

Victoria's Results 2015

Best Start La Trobe Valley



Background to the AEDC/EDI

- The AEDC is population measure of children as they enter school and is collected through a teacher-completed questionnaire
- The AEDC is an adaptation of the Early Development Instrument, originally developed by the Offord Centre for Child Studies at McMaster in Ontario in Canada. First trialled in Toronto in 1997
- Australia was the first country to roll out the EDI nationwide in 2009. Early trials between 2002 and 2007 in local communities across Australia clearly demonstrated its value. It is supported by all governments as a
- The AEDC is funded by the Australian Government

AEDC Development Domains

- Physical Health and Wellbeing
 - Physical readiness for the day/independent coordination/good fine & fine motor and energy
- Social Competence
 - Get along, work and play with other children well/respectful to adults/self confident/follow routines and are capable of helping others
- Emotional Maturity
 - Not aggressive, anxious or impulsive/good concentration and will often help out
- Language and Cognitive Skills
 - Interested in books, reading & writing and basic math/can count and recognise numbers and shapes
- Communication Skills and General Knowledge
 - Excellent communication with adults and children skills/can tell as story

For more information about the AEDC domains see
<https://www.aedc.gov.au/about-the-aedc/about-the-aedc-domains>

The 2015 collection

- The third wave of AEDC data was collected from May – August 2015
- Across Australia, data was collected on over 300,000 children, representing more than 96% of children in their first year of school
- In Victoria, data was collected on 71,786 children, representing 94.3 % of children in prep
- The 2015 AEDC data was publicly released by the Australian Department of Education and Training on March 8 2016

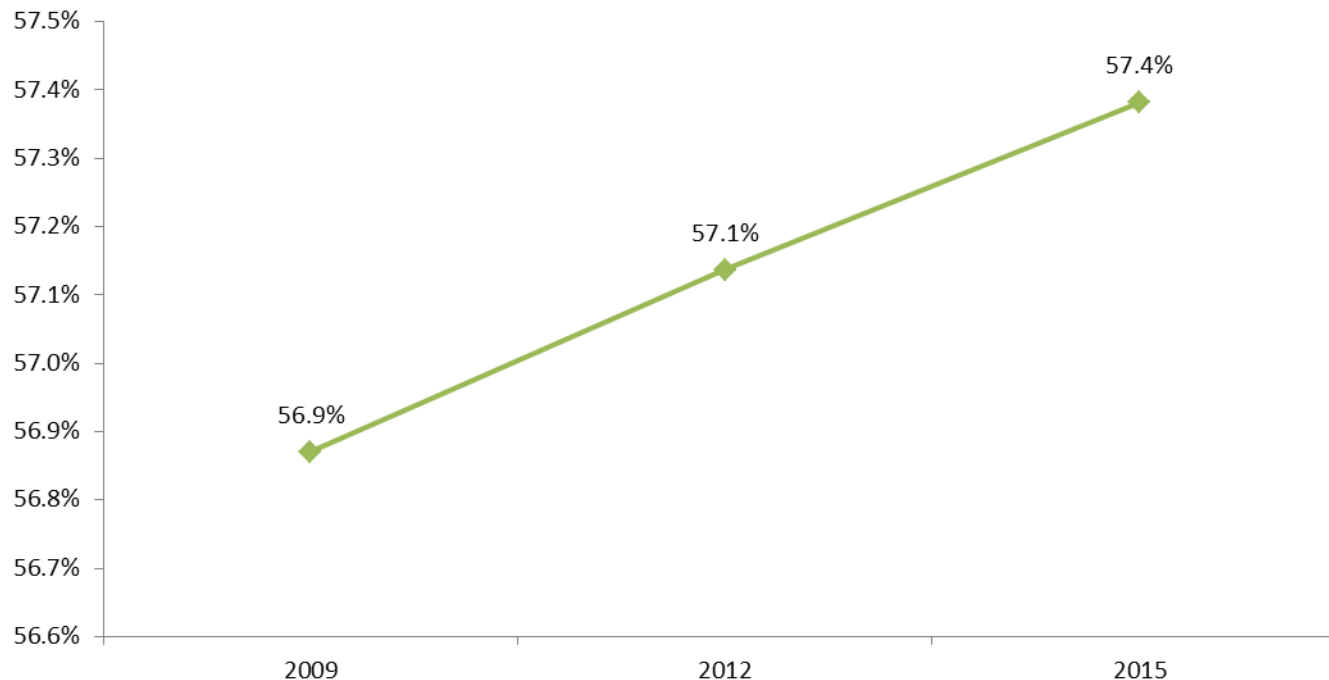
Key Points for Victoria

Domain	Year	NSW	VIC	QLD	WA	SA	TAS	ACT	NT
Developmentally vulnerable on one or more domain (Vuln 1)	2015	20.2	19.9	26.1	21.3	23.5	21.0	22.5	37.2
	2012	19.9	19.5	26.2	23.0	23.7	21.5	22.0	35.5
	2009	21.3	20.3	29.6	24.7	22.8	21.8	22.2	38.7
Developmentally vulnerable on two or more domain (Vuln 2)	2015	9.6	9.9	14.0	10.5	12.2	10.7	10.3	23.1
	2012	9.2	9.5	13.8	11.2	12.2	10.1	9.8	20.9
	2009	10.3	10.0	15.8	12.2	11.5	10.8	10.9	23.4

Victoria continues to fare well in relation to the rest of Australia, even though a significant number of children are still experiencing vulnerability

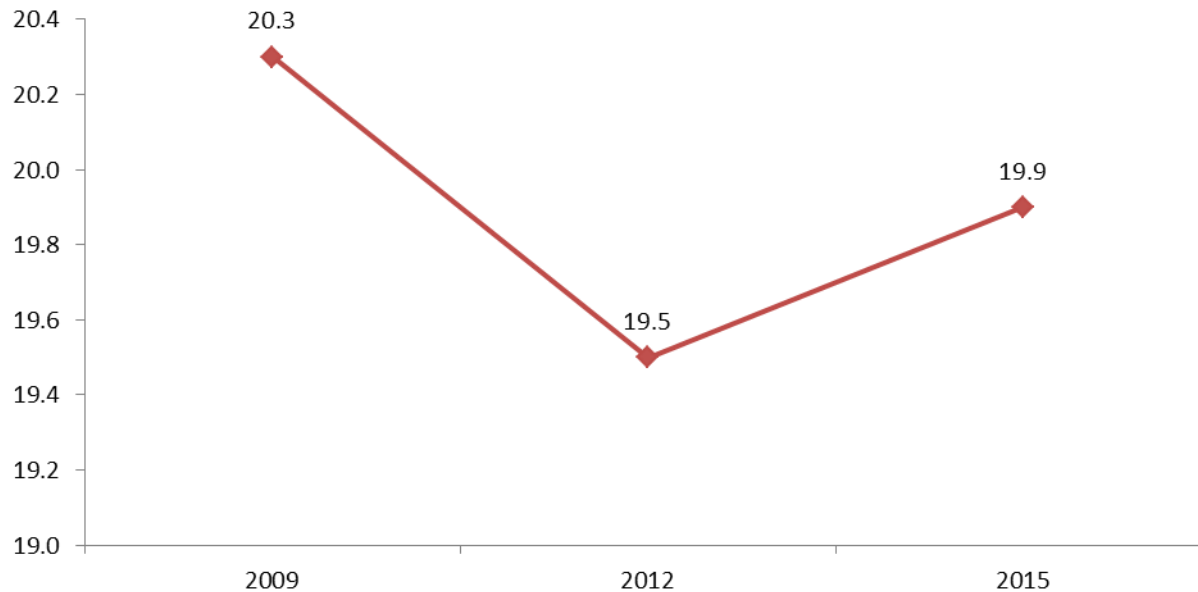
The majority of Victorian children are on track on all five AEDC domains

