



2021 AEDC Data Gladstone LGA



Our Children Our Communities Our Future



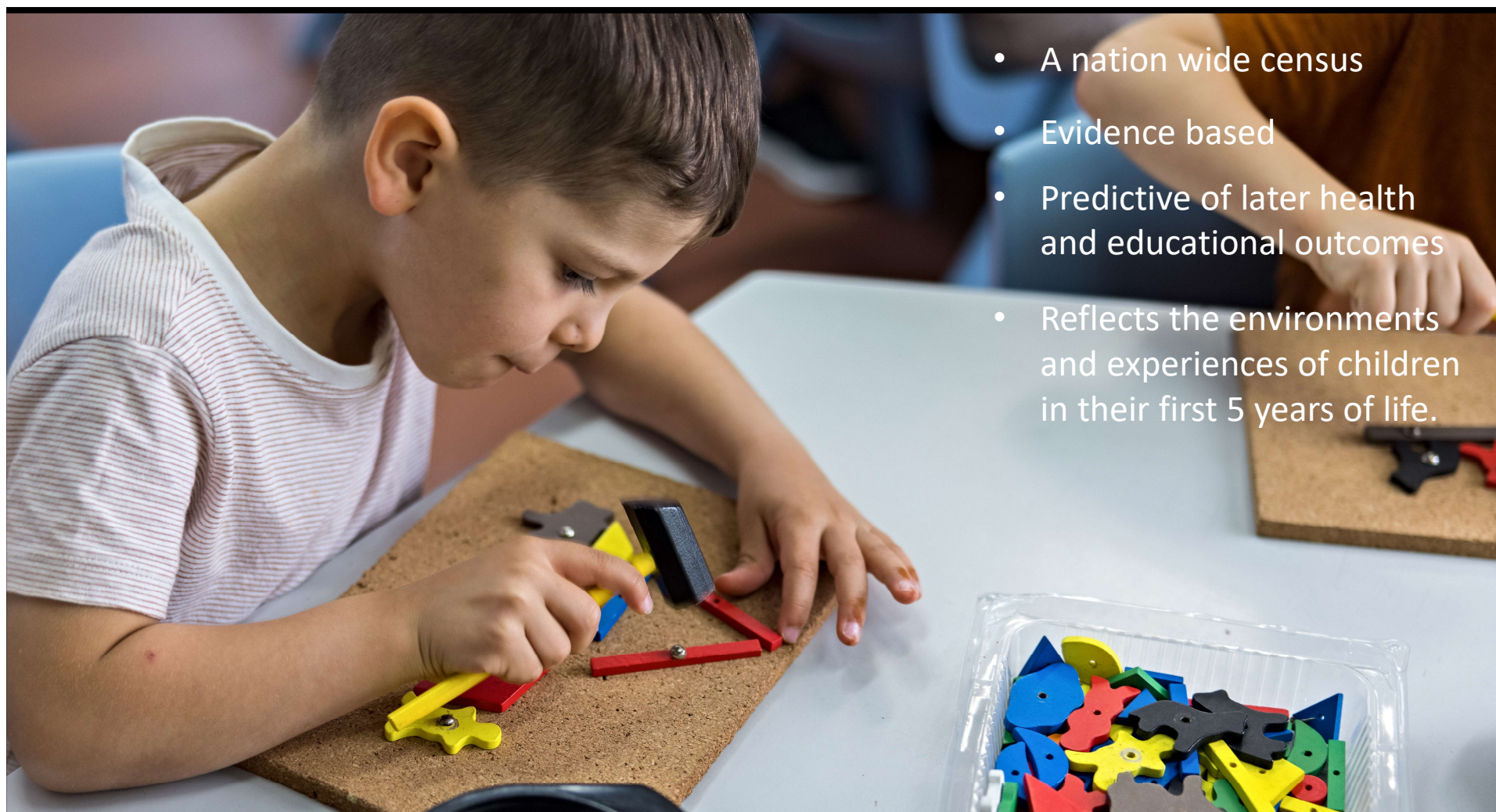
Queensland
Government





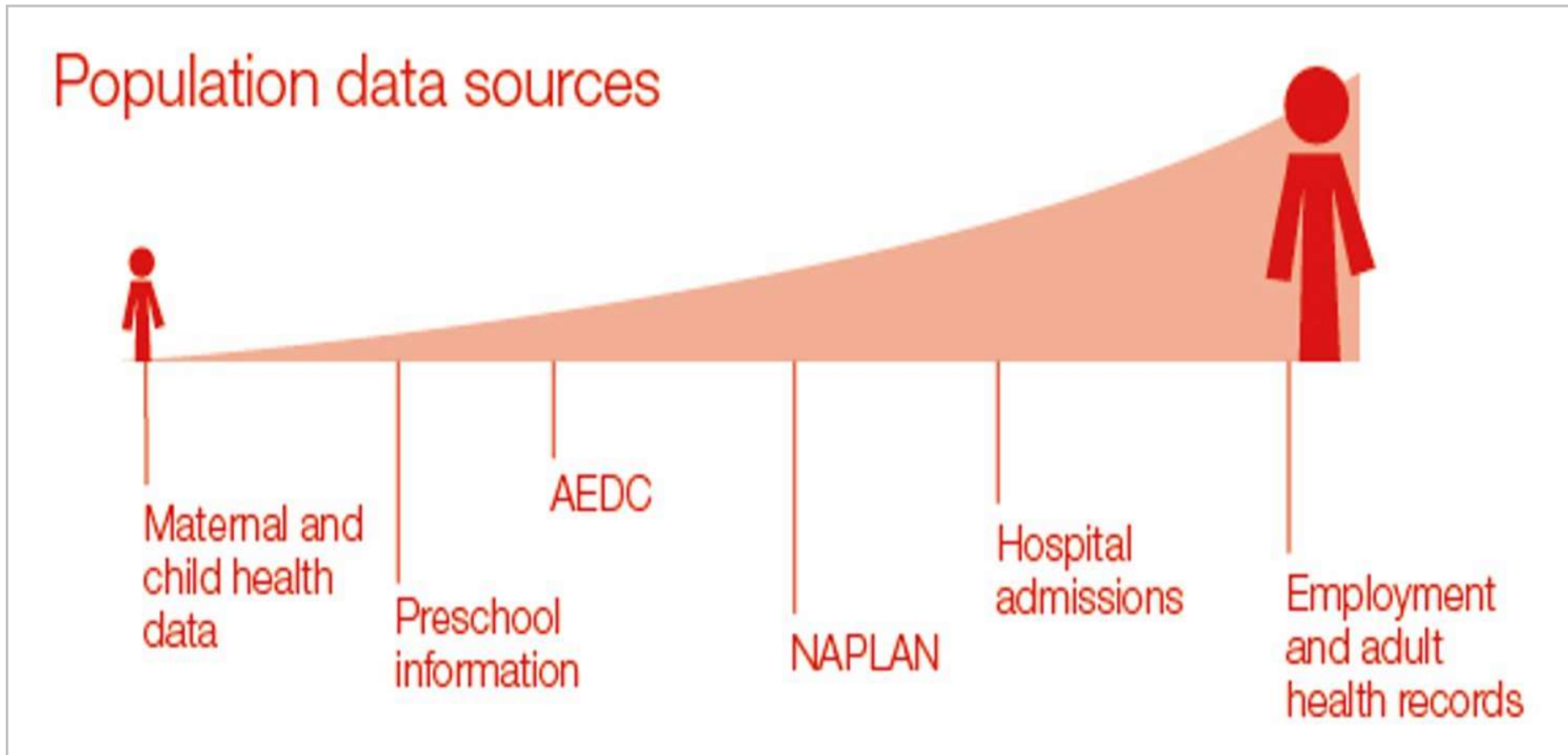
Australian Early Development Census (AEDC)

Recorded as individuals | Reported as groups



- A nation wide census
- Evidence based
- Predictive of later health and educational outcomes
- Reflects the environments and experiences of children in their first 5 years of life.

