

Physical health and wellbeing domain



Key concepts

- Dressed appropriately
- On time
- Doesn't arrive hungry
- Alert (not tired)
- Understand their own needs
- Established hand preference
- Well-coordinated
- Display fine motor skills
- Display gross motor skills
- High energy levels



Connections to key documents

Early Years Learning Framework (EYLF)

Outcome 1: Children have a strong sense of identity

- Children develop their emerging autonomy, inter-dependence, resilience and agency

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their physical learning and mental wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety.

National Quality Standard (NQS)

Quality area 1: Educational program and practice

- 1.1.1:** Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators
- 1.1.2:** Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program
- 1.1.3:** All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning

Quality area 2: Children's health and safety

- 2.1.1:** Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation
- 2.1.2:** Effective illness and injury management and hygiene practices are promoted and implemented
- 2.1.3:** Healthy eating and physical activity are promoted and appropriate for each child

Quality area 3: Physical environment

- 3.2.1:** Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments
- 3.2.2:** Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning

Quality area 6: Collaborative partnerships with families and communities

- 6.1.2:** The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing
- 6.1.3:** Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
- 6.2.3:** The service builds relationships and engages with its community

Connections to key documents

<p>WA Curriculum</p>	<p>Health and Physical Education</p> <p>Strand: Personal, social and community health</p> <ul style="list-style-type: none"> • Sub-strand: Being healthy, safe and active • Sub-strand: Communicating and interacting for health and wellbeing • Sub-strand: Contributing to healthy and active communities <p>Strand: Movement and physical activity</p> <ul style="list-style-type: none"> • Sub-strand: Moving our body • Sub-strand: Learning through movement • Sub-strand: Understanding movement
<p>Aboriginal Cultural Standards Framework</p>	<p>Relationships Leadership Teaching Learning Environment Resources</p>
<p>Australian Professional Standards for Teachers (AITSL)</p>	<p>Standard 1: Know students and how they learn</p> <ul style="list-style-type: none"> 1.1: Physical, social and intellectual development and characteristics of students 1.2: Understand how students learn 1.3: Students with diverse linguistic, cultural, religious and socioeconomic backgrounds 1.4: Strategies for teaching Aboriginal and Torres Strait Islander students 1.5: Differentiate teaching to meet the specific learning needs of students across the full range of abilities 1.6: Strategies to support full participation of students with disability <p>Standard 2: Know the content and how to teach it</p> <ul style="list-style-type: none"> 2.3: Curriculum, assessment and reporting <p>Standard 3: Plan for and implement effective teaching and learning</p> <ul style="list-style-type: none"> 3.6: Evaluate and improve teaching programs 3.7: Engage parents/carers in the educative process <p>Standard 4: Create and maintain supportive and safe learning environments</p> <ul style="list-style-type: none"> 4.1: Support student participation <p>Standard 5: Assess, provide feedback and report on student learning</p> <ul style="list-style-type: none"> 5.1: Assess student learning 5.3: Make consistent and comparable judgements 5.4: Interpret student data <p>Standard 6: Engage in professional learning</p> <ul style="list-style-type: none"> 6.2: Engage in professional learning and improve practice 6.3: Engage with colleagues and improve practice 6.4: Apply professional learning and improve student learning <p>Standard 7: Engage professionally with colleagues, parents/carers and the community</p> <ul style="list-style-type: none"> 7.3: Engage with the parents/carers 7.4: Engage with professional teaching networks and broader communities

Connections to key documents

**Australian
Professional
Standard for
Principals
(AITSL)**

Leading teaching and learning
Developing self and others
Leading improvement, innovation and change
Leading the management of the school
Engaging and working with the community

The links between the AEDC domains and key documents are a guide only. Additional links can be explored and applied.
Find out more at www.aedc.gov.au and www.education.wa.edu.au/aedc-resources-for-educators

Since 2002, the Australian Government has worked in partnership with eminent child health research institutes, the Centre for Community Child Health at The Royal Children's Hospital and the Murdoch Children's Research Institute, and The Kids Research Institute Australia to deliver the Australian Early Development Census program to communities nationwide. The Australian Government continues to work with its partners and with state and territory governments to implement the AEDC.

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