Proportion of Victorian children on track on All 5 domains, 2009, 2012, 2015



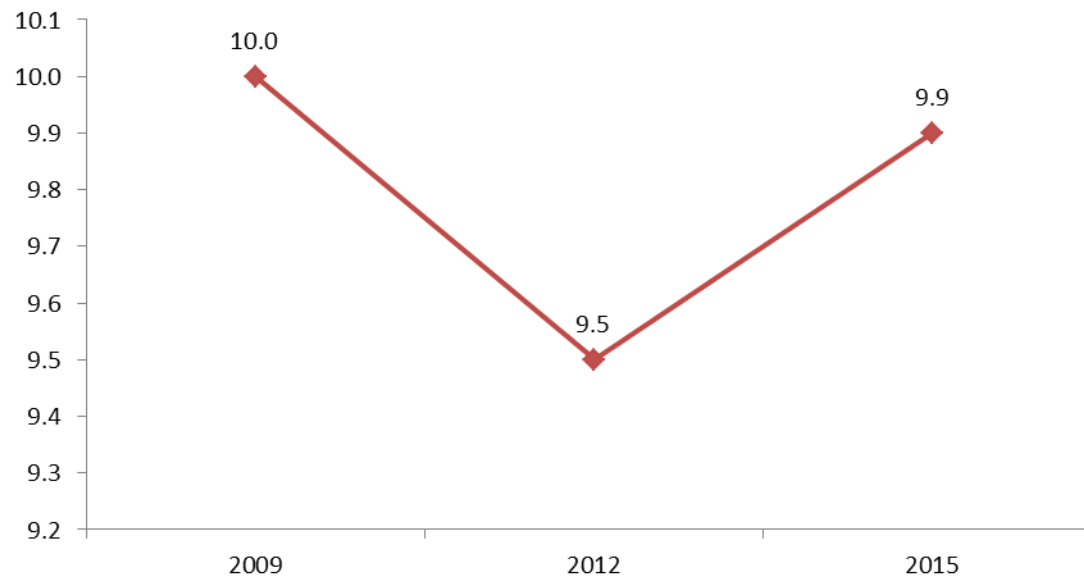
The percentage of vulnerable children in Victoria on one domain; although higher than in 2012, is lower than in 2009.

Proportion of Victorian children vulnerable on one or more domains, 2009, 2012, 2015



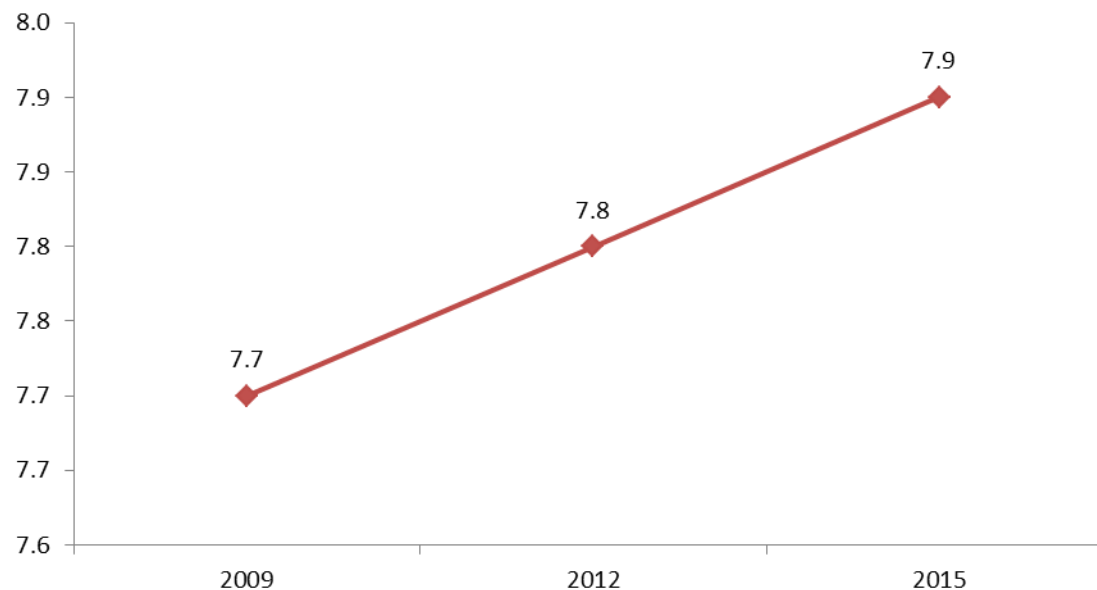
This trend is the same for the proportion of Victorian children developmentally vulnerable on two or more domains

Proportion of Victorian children vulnerable on two or more domains, 2009, 2012, 2015



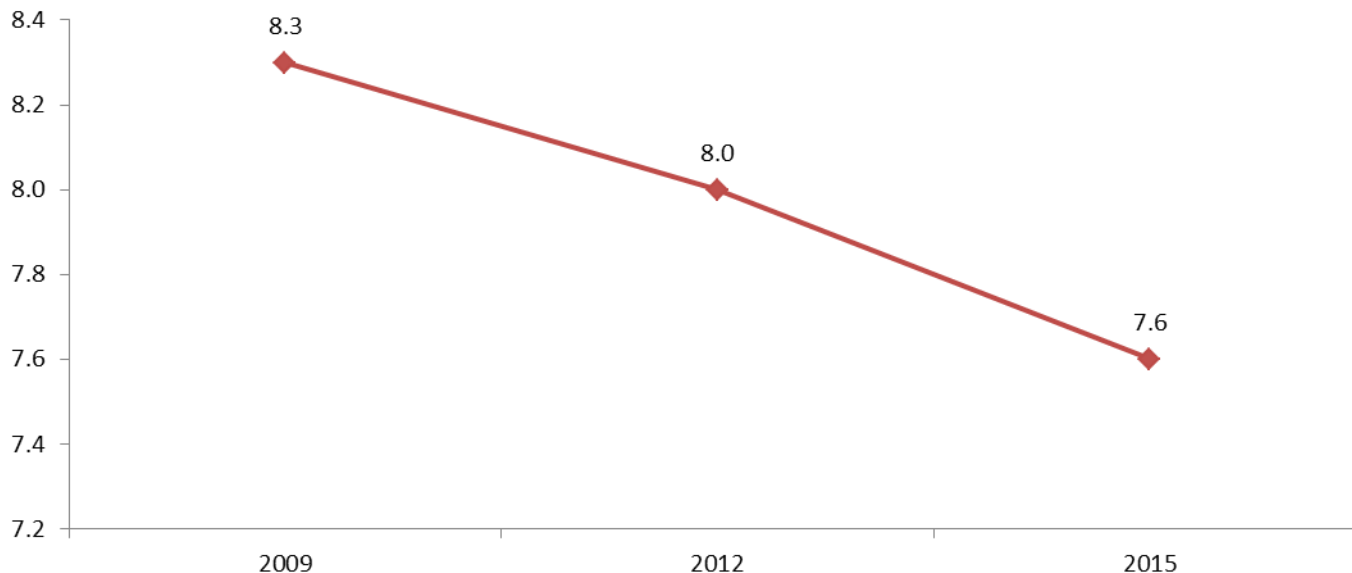
The percentage of children vulnerable on the physical health and wellbeing domain has increased

