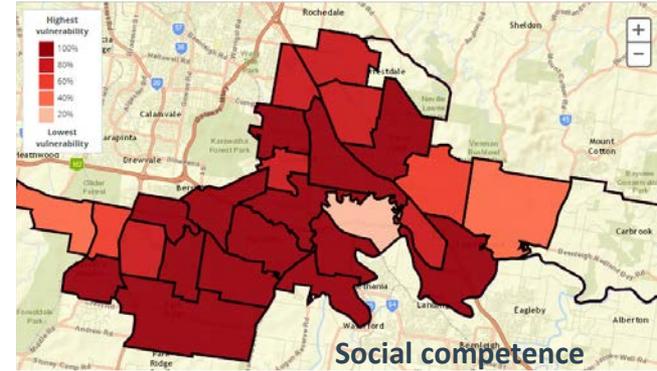
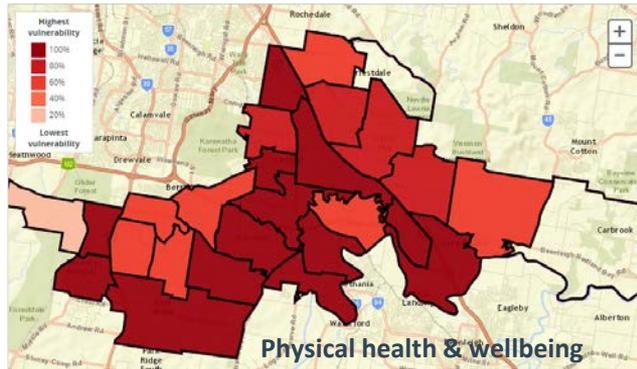


Percentage of children developmentally vulnerable on one or more domains

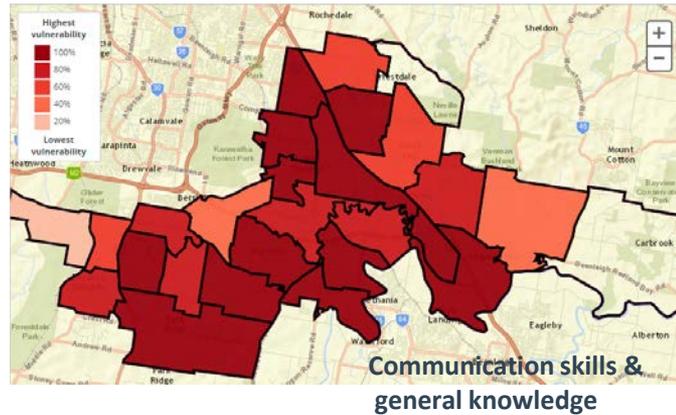
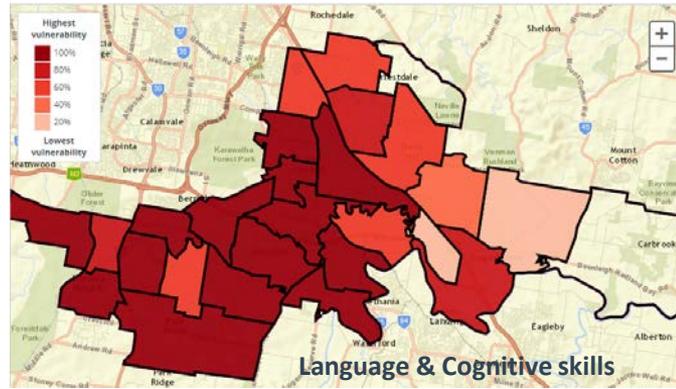


