

Additional information on the Australian Early Development Census

Information for families and communities on childhood development in Western Australia

Before reading this information sheet, it is recommended that you read our [parent booklet](#) about the AEDC.

This information sheet provides more detail about how early childhood development has progressed in Western Australia since 2009, and how it compares nationally.

For more information on the AEDC, or for specific information about early childhood development in your community, visit aedc.gov.au.

What is the Australian Early Development Census (AEDC)?

The AEDC is an Australian-wide census that gathers information on five key areas of children's development:

-  physical health and wellbeing
-  social competence
-  emotional maturity
-  language and cognitive skills
-  communication skills and general knowledge.

The census is completed every three years with information collected on children in their first year of compulsory school – Pre-primary.

How is the AEDC different from other measures of childhood development?

The AEDC focuses on the importance of the whole child including their health, wellbeing, learning, and physical and social development. As a population measure it reports information at the group level – rather than the individual level.

The AEDC measures the number and proportion of children developmentally on track, at risk or vulnerable. It is not a test or measure of school performance.

The census allows you to see how young children in your community are developing. It assists in understanding what is working well and what needs to be improved to better support children. It also allows you to compare results with other communities, against the State and nationally.



How do I find information about my community?

Visit the data section of the AEDC website and enter your suburb.

You can refine your search to get detailed information on your community profile, see how your community is going in each of the five key areas of children's development, as well as access area maps and summary tables.

How do I read the data?

The AEDC's [Understanding the results](#) explains how to interpret AEDC data for your community.

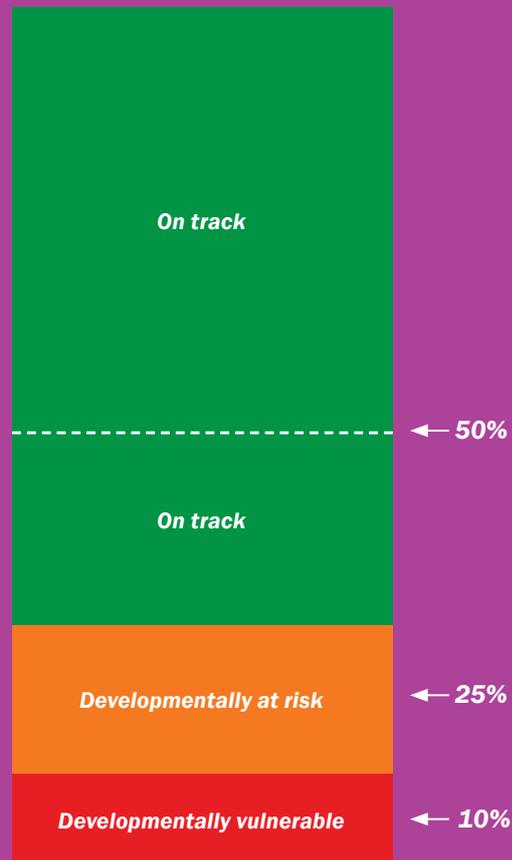
How is the information for the AEDC being used?

The AEDC information is being used to:

- raise awareness of the importance of the early years and how they impact on children's future health, education and wellbeing
- provide an evidence-base to develop community initiatives that support healthy childhood development
- drive efforts to redistribute community services, systems and resources to young children and their families
- support community approaches to improve outcomes for young children and their families.

