Using data to help children thrive

Barossa community

6 November 2023

Part 1 – An overview of the AEDC

Part 2 - Looking at the data

Part 3 – Connecting with community
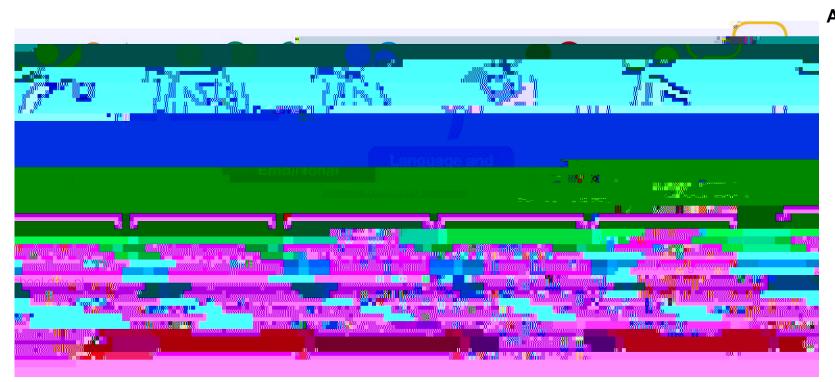
Part 1
An overview of the AEDC

Nationwide census

Why is the AEDC important?

The AEDC:

is the most comprehensive collection of its kind in the world

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

Global	Sustainable development goals
	UNICEF Rights of the Child
National	Closing the Gap 55% on track by 2031
	Early childhood policy and data linkage research
State	SA Royal Commission into ECEC
	SA Outcomes Framework for Children and Young People
	State Public Health Plan
	Early Learning Strategy
Local Government	Regional Public Health Plan
	Strategic plan & Accountability plans
Community	Community services policy and service provision
	Partnership approaches in response to AEDC results
ECEC & schools	Department for Education Strategic Plan
	ECEC and school improvement planning, programs and policies

AEDC Domains

For each domain, children receive a score from 0 to 10

Using 2009 data, cut-offs (0-10) were set to define 3 categories of development for each domain:

Developmentally vulnerable (below 10th percentile)

Developmentally at risk (10th to 25th percentile)

Developmentally on track (above 25th percentile)

The cut-offs (0-10 scale) are fixed over time, this allows us to track changes in the % of children who are developmentally on track, at risk and vulnerable on each domain for successive cohorts of children

Summary indicators	Meaning
OT5	Developmentally on track on five domains
DV1	Developmentally vulnerable on one or more domain(s)
DV2	Developmentally vulnerable on two or more domains

Relevant links: About the AEDC domains (aedc.gov.au)
Understanding the results (aedc.gov.au)

Our vision   all SA children start school on track

physically copes with their school day

is independent and confident

has excellent motor skills

works and plays well with others
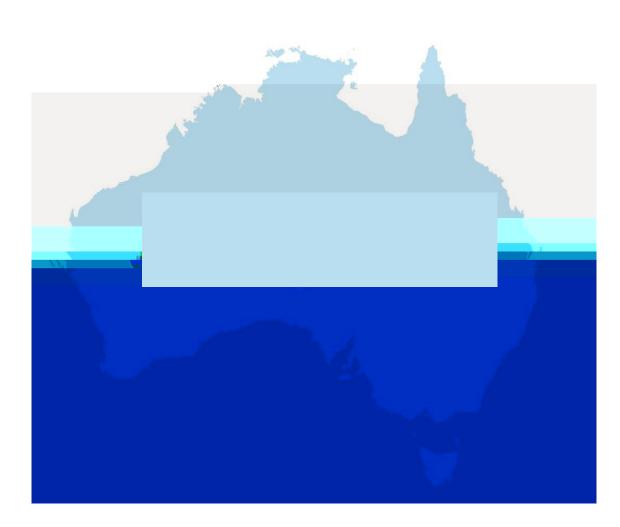
follows routines and concentrates

helps others

is calm, kind and thoughtful

can read and write simple sentences

can count, recognise shapes and do math

communicates and expresses themselves well, tells stories

Research tells us

AEDC results can be **predicted by**:

- Perinatal indicators
- Preschool attendance
- Playgroup attendance
- Child protection contacts

AEDC results can **predict**:

