



# The Australian Early Development Index (AEDI)

[www.aedi.org.au](http://www.aedi.org.au)

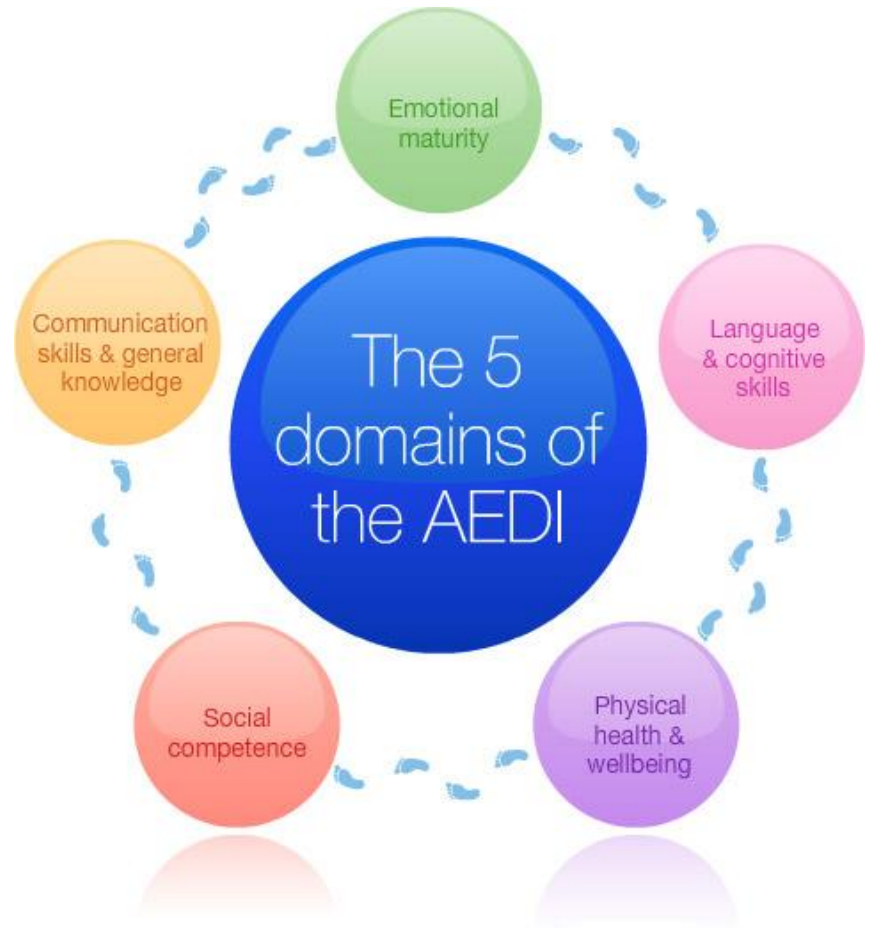


An Australian Government Initiative



# What is the AEDI?

- The AEDI is a relative **population measure** of how young children are developing in different Australian communities.
- It reports on child outcomes across five developmental domains



# Why is the AEDI important?

- national measure on child development prior to starting school
- only data publicly available on early childhood populations
- findings are used extensively across local communities: one of the few population-level data sets available at suburb level

## The broad value of the AEDI is:

1. **Understanding effectiveness of investment at a state level** – we need to do this over-time to develop a comprehensive picture
2. **Capability building at the community level** – enabling communities to bring a range of data together to prioritise and respond to local needs



# How was it designed?

- The AEDI is based on the Canadian Early Development Instrument (EDI) and has been adapted for use in Australia.

## How is it funded?

- The Australian Government has committed a total investment of \$51.2 million over five years, or \$28 million per three year collection cycle.




# How is information collected?

- Teachers complete a checklist – like a questionnaire – for children in their first year of full-time school.
- The checklist is completed on a secure, web-based data entry system developed especially for the AEDI by the Australian Council for Educational Research.
- AEDI Checklists are completed based on teachers' knowledge and observations of the children in their class.