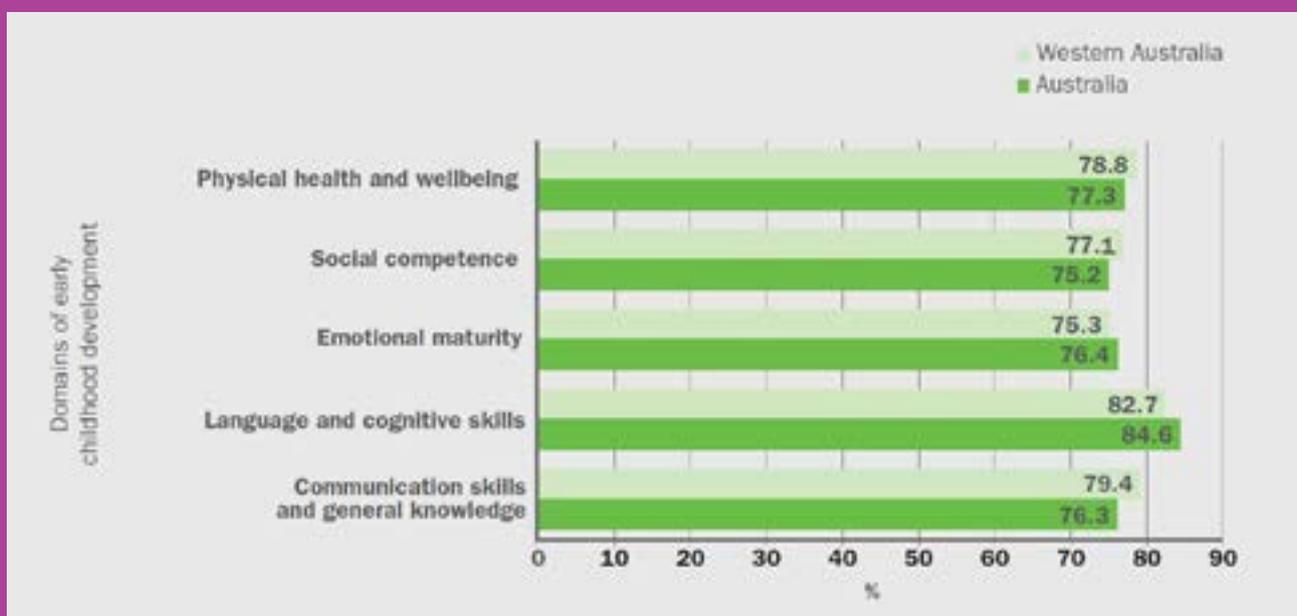
comparisons of the proportion of children who are developmentally on track, at risk or vulnerable are measured against the score established in 2009 (figure 1).

Figure 1: Children who are developmentally on track, at risk or vulnerable, based on the cut-off scores set in 2009.



For the 2012 data collection and onwards,

Table 1.1: Percentage of children developmentally on track by AEDC domain for Western Australia and Australia in 2015



What is the Western Australian data showing?

What was the participation rate?

Western Australia's participation rate in the census was among the highest in the country.

Table 1.2: Children with completed AEDC instruments for Australia and Western Australia for 2009 - 2015

Year	Australia	Western Australia
2009	261 147 (97.5%)	27 565 (99.6%)
2012	289 973 (96.5%)	32 158 (99.0%)
2015	302 003 (96.5%)	33 819 (98.7%)



How are Western Australian children doing?

Information from the data collections show that most Western Australian children were on track and doing well in each of the five key areas of childhood development.

However, there were some children who started school developmentally vulnerable and were at risk of falling behind.