- NAPLAN
- Academic achievements
- Wellbeing
- Life course outcomes

If a child attends **playgroup** or **preschool** they are less likely to be measured as developmentally vulnerable on 1 or more or 2 or more domains

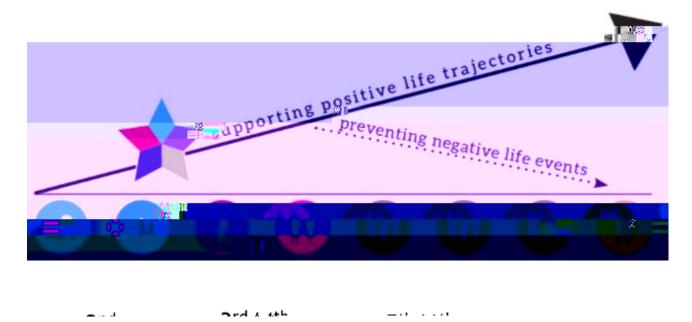If a child experiences **out of home care (Child Protection System)** they are 3 times more likely to be measured as

AEDC predicts life course outcomes

Research tells us:

Early intervention and the prevention of developmental vulnerability leads to improved outcomes in health, wellbeing and academic success.

Children that are
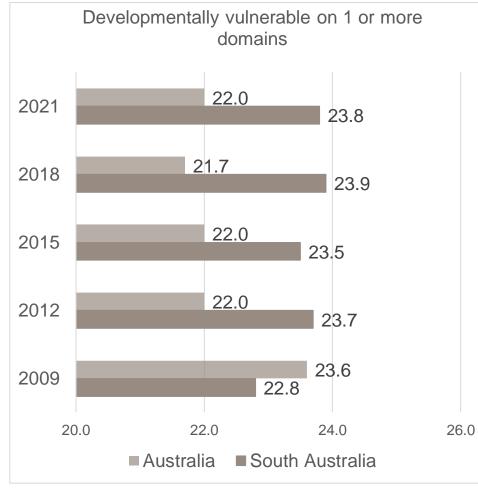
more likely to experience a

Part 2
Looking at the data

National and SA summary indicators

Developmentally vulnerable on 1 or more domains

Year	Australia	South Australia
2021	22.0	23.8
2018	21.7	23.9
2015	22.0	23.5
2012	22.0	23.7
2009	23.6	22.8

Developmentally on track on 5 domains

Year	Australia	South Australia
2021	54.8	53.7
2018	55.4	53.2
2015	54.2	52.0
2012	53.6	51.6
2009	50.7	51.7

Nearly 1 in 4 children are developmentally vulnerable when starting school in SA

SA % of DV1 remains higher than the national results
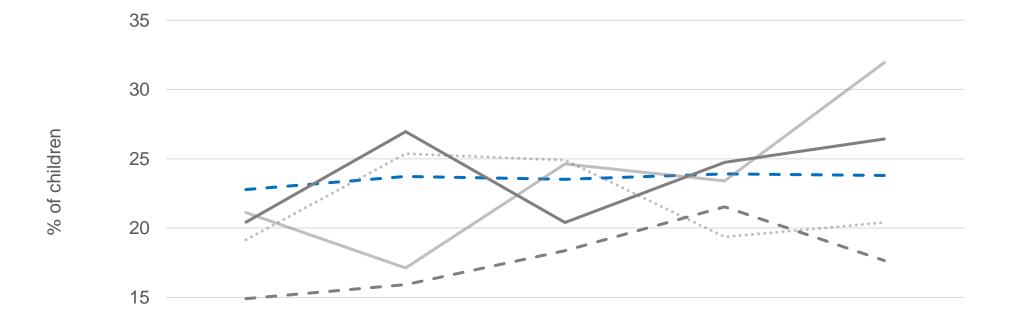
In SA, OT5 has continued improving since 2012