Proportion of Victorian children vulnerable on Physical health domain, 2009, 2012, 2015



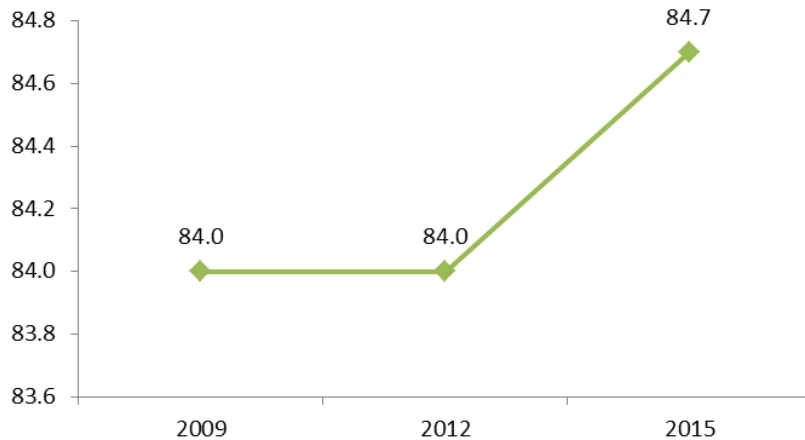
The percentage of children vulnerable on the communication skills and general knowledge domain has decreased steadily over time

Proportion of Victorian children vulnerable on Communication skills domain, 2009, 2012, 2015

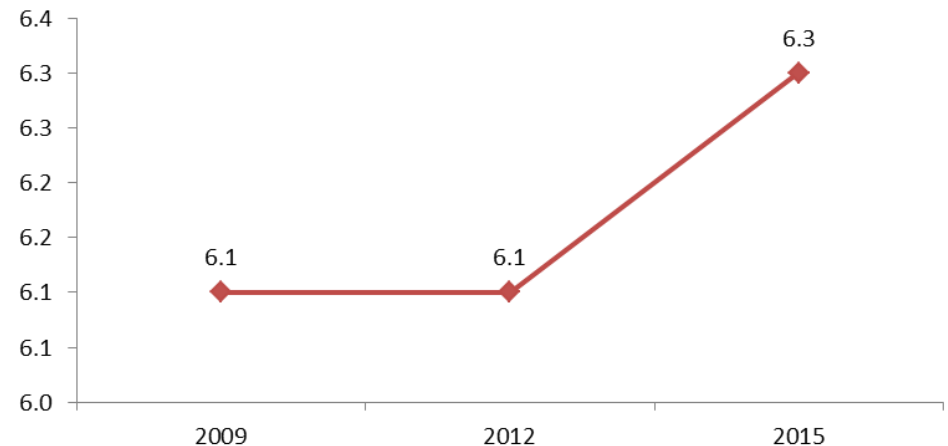


There has been an increase in the number of Victorian children on track in the language and cognitive skills domain...That said - Vulnerability has increased on this domain.

Proportion of Victorian children on track on Language and cognitive skills domain, 2009, 2012, 2015

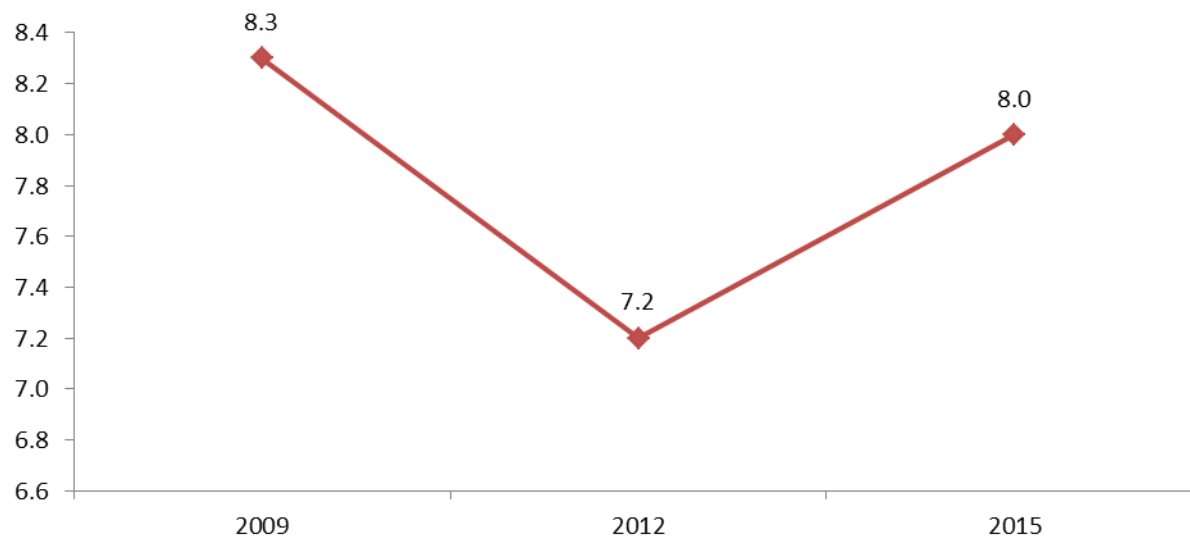


Proportion of Victorian children vulnerable on Language and cognitive skills domain, 2009, 2012, 2015



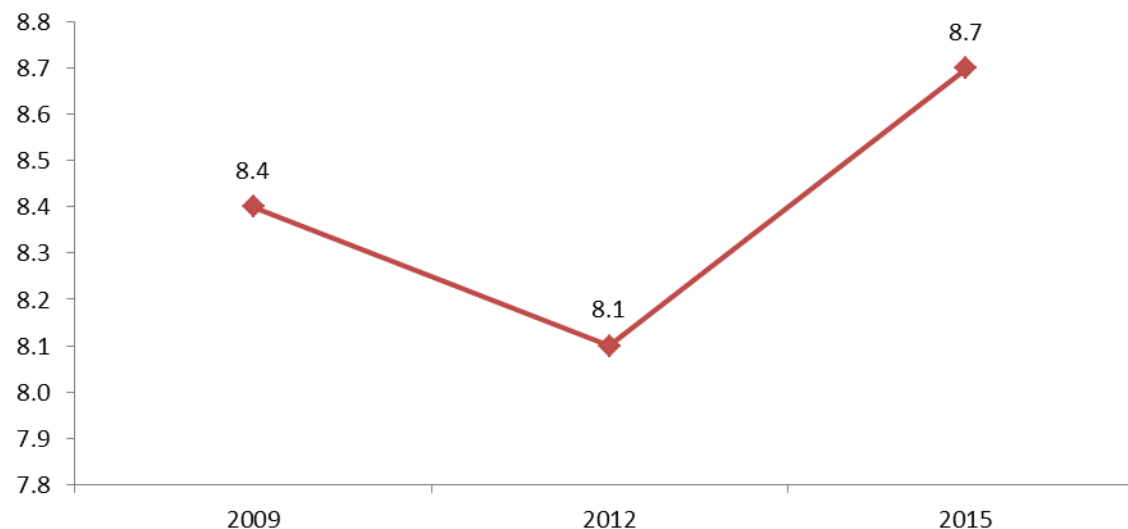
While the percentage of emotionally vulnerable children decreased from 2009 to 2012, there was an increase in vulnerability from 2012 to 2015. However, vulnerability on this domain is still lower than it was in 2009