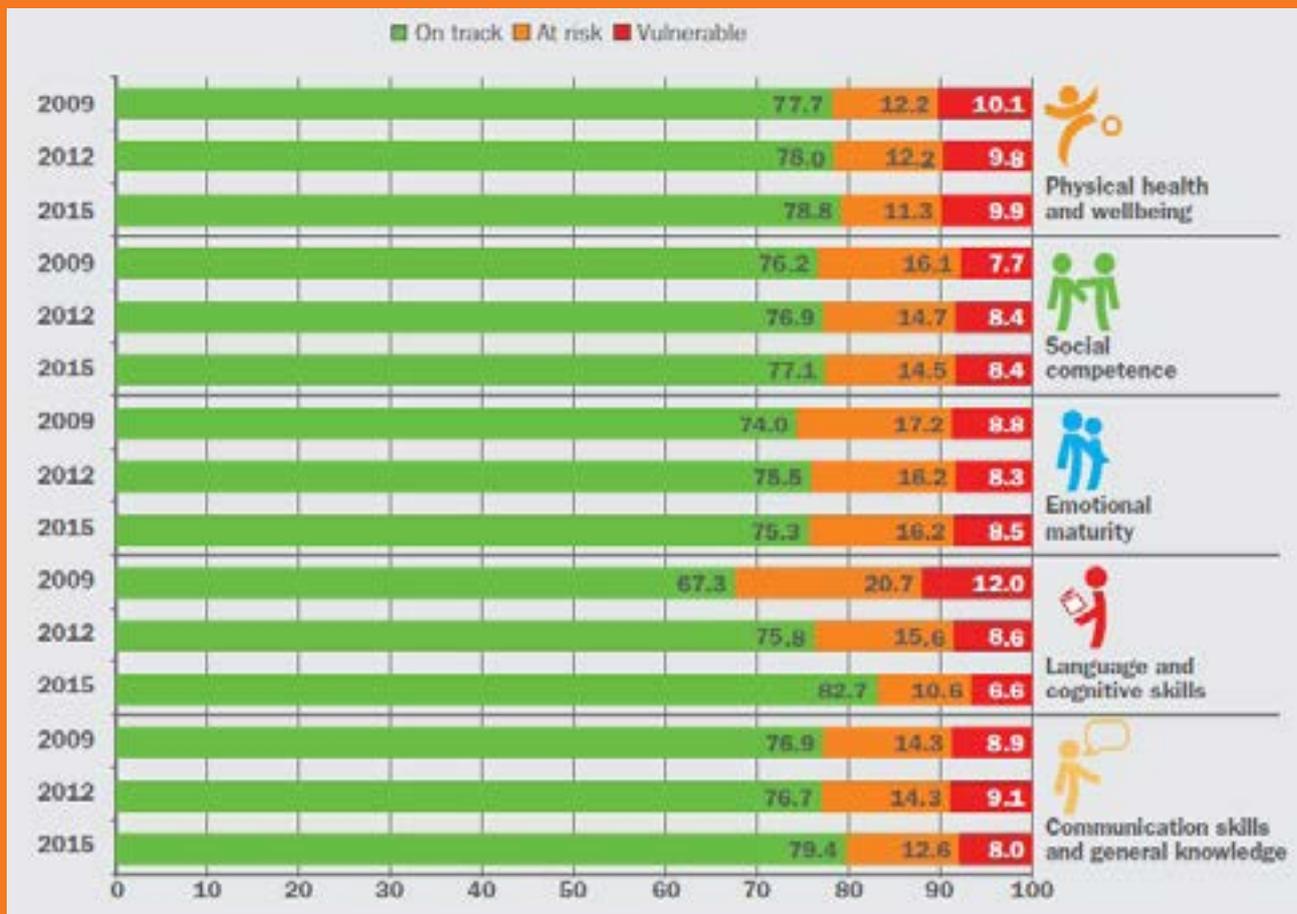
Overall, the information shows there has been an improvement in childhood development in Western Australia, with fewer children developmentally vulnerable compared with 2009. The greatest improvement was in the language and cognitive skills area.

What does the Western Australian AEDC information show?

Children were less likely to be developmentally vulnerable in the area of language and cognitive skills. However, they were more likely to be developmentally vulnerable in the area of physical health and wellbeing (table 1.3).

Most children started school developmentally on track. However, one in five was developmentally vulnerable.