Source: 2021 AEDC National Report
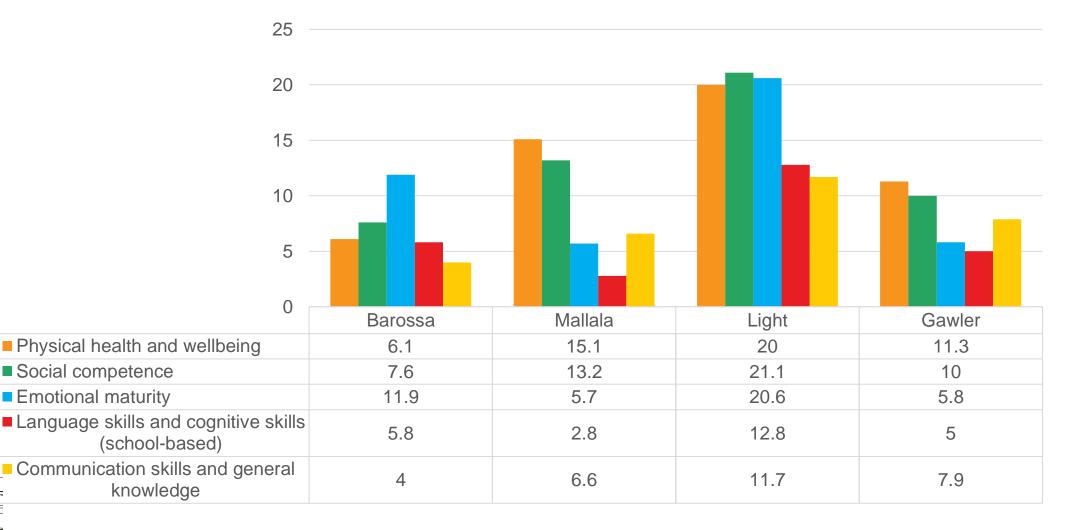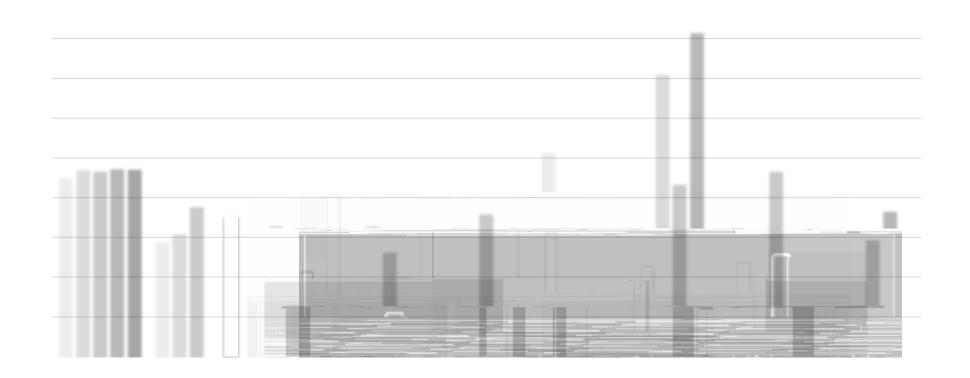
	2009	2012	2015	2018	2021
– – South Australia	22.8	23.7	23.5	23.9	23.8
—— Adelaide Plains	20.4	27.0	20.4	24.7	26.4
– – Barossa	14.9	15.9	18.4	21.5	17.6
······ Gawler	19.2	25.4	24.9	19.4	20.4
—— Light	21.1	17.1	24.6	23.4	31.9

^based on local government areas for each region
Source: 2021 AEDC National Report and Public table by Local Government Area (LGA) 2009-2021

Barossa and surrounds - 2021 developmentally vulnerable across the domains

	Barossa	Mallala	Light	Gawler
■ Physical health and wellbeing	6.1	15.1	20	11.3
■ Social competence	7.6	13.2	21.1	10
■ Emotional maturity	11.9	5.7	20.6	5.8
■ Language skills and cognitive skills (school-based)	5.8	2.8	12.8	5
■ Communication skills and general knowledge	4	6.6	11.7	7.9

