

Value of the AEDC for education leaders: An overview of the way the AEDC supports data driven planning



Knowing how children are developing at five years of age can help identify community strengths, challenges and opportunities. Reflecting on the local context ensures education and care planning is responsive and inclusive of children's experiences.

Assess your context

Understanding the community

enables education leaders to effectively plan for children's learning and development

Get to know the community

- Download and review your AEDC school and community profile.
- Document what you know about families from your experience (enrolment interviews, conversations with parents, knowledge of the area).
- Listen to leaders and Elders share their vision for children in your community.
- Investigate population data sources (consider the Social Health Atlas and the ABS website).
- Speak to local service providers about the issues they are seeing for children and families.

Consider the equity of access

to learning and development opportunities available in the school and community

- Take time to drill down and find out what is getting in the way of or supporting children's wellbeing, development and learning.
- Use the AEDC data to consider the barriers to learning that children face.
- Consider how your site's practices either support or create additional challenges for children.

Building strategic connections in your community

can support you to be responsive to the needs of children and families

- Use the AEDC to establish a common ground and create a set of shared goals for the community.
- Consider partnerships that enable approaches that are responsive to culture, place, and people.

Reflect on your community and the data

- How can other data you collect (e.g. home background, conversations with parents) be used alongside AEDC data to help understand your community and their needs?
- Who do you already work alongside to shape the outcomes of children in your community?



Plan your actions

Demonstrate your knowledge and approach in your planning

- Document the issues identified through interrogation of community data to demonstrate a clear understanding of the strengths and challenges – align the information gathered to responses and intended outcomes.
- Use the AEDC to support your planning for the National Quality Standards (NQS), the Early Years Learning Framework (EYLF), the Curriculum and the *Australian Institute for Teaching and School Leadership (AITSL) Australian Professional Standards for Teachers, and Australian Professional Standard for Principals.
- Reflect on Quality Area 7: Governance and leadership, which underpins all five AEDC domains as it supports effective decision making within ECEC services and informs quality improvement processes.

Working in partnership to support children to transition between home, ECEC, and school, can help give all children the best possible start

- Adapting to changes in their care and education settings can present challenges for children and can disrupt their development, especially when transitions are not mindful of children's strengths, needs, and contexts.
- Reflect on the continuity of care and learning that children experience in transitioning to your site.
- Consider the information you share with your transition partners and how you can work together to support children's transitions.

Clearly documenting your plan can support you to be responsive to the needs of children and families

- Work together with your partners to create an action plan that outlines the role and commitment of each partner, activity milestones, and intended outcomes. These plans can also support funding applications.
- Consider how you will record what will happen, who will make it happen, when it will happen by, and how you will know it worked.

AEDC data can help guide your vision and planning for children's holistic development

- To what extent is your setting's vision evident in planning documents?
- How do you ensure that your work is purposefully linked to your setting's vision?
- How will you work with other staff members, educators and stakeholders to achieve your goals?
- What continuity of care and learning do children experience in transitioning to your centre or school?
- How do you measure and report on progress toward these goals?

Act – implement and evaluate

Programs can be evaluated in a number of ways

- Decide what success looks like to you and your working group, to ensure that your vision is aligned with your goals, and you are able to determine if your program is effective.
- Consider what might impact the success of your initiative, or what challenges you might face, and address these in your plan.

Evaluating your program ensures you are reaching the right people

- Once your program or initiative is up and running, it is important to continue to evaluate its success, and consider any changes in your community.
- The AEDC can be a good indicator of what is happening in your community and can help your program stay on track and in tune with children's needs.

Reflect on your plan and how you will measure success

- What can you expect to see given the size of your response?
- What data are you collecting to measure the success of your initiative?
- How will you identify and respond to the community's changing needs?

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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