Proportion of Victorian children vulnerable on Emotional maturity domain, 2009, 2012, 2015



The proportion of children vulnerable on the Social Competence domain has increased significantly since 2009, even though it dropped in 2012

Proportion of Victorian children vulnerable on Social competence domain, 2009, 2012, 2015

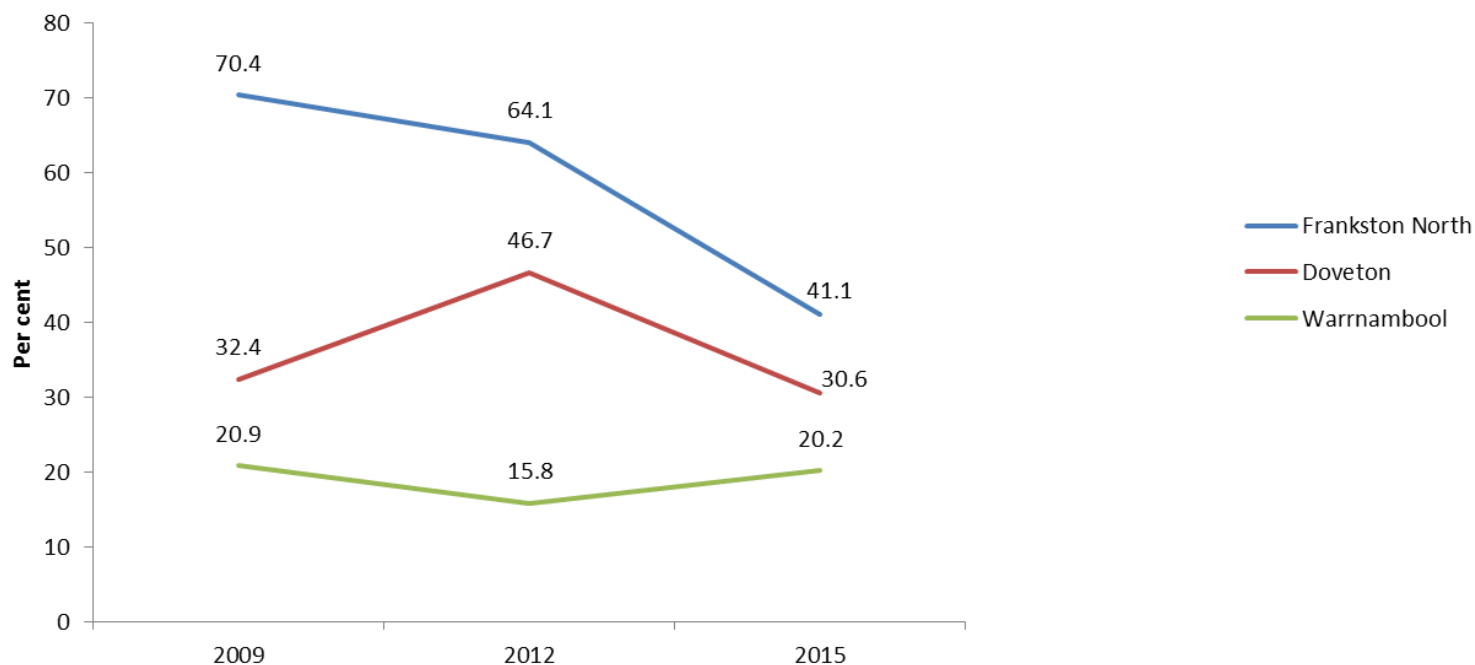


Improvement in vulnerable communities

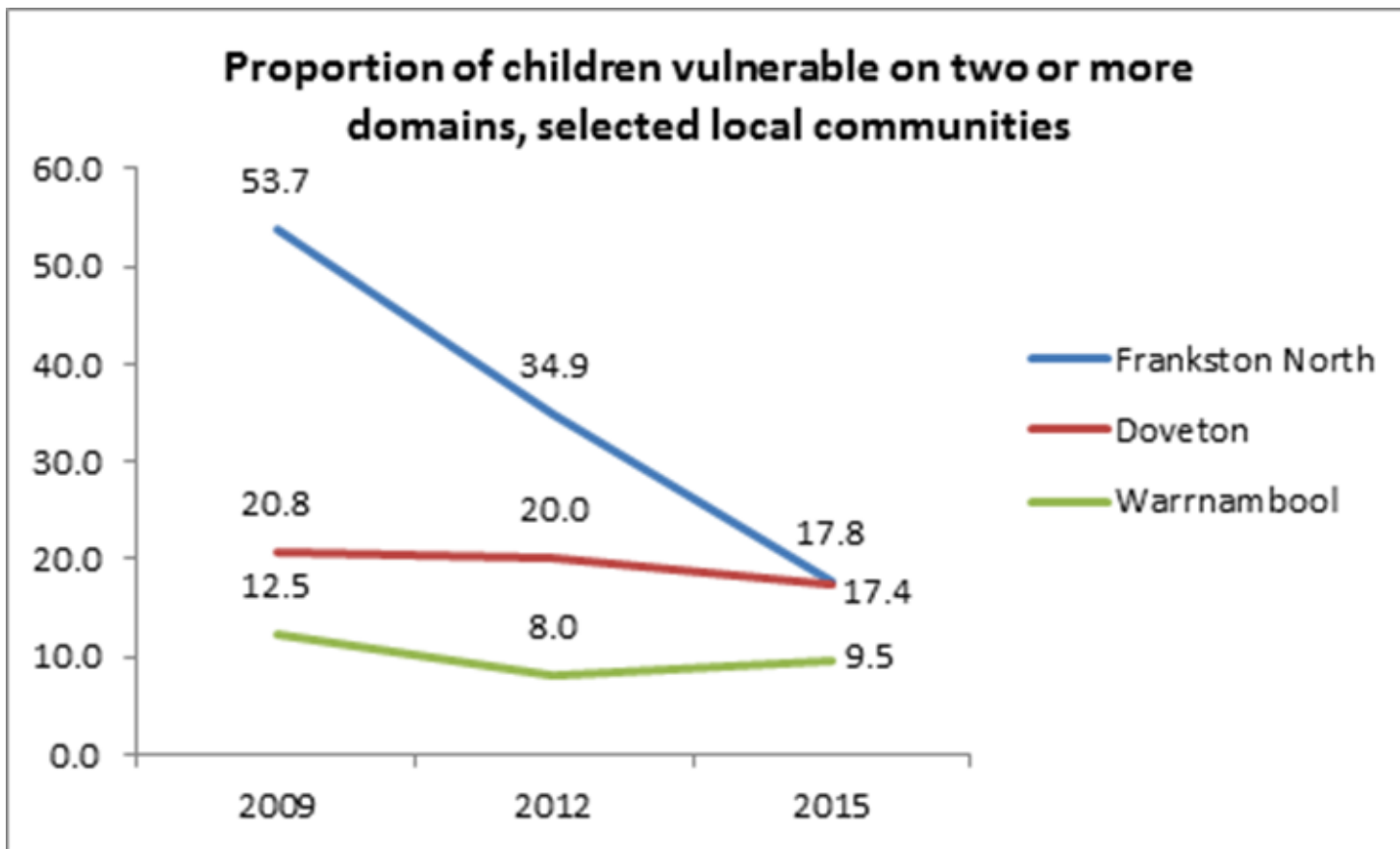
- There has been significant improvement across all AEDC domains in some vulnerable Victorian communities including Frankston North
- Over time work through partnership and collaboration improved understanding of why and how change may occur has become more apparent
- This knowledge contributes to planning as we anticipate peaks and troughs linked to environment
- and examine impact of changing community together with family characteristics