# Key Findings

- National coverage was 261,203 children (97.5%)
- The majority of Australian children are doing well across the AEDI domains
- 23.6% of Australian children are developmentally vulnerable on one or more AEDI domains
- Girls are more likely to be developmentally on track than boys

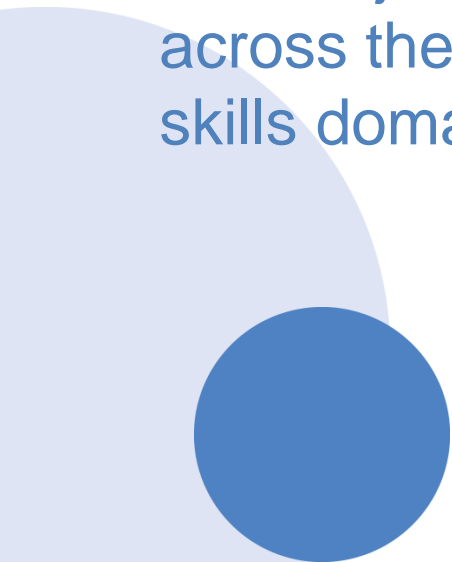


**Source:** Centre for Community Child Health and Telethon Institute for Child Health Research 2009. A Snapshot of Early Childhood Development in Australia – AEDI National Report 2009, Australian Government, Canberra.



# Key findings cont

- Children who are proficient in English and speak another language at home are less likely to be developmentally vulnerable compared to all other children
- Children living in very remote areas of Australia are more likely to be developmentally vulnerable
- The majority of Australian indigenous children are on track across the domains, except for the language and cognitive skills domain



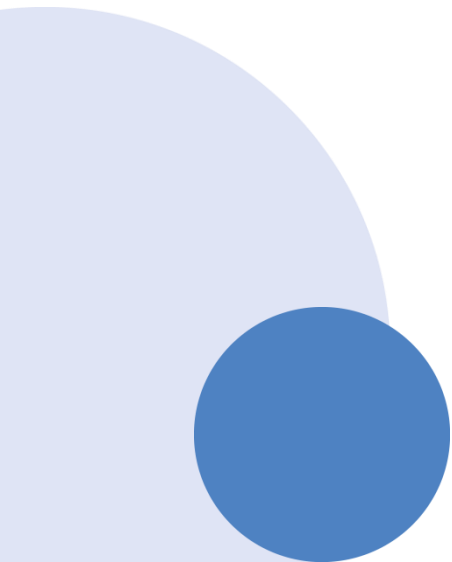
**Source:** Centre for Community Child Health and Telethon Institute for Child Health Research 2009. A Snapshot of Early Childhood Development in Australia – AEDI National Report 2009, Australian Government, Canberra.



# Spread of Vulnerability

The findings clearly show

- disadvantage is not based on low socio-economic areas
- children from high socio-economic areas can still be vulnerable against one or more domains