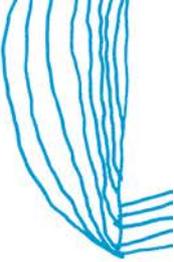


Percentage of children developmentally vulnerable on each domain - 2015



Percentage of children developmentally vulnerable on each domain - 2015

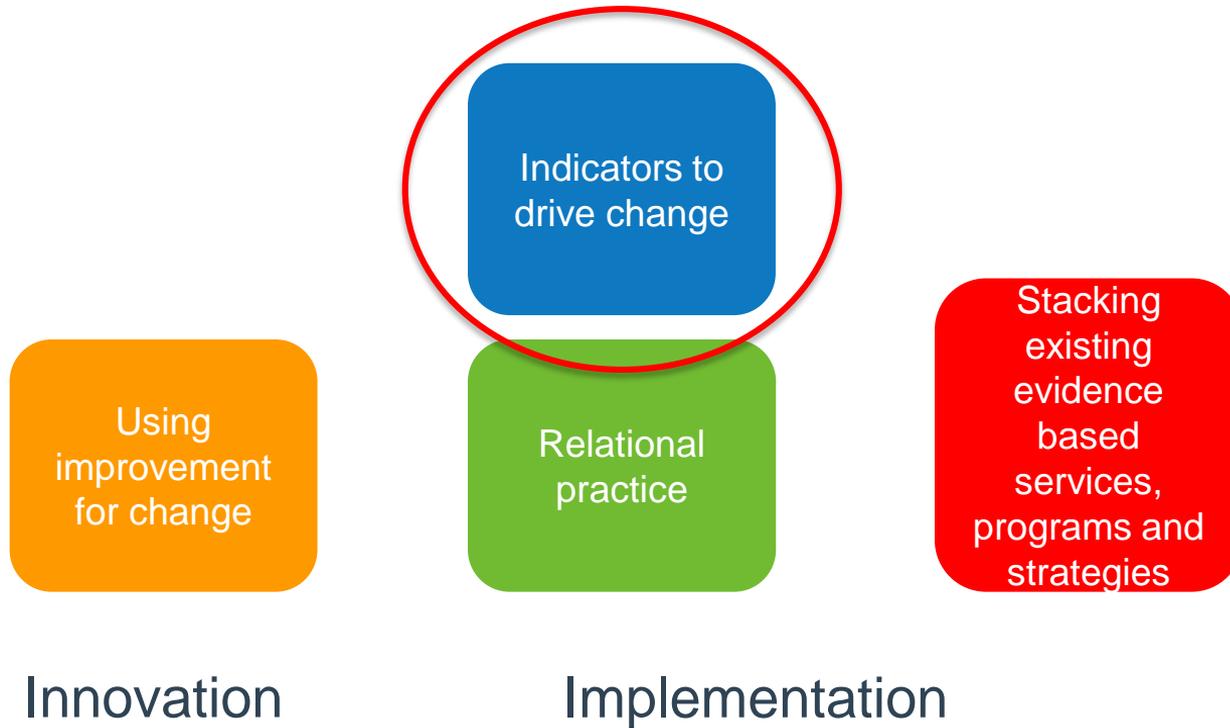




The role of the EDI in data driven and evidence based early childhood system reform

A data driven and evidence based approach to understanding and addressing inequities in early childhood: enabling system reform





Make bold decisions





A mixed methods investigation into community-level factors influencing early child development

Prof Sharon Goldfeld
Australian Government Department of Social Services, Canberra
February 8th 2018



*What is it about **where** you live that makes a difference to child development?*



Goldfeld S, Villanueva K, Tanton R, Katz I, Brinkman S, Woolcock G, Giles-Corti B. Kids in Communities Study (KiCS) study protocol: a cross-sectional mixed-methods approach to measuring community-level factors influencing early child development in Australia. *BMJ Open*. 2017. doi: 10.1136/bmjopen-2016-014047