Frankston & Doveton & Warrnambool

Proportion of children vulnerable on one or more domains, selected local communities



Frankston & Doveton & Warrnambool

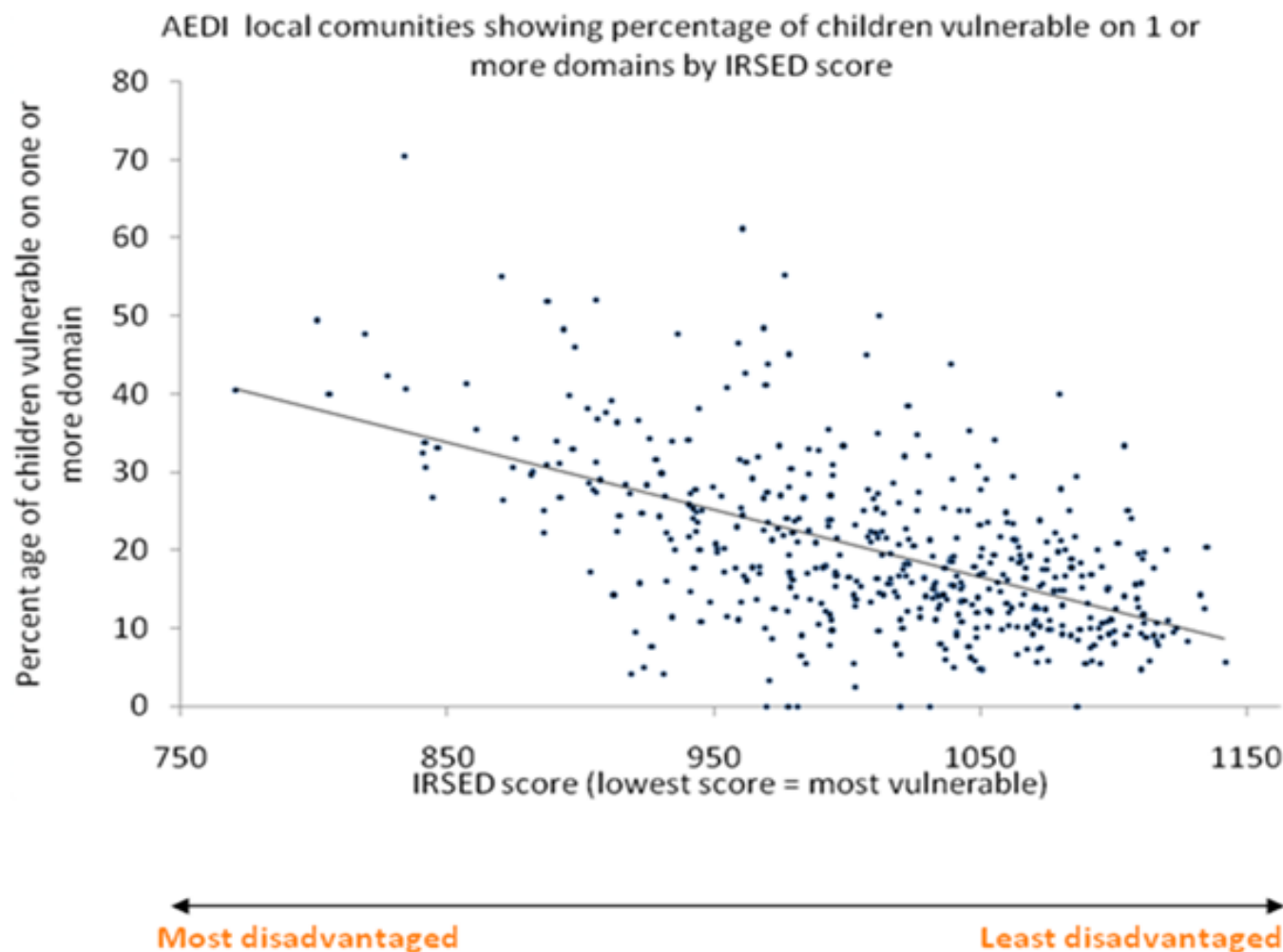


Vulnerability and SEIFA

- There is a strong correlation between vulnerability and socio-economic status
- Over the period 2009 – 2015 the gap between the proportion of developmentally vulnerable children in the most disadvantaged areas relative to the least disadvantaged areas widened across all five domains
- However, the highest number of vulnerable children reside in areas in the middle of the SEIFA range.
- SEIFA alone is not considered to be a good indicator of need, as redistributing services based only on SEIFA would result in the largest numbers of vulnerable children missing out on supports and services.
- Redistribution of services must address the needs of children across the entire population.

The spread of vulnerability

Disadvantage is widely spread



Visualising the Evidence

- The 'Visualising the Evidence' mapping series is a free tool that allows you to choose the data you want to see for your community. You can use the tool to find:
- the location of schools, early childhood services, parks and public transport
- socioeconomic measures, such as Socio-Economic Indexes for Areas (SEIFA)
- proportion of children who are read to regularly
- household income
- immunisation and/or breastfeeding rates.

Visualising the Evidence

Megan's maps

- The Visualising the Evidence mapping series has been developed with communities for communities. It brings together public data on children and families and allows you to look at how children are faring in the context of the community they're growing up in.
- You can view both outcome data, such as the AEDC, and data on community services, such as the location of maternal and child health services. By visualising the existing infrastructure within your community, you can gain insight into the gaps in services and facilities across local areas.