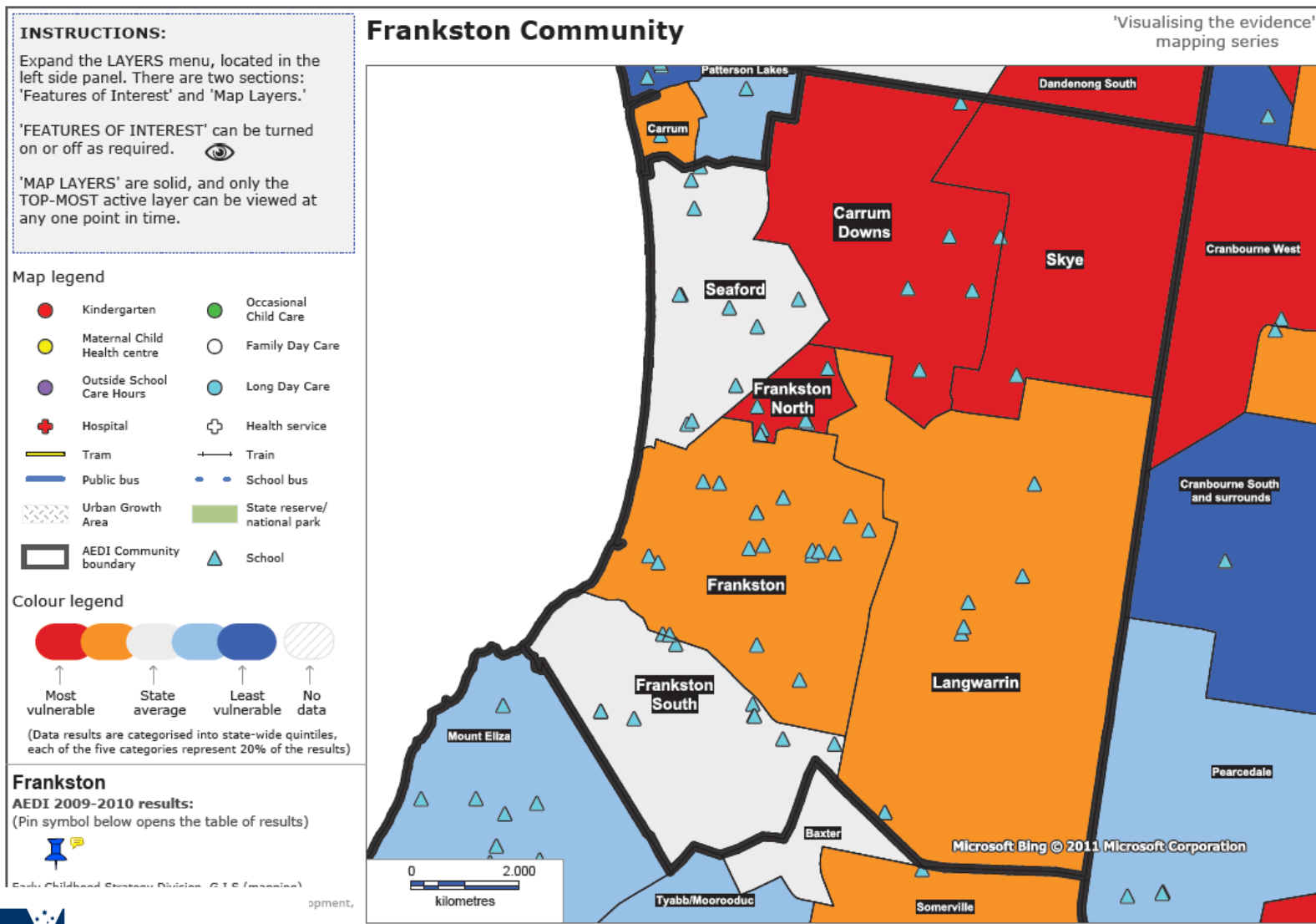
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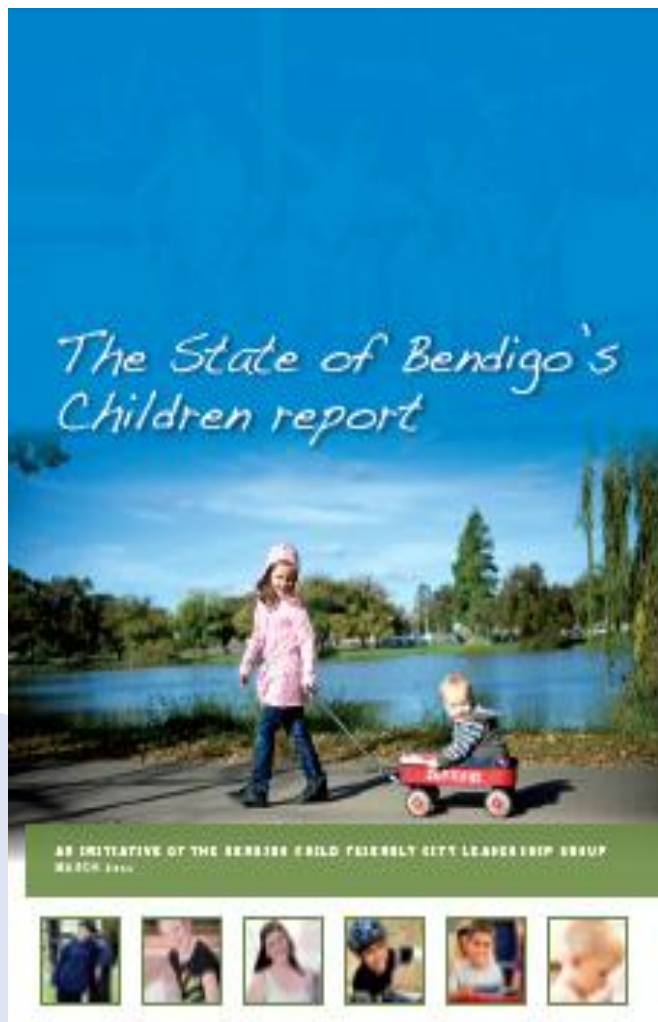


# How are we helping communities engage?

DEECD's "Visualising the Evidence" mapping series



# Case Study: State of Bendigo's Children's Report



- *The Report* documents children's outcomes across 20 indicators
- 2009 AEDI results provided the basis for discussion in the community for choosing the most relevant indicators
- Decision makers included local government, National Government Organisations, schools, early childhood sector, urban planners, health and welfare services, and human geographers
- The Leadership Group will release report every 2 years to remain publically accountable and to track child outcomes