The Project Partners



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Australian Research Council



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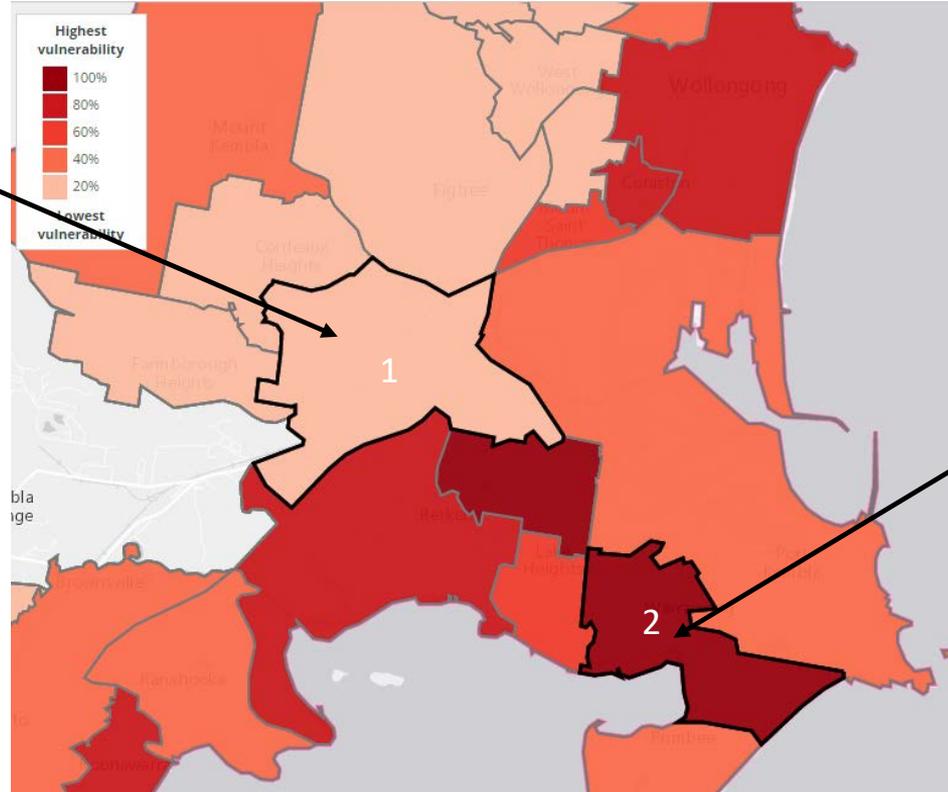
Australian Early Development Census (AEDC)

- Population measure of child development
- **Triennial data collections:**
 - 2009: 261,147 children (97.5%*)
 - 2012: 289,973 children (96.5%*)
 - 2015: 302,003 children (96.5%*)
- **Teacher-report:** Teachers complete an online checklist for each child in their first year of formal full-time school* (approx. 5 years old)
- **Five AEDC domains:** Physical health, emotional maturity, language, communication skills and general knowledge