Frankston Community AEDC, 2015














Developmentally vulnerable
on 1 or more domains, 2015

Developmentally vulnerable
on 2 or more domains, 2015

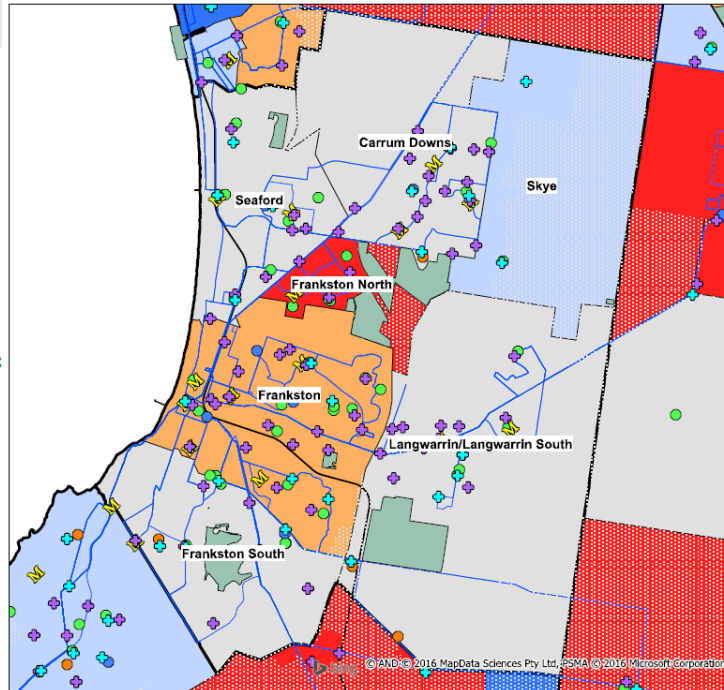
Visualising The Evidence
mapping series, 2016

Expand the MAP LAYERS menu
to view available map layers.

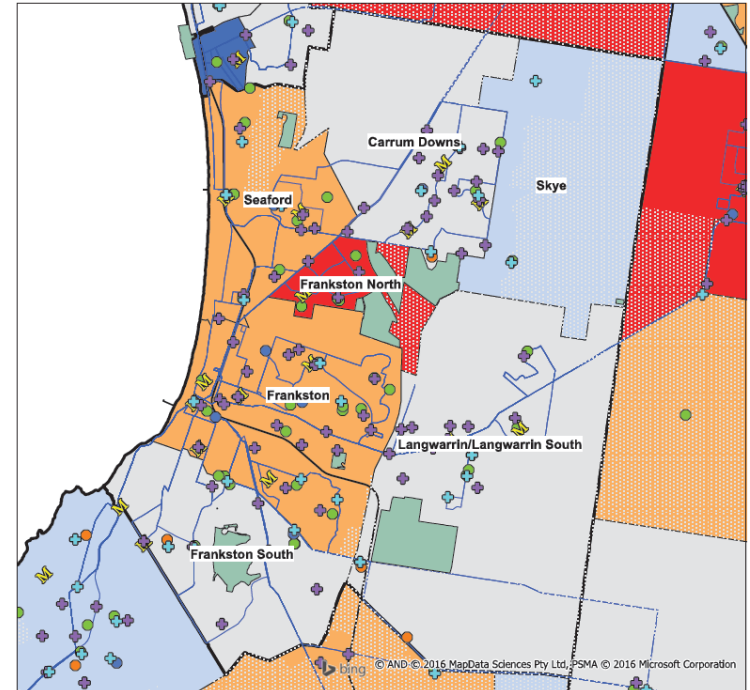
Map legend

-  ECEC service
-  Outside School Hours Care
-  MCH centre
-  Government School
-  Catholic School
-  Independent School
-  Dwelling beyond 10km of ECEC
-  Parks/reserves
-  Urban Growth Area
-  Train line
-  Bus route
-  Tram route
-  AEDC Community boundary

Data ranges



Frankston North, Developmentally
vulnerable on 1 or more domains:
2009: 70.4%
2012: 64.1%
2015: 41.4%



Frankston North, Developmentally
vulnerable on 2 or more domains:
2009: 53.7%
2012: 34.9%
2015: 17.8%

Frankston Community AEDC, 2015

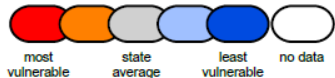
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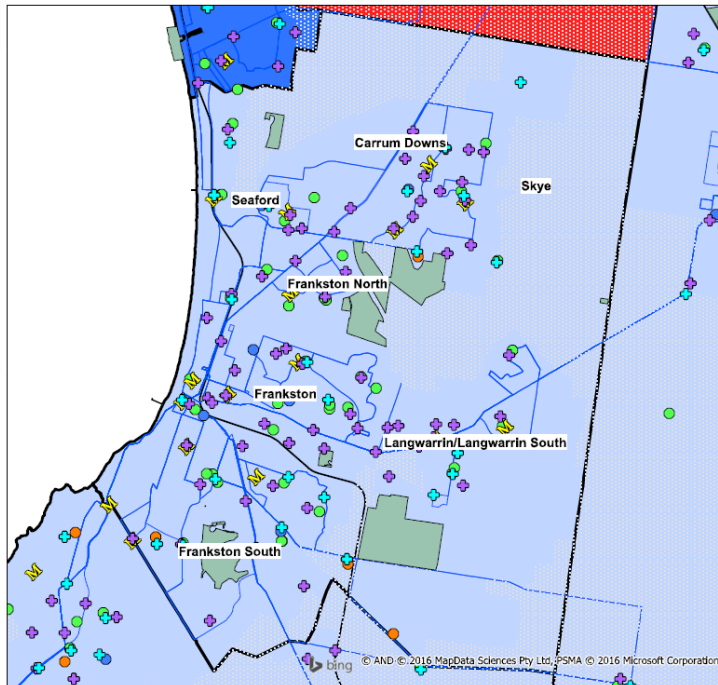
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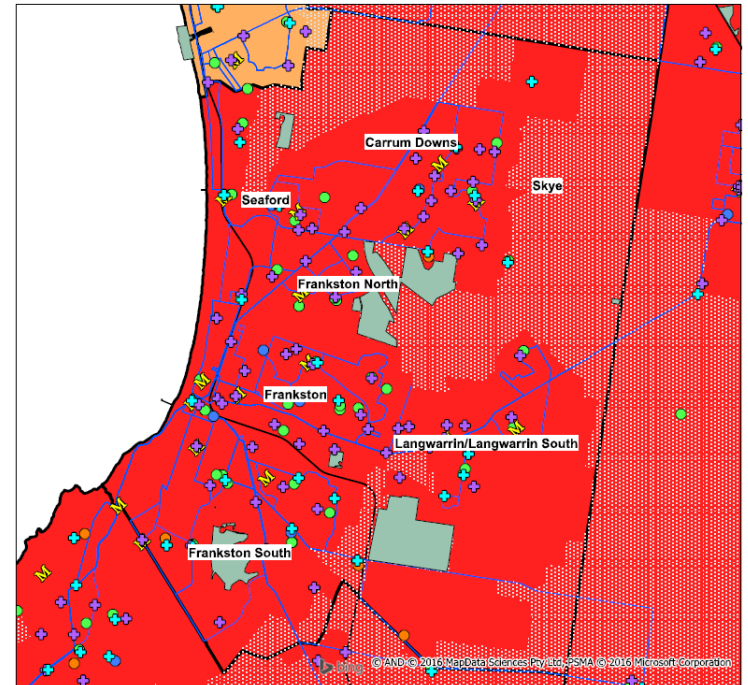
Data ranges



