

The AEDC and your child

An Instrument is completed by your child's teacher.

There is no need for parents or children to provide any new or extra information to schools for the AEDC. Children will not be taken out of class and do not need to be present while their teacher completes the Instrument.

Individual results for children are not reported.

Has the AEDC been done before?

In 2009 the AEDC was completed nationwide for the first time. 261,147 children (97.5 per cent of the estimated five-year-old population) across Australia were included in the 2009 collection. This involved 15,522 teachers from 7,422 government, Catholic and independent schools (95.6 per cent of schools with eligible children).

In 2012 the AEDC was completed nationwide for the second time. Instruments were completed for 289,973 children (98.5 per cent of the estimated five-year-old population) across Australia. This involved 18,425 teachers from 7,417 government, Catholic and independent schools (95.6 per cent of schools with eligible children).

How does the AEDC help my child and our community?

The AEDC provides communities with essential information about their children's development.

The findings from the AEDC will benefit the whole community – helping local schools, community groups and government understand what's working well in the community and what needs to be improved or developed to better support children and their families.

It also help to strengthen links between schools, kindergartens and preschools, playgroups, health centres, libraries and other local organisations who support children and families.

How is the AEDC Instrument completed?

The Australian version of the Early Development Instrument is similar to a questionnaire.

Teachers complete an AEDC Instrument for every child in their first year of full-time school. Each Instrument takes around 20 minutes to complete.

Teachers complete the Instruments based on their knowledge and observations of the child in class.

Whenever teachers complete AEDC Instruments, they may choose to consult with specialist staff, including English as a Second Language teachers; Teachers' Aides

FAST FACTS

The importance of a child's early years

The early years are crucial to the healthy development of a child. During the first few years of a child's life, their brain develops at a rapid rate. Investing resources and energy into these early years will bring life long benefits to children and the community.

(Multicultural Education or Ethnic); Bilingual Support Officers including Bilingual School Services Officers and/or School Learning Support Officers (Ethnic); or Community Liaison or Information Officers.

If the classroom teacher is not an Aboriginal or Torres Strait Islander person, it is recommended that they draw on the support and knowledge of an Indigenous Cultural Consultant when completing the AEDC Instrument for an Aboriginal or Torres Strait Islander child.

Does my child have to participate in the AEDC?

Participation in the AEDC is not compulsory, however if you do not want your child's teacher to complete an Instrument for your child, you need to contact the teacher or school directly to opt-out. Unless you contact the school to opt-out of the AEDC, an Instrument will be completed for your child.

When and how will I see results from the 2012 AEDC?

AEDC results are reported at the national, state or territory and community levels based on where children live (not where they go to school). Results for individual children are not reported.

Results from the 2009 and 2012 data collections are available through a national report, online maps and community profiles.

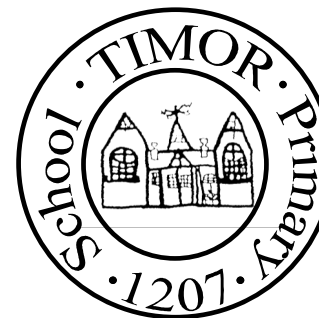
To see the AEDC results go to www.aedc.gov.au.

Data collection for the 2015 is due to commence in May 2015 and results will be released in early 2016.

Other resources

A useful Australian parenting resource is the Raising Children Network: www.raisingchildren.net.au.

Newsletter



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Pinboard

DATES TO REMEMBER

- ◆ 12-14 May Naplan—Year 3 & 5
- ◆ Wed 13 May School Council Meeting
- ◆ Thurs 21 May Open Day 2-3pm for Education Wk
- ◆ Fri 22 May T-Ball Lightning Premiership, Senior grade

Uniforms

We have just stocked our supplies so please see Andrea if you would like to purchase any new or pre-loved uniforms.



Tips for Walking Safely to School

Walking is fun, but you need to be safe while doing it. Follow these tips to make sure you get to and from school without any problems.

Walk Together

Walk with a friend when possible.

When you are near the street, don't push, shove, or chase each other.

Never hitchhike or take rides from people not arranged by your parents.

Talk to your parents and teacher about any bullying that may happen during your walk.

Look for Traffic

Watch out for cars and trucks at every driveway and intersection on your walk to school. Look for drivers in parked cars. They may be getting ready to move.

Cross the street safely

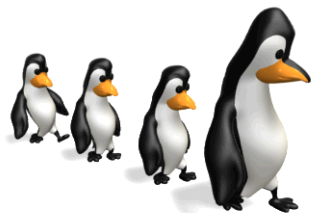
Stop at the curb or edge of the street.

Look left, right, left and behind you and in front of you for traffic.

Wait until no traffic is coming and begin crossing.

Keep looking for traffic until you have finished crossing.

Walk, don't run across the street.



Australian Early Development Census

Information for parents

Background

The Australian Early Development Census (AEDC) is a nationwide measure of the development of young children.

Every three years, schools (both government and non-government) take part in the national AEDC data collection.

This gives each community in Australia a snapshot of how children have developed by the time they start full-time school. It helps schools, communities and governments to pinpoint the services, resources and support that young children and their families need to help shape the future and wellbeing of Australian children.

The Australian Government and state and territory governments are working in partnership with The Royal Children's Hospital Centre for Community Child Health, the Murdoch Childrens Research Institute, and The Telethon Kids Institute, Perth, to deliver the AEDC. The Social Research Centre, Melbourne, is managing the AEDC data.

Following the success of the first national implementation of the AEDC, the Australian Government has made a commitment to collect this important data every three years. This represents a total investment of \$28 million per collection cycle. The ongoing funding will ensure that governments, communities and schools continue to have important information about children's development to help make a difference in the lives of young children and their families.

How the AEDC works

The AEDC is a census and involves collecting information on groups of children around Australia who are in their first year of full-time school. This helps to create a snapshot of early childhood development in communities across Australia. To do this, teachers will complete a research tool, the Australian version of the Early Development Instrument for every child in their class. The Instrument includes more than 100 questions that look at five domains of child development:

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

The AEDC is designed as a population measure. This means it looks at whole groups of children in the community not individuals. It is not a test or assessment of a child's development or performance in class.

Between May and July 2012 schools participated in the AEDC by completing Early Development Instruments for children in their first year of full-time school.

The next AEDC data collection will occur between May and July 2015.