Table 1.3: Proportion of Western Australian children developmentally on track, at risk or vulnerable by AEDC domain for 2009 - 2015

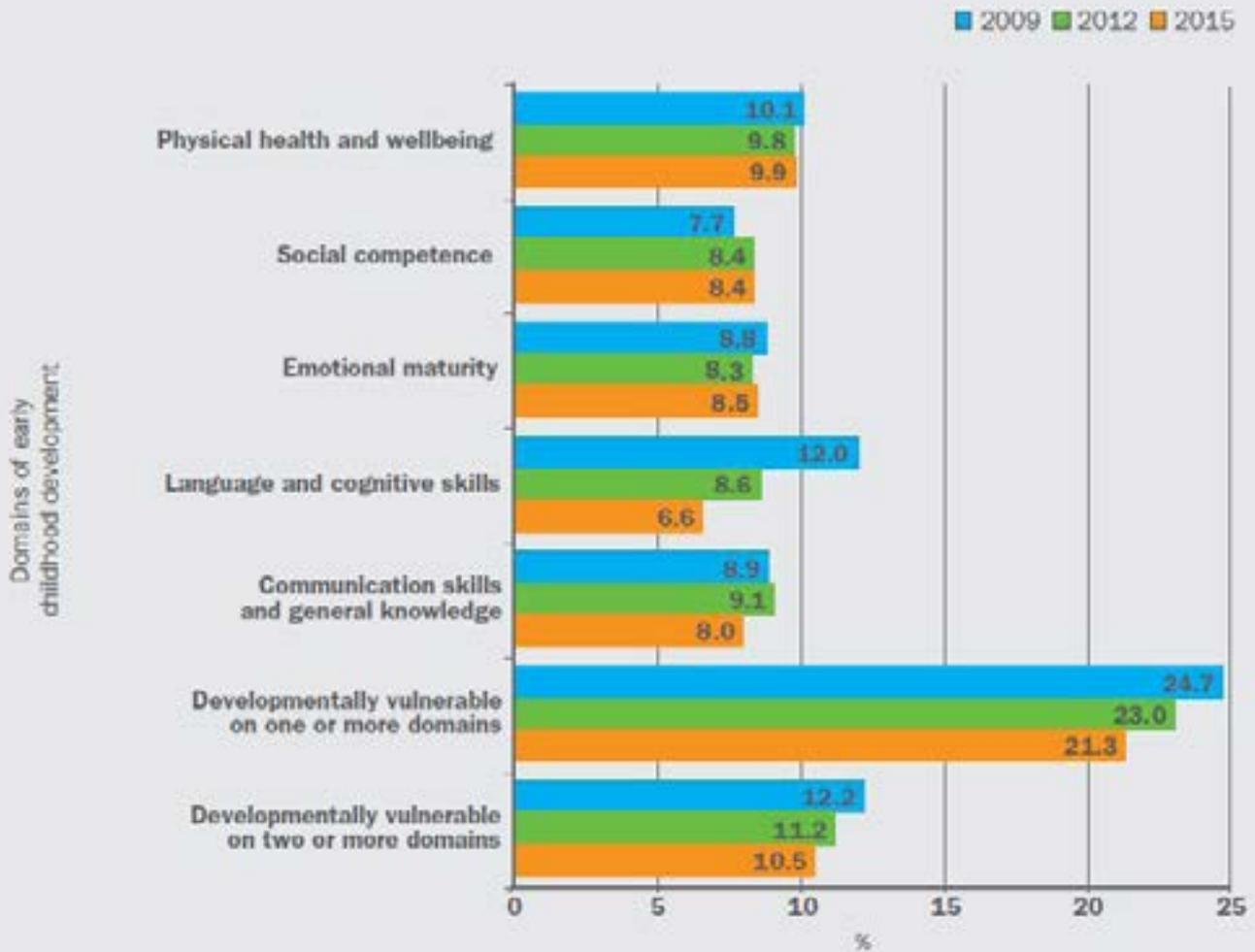


How did children in Western Australia perform in 2015 compared with 2012?

They did better. There were proportionately fewer children who were developmentally vulnerable. The language and cognitive area showed greatest improvement.