SEIFA, Index of Disadvantage,
ABS 2011



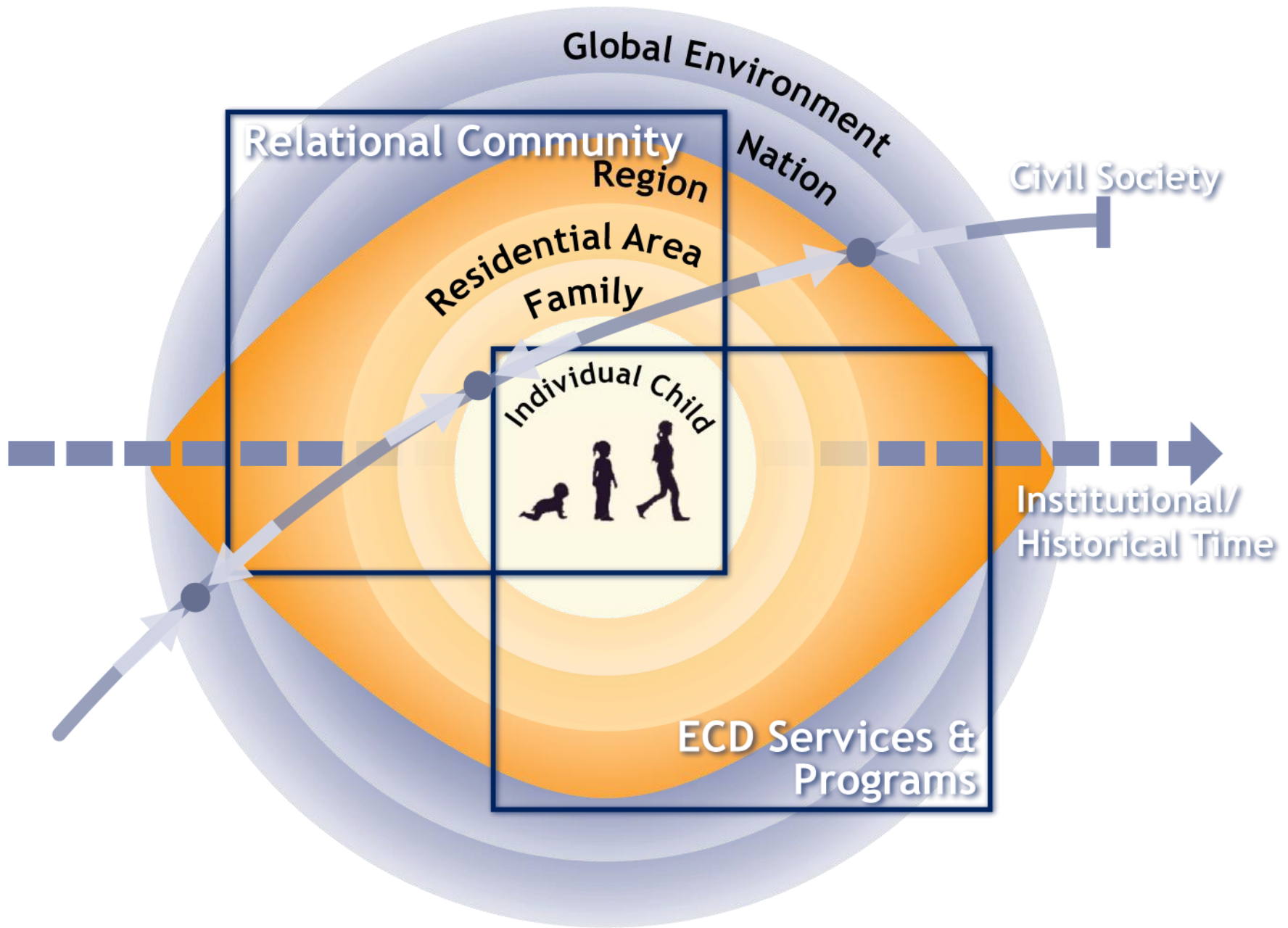
Family Incidents recorded by police,
VicPol 2014-2015



No. of family incidents reported by police
2014-2015

Frankston LGA: 2,498

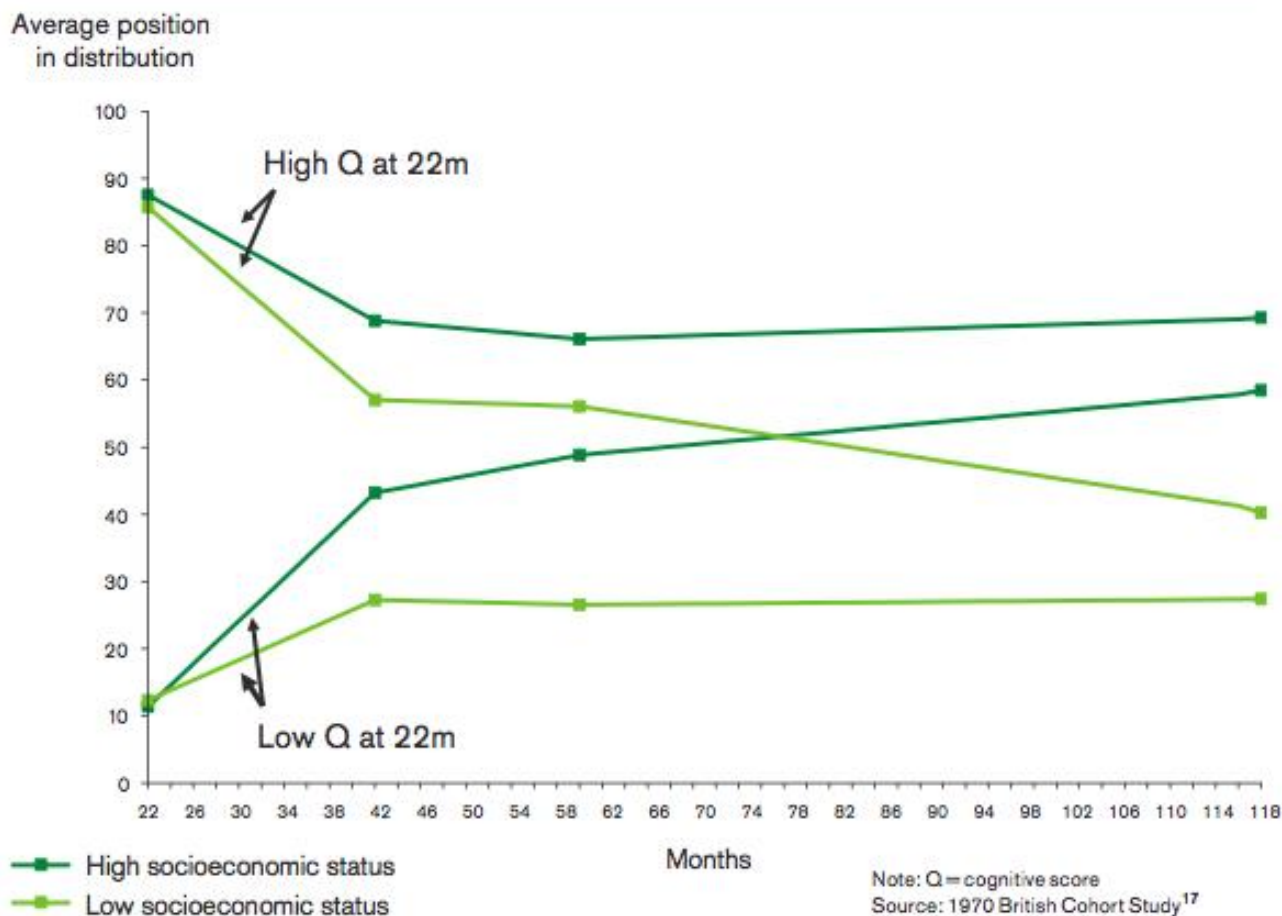
State average: 894



'Fair Society Healthy Lives'

