The Australian Early Development Index (AEDI)

www.aedi.org.au
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

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.

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

How are we helping communities engage?

DEECD’s “Visualising the Evidence” mapping series

INSTRUCTIONS:
Expand the LAYERS menu, located in the left side panel. There are two sections: ‘Features of Interest’ and ‘Map Layers.’

‘FEATURES OF INTEREST’ can be turned on or off as required.

‘MAP LAYERS’ are solid, and only the TOP-MOST active layer can be viewed at any one point in time.

Map legend
- Kindergarten
- Maternal Child Health centre
- Outside School Care Hours
- Hospital
- Train
- Public bus
- Urban Growth Area
- AEDI Community boundary

Colour legend
- Most vulnerable
- State average
- Least vulnerable
- No data

(Data results are categorised into statewide quintiles, each of the five categories represent 20% of the results)

Frankston
AEDI 2009–2010 results:
(Pin symbol below opens the table of results)
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 publicly accountable and to track child outcomes