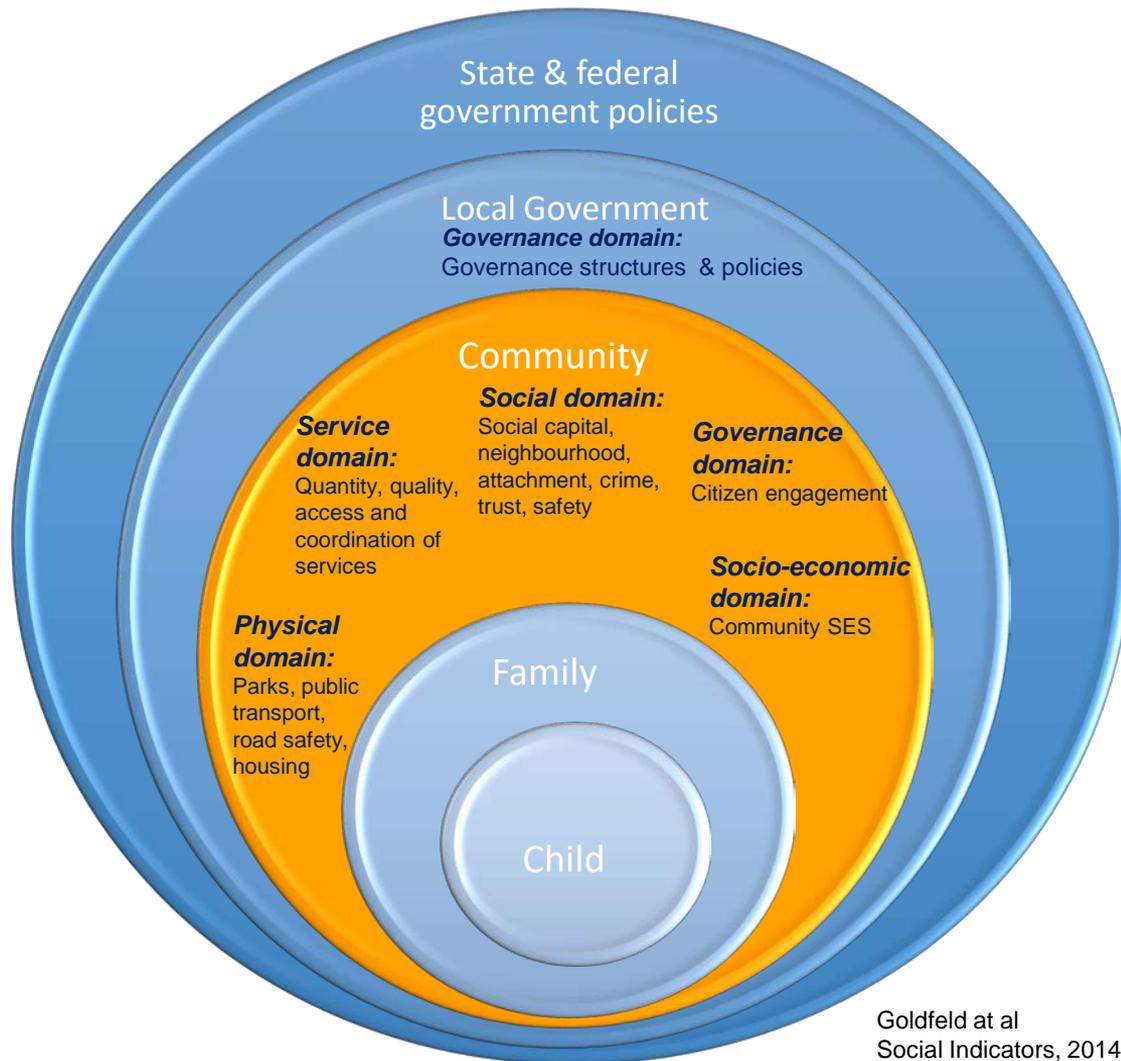


Learning from extremes...an example

Off-diagonal positive
Low SES, good ECD



On-diagonal disadvantaged (-)
Low SES, poor ECD



Making sense of the data...

Developing foundational community factors (FCFs)

Foundational Community Factors (FCFs) are factors that lay the foundations of a good community for young children



Differentiating FCFs

Community factor	Description * ¹ Quantitative; ² Qualitative
Income	Median household income ¹ ; Degree of socio-economic status (economic diversity) ² is > in disadvantaged area doing well
Highest level of schooling	Proportion of population that have completed Year 12 or equivalent is > in disadvantaged area doing well ¹
Gentrification	Higher income families are moving into the disadvantaged area doing well, resulting in displacement of more disadvantaged groups ²
Housing affordability	Housing is perceived as more affordable in disadvantaged area doing well ²
Housing tenure	Proportion of renters compared to private home owners is less in disadvantaged area doing well ¹
Public housing	Proportion of public renters ¹ ; Perceived presence of public housing ² is > in disadvantaged area doing poorly
Housing density	Proportion of high rise (three or more storeys) vs Low rise ¹ ; Perceived high-density of dwellings ² is < in disadvantaged area doing well
Stigma	Negative reputation of a local community ² is > in disadvantaged area doing poorly
Historical events	Response of leaders to events that bring local community members together ² is > in disadvantaged area doing well
Perceived ECEC availability	Perceptions of the availability of ECEC in the suburb is > in disadvantaged area doing well
Perceived primary school quality	Perceptions of the service quality of primary schools ² is > in disadvantaged area doing well
Perceived crime	Perceptions of crime in suburb ² is < in disadvantaged area doing well



Important FCFs





Foundational Community Factors (FCFs) for Early Childhood Development:

A REPORT ON THE
KIDS IN COMMUNITIES STUDY

April 2018

Better communities for children: Draft Manual of Foundational Community Factors

April 2018



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SYDNEY



kids in communities study



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AEDC Community Stories

- In 2009 the AEDC (formerly known as the AEDI) was completed nationwide for the first time. Since then, communities and schools across Australia have been using their results to plan, develop and evaluate a wide range of initiatives for children and families.
- Following nation-wide collections of the AEDC data in 2012, 2015 and 2018, communities and schools now have four sets of data to build a more comprehensive picture of child development, and for further informing activities and initiatives for shaping the environments of children.
- At present, 36 Community Stories have been developed to showcase the AEDC in action in communities across Australia

Community story

AEDC in action – Families as First Teachers

Remote communities

NT 2014

Simple ways to lift learning for Indigenous children

About Families as First Teachers

In 2009 the Northern Territory government launched a program called Families as First Teachers (FaFT) an early childhood and family support initiative for remote Indigenous communities across the Northern Territory. The program, delivered in schools by the Territory's Department of Education, provided early learning playgroups and parenting programs on child development and health to enhance children's early learning and prepare children for successful entry to full-time school. Early childhood professionals, and local Indigenous family liaison officers and playgroup leaders, deliver the programs to families.



Our Children
Our Communities
Our Future

Community story

Targetting teeth

Tasmania

TAS 2013

Improving the oral health of children in Tasmania

The challenge

More than half (51.7 per cent) of Tasmanian 5 and 6-year-olds have a history of dental disease — disease that is almost entirely preventable (2005 Dental Health Survey, AIHW - Australian Institute of Health and Welfare).

Community story

Data Inspires Action

The Copper Coast

SA 2011

Data results provide community with clarity, focus and impetus to act

About the Copper Coast

The Copper Coast is a rural region on the n Adelaide's CBD. It has 12,927 residents, including It is an area of relatively high socio-economic dis

Community story

Playgroup Queensland

Acacia Ridge

QLD 2012

Playgroup Queensland used data collection results to help target communities most in need

About Acacia Ridge

Acacia Ridge is part of the South East Outer Brisbane community. Data was Ridge children in the 2009 data collection.

Community story

Insights creating results

VIC 2012

How local communities are equipped to act on AEDC findings in Victoria

Community story

Kids Patch

Raymond Terrace

NSW 2014

How children and families learned to love vegetables

About Raymond Terrace

Raymond Terrace is a small town in the Hunter Region of NSW, about 168 km north of Sydney's CBD. It has about 12,700 residents, with single parents making up 27 per cent of the town's families. It also has a relatively high percentage of Aboriginal families.

Community story

Mining families

Mandurah

WA 2014

Results facilitate change in the community

About Mandurah

Mandurah is a coastal city in Western Australia's Peel region, about 85 km south of Perth. It has 69,959 residents, including 5,334 children aged 0 to 5 years, according to the 2011 ABS Census.



RESOURCES

HOME | DOCUMENTS | AEDC DATA 2015

AEDC DATA 2015

📅 23 January 2018

Stay in touch! Like us on Facebook, and

'It is the burden on good leadership to make the currently unthinkable thinkable, to question the obvious, to make the present systems unavailable as options for the future.

The boundaries in our minds create fear about the consequences of crossing over to the undiscovered country. But the possibilities we really need do not lie on this side of our mental fences.

Once crossed, these fences will look as foolish in retrospect as the beliefs of other times now often look to us.'

Don Berwick - 1998

Many things we need can wait, the child cannot.

Now is the time his bones are being formed, his blood is being made, his mind is being developed.

To him we cannot say tomorrow, his name is today.

Gabriela Mistral
(1889-1957)



Prof Sharon Goldfeld

Deputy Director, Centre for Community Child Health,

Royal Children's Hospital

Group Leader, Policy and Equity

Murdoch Childrens Research Institute

NHMRC Career Development Research Fellow

sharon.goldfeld@rch.org.au

https://www.rch.org.au/ccch/research-projects/Australian_Early_Development_Census/

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www.rch.org.au/ccch

The Centre for Community Child Health is a department of The Royal Children's Hospital and a research group of Murdoch Children's Research Institute.