% children **developmentally vulnerable** on 1 or more domains

Summary of trends for the Barossa community
(available on page 11 of the AEDC 2021 Community Profile)
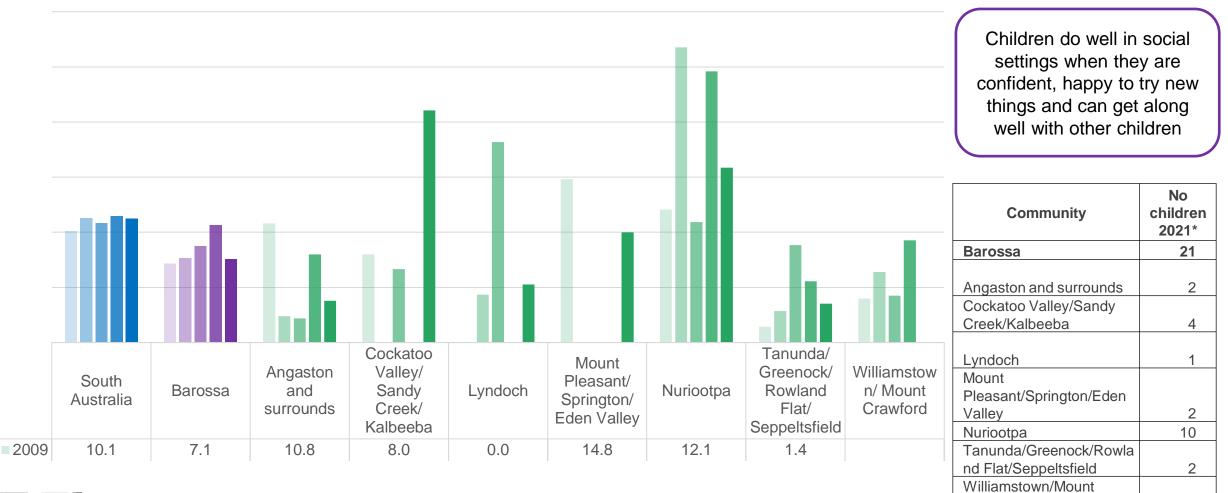
% children developmentally vulnerable in physical health and wellbeing

Children learn best when they are healthy, independent and physically ready for each day of school

Source: AEDC Barossa Community Profile 2021

Community Area	No children 2021*
Barossa	**17**
Angaston and surrounds	2
Cockatoo Valley/Sendy Creek/ Kalbeeba	2
Lyndoch	0
Mount Pleasant/Springston/Eden Valley	3
Nurioopta	4
Tanunda/Greenock/Rowland Flat/Sepptlesfield	3
Williamstown/Mount Crawford	3

	South Australia	Barossa	Angaston and surrounds	Cockatoo Valley/ Sandy Creek/ Kalbeeba	Lyndoch	Mount Pleasant/ Springston/ Eden Valley	Nuriootpa	Tanunda/ Greenock/ Rowland Flat/ Seppeltsfield	Williamstown/ Mount Crawford
2009	10.0	4.9	2.7	4.0	4.2	3.7	12.1	1.4	4.0
2012	10.2	5.9	2.4	12.5	0.0	0.0	14.3	4.3	4.3
2015	10.8	9.9	4.3	0.0	4.5	+	14.1	8.8	8.5
2018	10.8	5.7	2.0	5.9	+	+	14.8	1.9	3.7
2021	10.7	6.1	3.8	10.5	0.0	15.0	6.3	5.3	6.4

*Number of children developmentally vulnerable on 1 or more domains
+ data suppression rules apply