Overall, 21.3% of children were developmentally vulnerable on one or more areas and 10.5% were developmentally vulnerable on two or more areas.

Graph 1.1: Percentage of Western Australian children who were developmentally vulnerable in each AEDC measure for 2009 - 2015

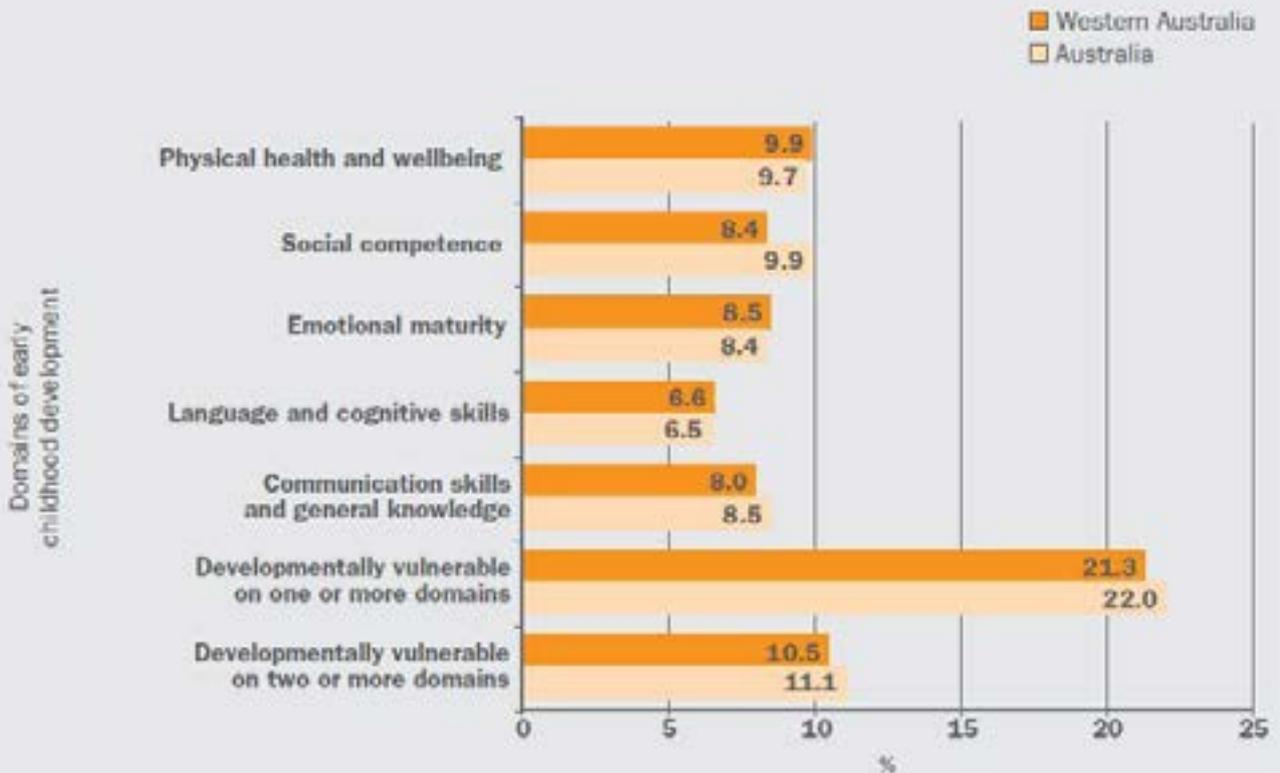


How do Western Australian children compare with children nationally?

The proportion of Western Australian children who were developmentally vulnerable in the area of social competence was lower than the national average.

The proportion of Western Australian children who were developmentally vulnerable in the remaining four areas was higher than the national average.

Graph 1.2: Percentage of children who were vulnerable by area for Australia and Western Australia for 2015



To find out more visit aedc.gov.au