<http://www.instituteofhealthequity.org/projects/fair-society-healthy-lives-the-marmot-review>

Figure 6 Inequality in early cognitive development of children in the 1970 British Cohort Study, at ages 22 months to 10 years



Longitudinal Studies

Early Years

Later Life Course

Birth 18 Months 3-4 yrs 5yrs (EDI)

Middle Years Adolescence

Population Measures

EDI

MDI

MDI

0

5

10

18 YEARS



Context factors



Early Years

Later Life Course

Birth | 18 Months | 3-4 yrs | 5yrs (EDI)

Middle Years | Adolescence

Educational assessments

Population Measures

Medical records

TDI

CHeq

EDI

MDI

MDI

0 5 10 18 YEARS

Results for Victoria

Things to consider – it is rarely one thing

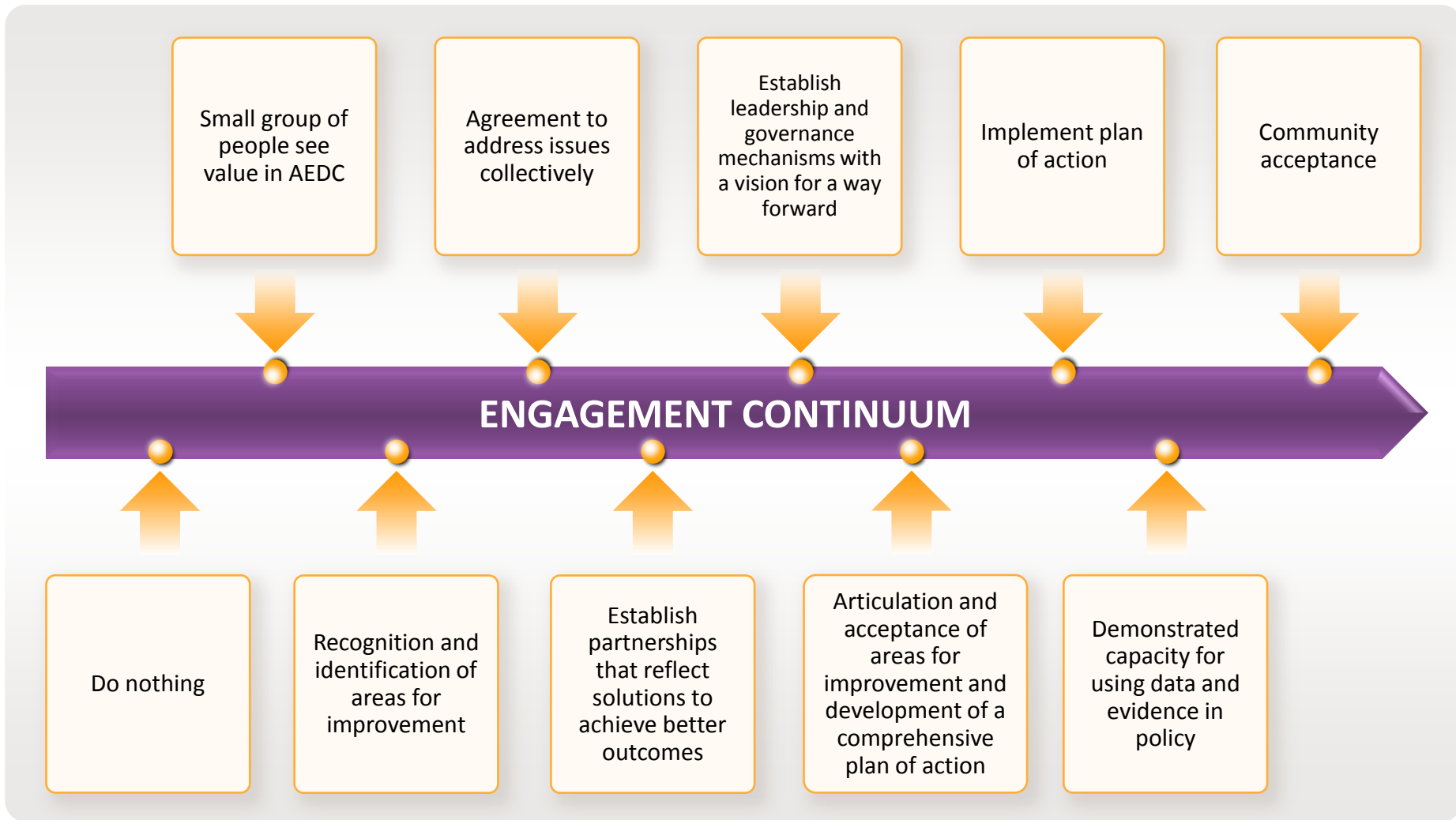
- The national context & the local context
- On track? At risk? Vulnerability?
- Numbers vs percentages?
- Universal vs Targeted approaches?
- Making sense – what is happening in the environment??
- What other data have you?
- Where can you see the impact of what you are doing?
- Is there any evidence to demonstrate that what you are doing is making a difference?



Latrobe Victoria

La Trobe – headlines 2009-2012-2015

- Number of children 853/ 781/ 778
- Attended preschool/kinder 75.6/ 90.0/ 93.6
- Needing further assessment 14.2/ 10.0/ 14.3
- DV1 2012 27.2 2015 29.5
- DV2 2012 15.5 2015 18.0
- Significant increase in DV in following
 - Physical health & wellbeing 12.3/ 11.8/ 15.6
 - Social competence 11.8/ 11.2/ 15.3
 - Emotional maturity 12.6/ 10.0/ 15.6



Relationship between 'readiness for change' and level of engagement?
Where do you sit?

Questions for the audience

- What do you know from your own monitoring and surveillance?
- How do the emerging trends correlate to what you know about your communities?
- Have there been changes in demographics, employment and are any of these changes reflected in other findings such as:
 - childhood poverty
 - Family incidents reported between 2014 & 2015
 - MCH and ECEC participation
 - Proportion of single parents
 - Other changing characteristics?



Department of
Education & Training

Catherine Watkin Nolan

Group Policy and Strategic Projects
Group Strategy and Coordination Division
Early Childhood and School Education Group
Department of Education & Training



+61 3 9651 3539
+61 419 372 422



nolan.catherine.m@edumail.vic.gov.au