% children **developmentally vulnerable** in **social competence**

Children do well in social settings when they are confident, happy to try new things and can get along well with other children
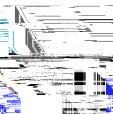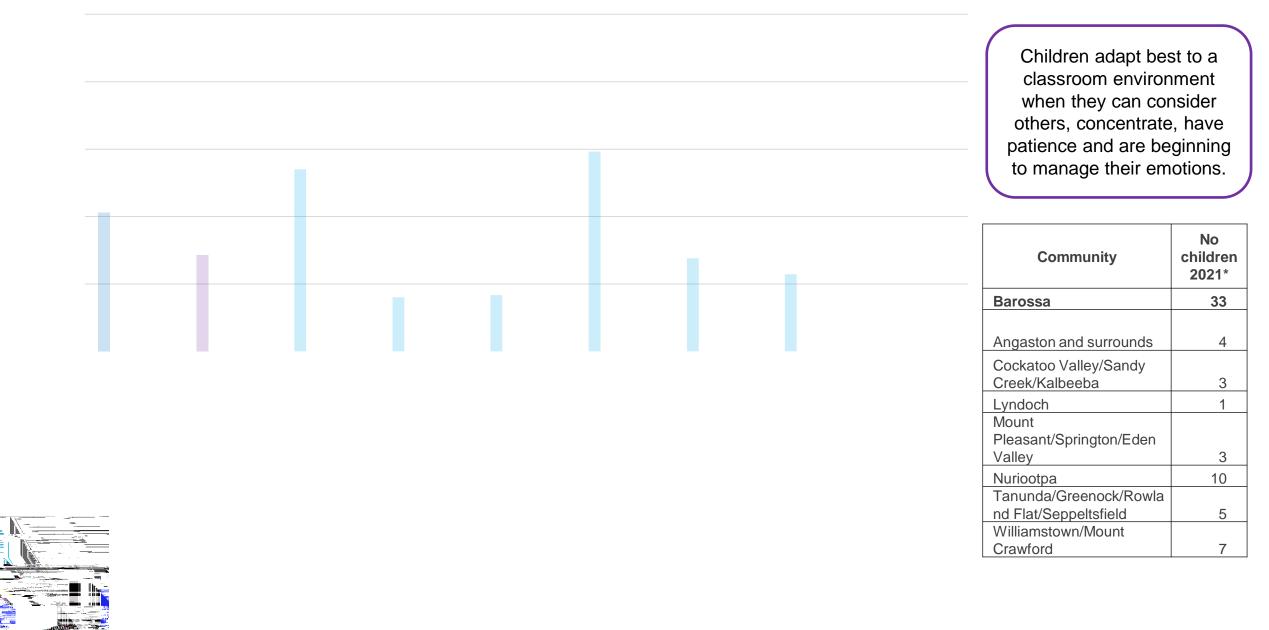
Community	No children 2021*
Barossa	**21**
Angaston and surrounds	2
Cockatoo Valley/Sandy Creek/Kalbeeba	4
Lyndoch	1
Mount Pleasant/Springton/Eden Valley	2
Nuriootpa	10
Tanunda/Greenock/Rowland Flat/Seppeltsfield	2
Williamstown/Mount Crawford	0

	South Australia	Barossa	Angaston and surrounds	Cockatoo Valley/ Sandy Creek/ Kalbeeba	Lyndoch	Mount Pleasant/ Springton/ Eden Valley	Nuriootpa	Tanunda/ Greenock/ Rowland Flat/ Seppeltsfield	Williamstown/ Mount Crawford
2009	10.1	7.1	10.8	8.0	0.0	14.8	12.1	1.4	

% children **developmentally vulnerable** in **emotional maturity**

Children adapt best to a classroom environment when they can consider others, concentrate, have patience and are beginning to manage their emotions.

Community	No children 2021*
Barossa	**33**
Angaston and surrounds	4
Cockatoo Valley/Sandy Creek/Kalbeeba	3
Lyndoch	1
Mount Pleasant/Springton/Eden Valley	3
Nuriootpa	10
Tanunda/Greenock/Rowland Flat/Seppeltsfield	5
Williamstown/Mount Crawford	7

AEDC data   early childhood programs & transition to school

As a protective factor children and families benefit from participating in early years child-parent programs eg playgroup

How to find the data for your community?

AEDC is just one dataset

Combine AEDC data with other datasets to create a richer understanding of the community (strengths and challenges) to inform your work, including:

- [Australian Bureau of Statistics (ABS)](#)
- [Social Health Atlases of Australia (PHIDU)](#)
- [Community profiles and population forecasts (.id)](#)
- [South Australian Government Data Directory (Data.SA)](#)

Part 3
Connecting with community

AEDC community story - Mid Murray Family Connections

Provides a common language around children's development and wellbeing

Supports people to come together to work toward a common goal

Provides reliable data to support groups to reflect on the context of children and families and plan their services and supports:

Informs an approach to localised needs assessment: consider the scale and intensity of support needs and how these differ across communities

Reflect on the experience of families in accessing the system of supports available

AEDC Prt Bice Principles

Resources for parents and community members (continued)

[Learning Potential](#)

[Starting Blocks](#) provides parents with information about early childhood education and care.

[Great Start](#) provides everyday ideas for learning.

[Our Learning SA](#) has resources to help families and children to continue learning betwe7etwe7e(d)-3(g85T

Resources for community stakeholders

[2021 AEDC National Report](#)

[AEDC Choosing effective interventions fact sheet](#)

[AEDC Early Childhood Sector User Guide (aedc.gov.au)](#)

[AEDC Community stories (aedc.gov.au)](#)

[AEDC research findings / research snapshots](#)

[AEDC Data explorer](#)

[AEDC Resources for Communities (aedc.gov.au)](#)

[Centre for Community Child Health : Platforms (rch.org.au)](#)

[The Australian Physical Literacy Framework (pescholar.com)](#)

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