The AEDC in context – Just one piece of the puzzle



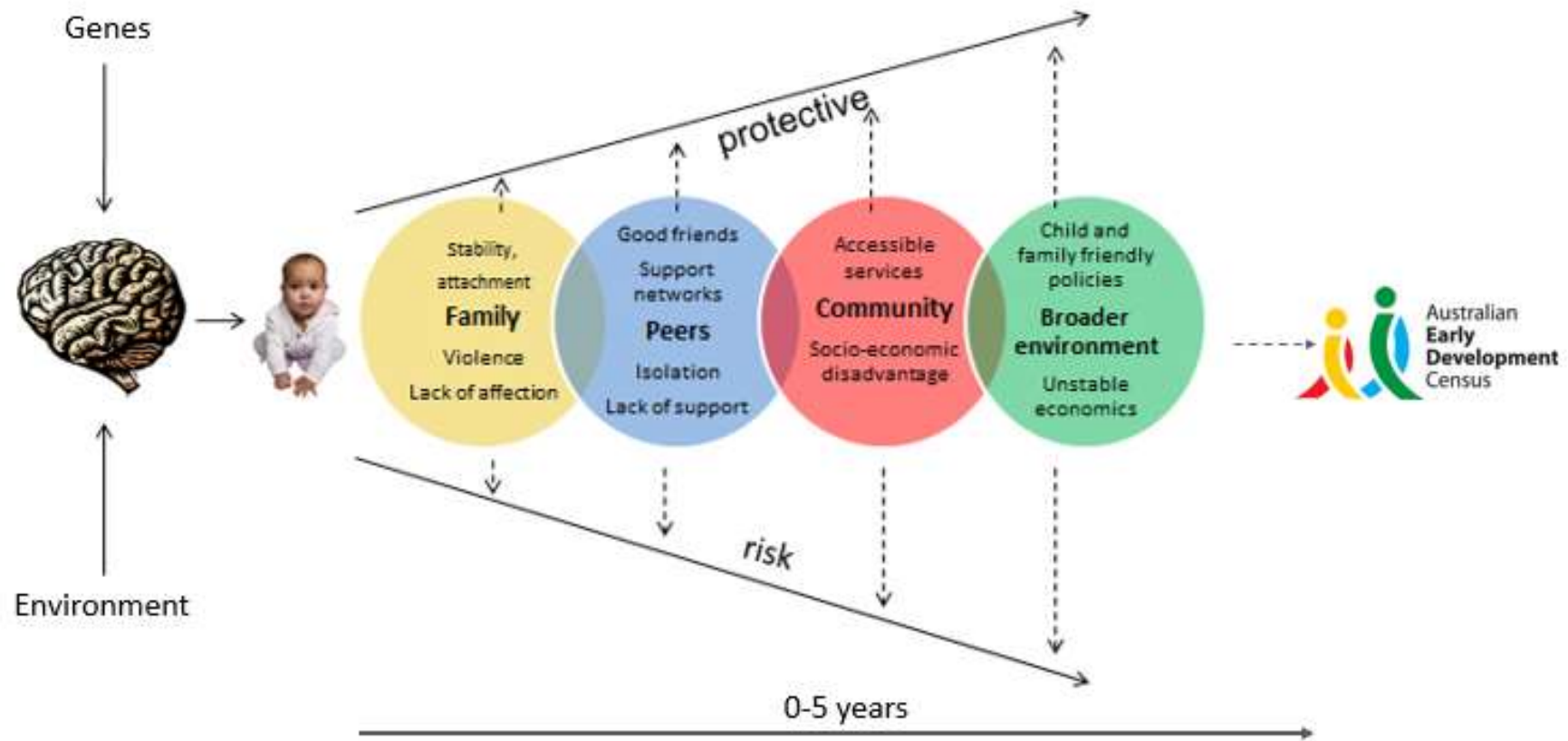
Key outcomes of early brain development

Brain Weights

Newborn – 380grams

3yr old – 1270grams

Adolescent – 1450grams



Early Years Plan: Our Future State Agenda



The Government's priorities to give all our children a Great Start

AEDC Data +



Increasing the number
of babies born healthier



Increasing childhood
immunisation rates



Improving wellbeing
prior to school



The five domains of early childhood development



Adversity and inequities

Using data and evidence to understand and address child health and developmental inequities. Consider the sociodemographic factors in your community and think about their results in light of inequities.



Australian Early Development Census

Gladstone

Local Government Area data profile 2021



Gladstone
LGA

Total number of
children measured:
951

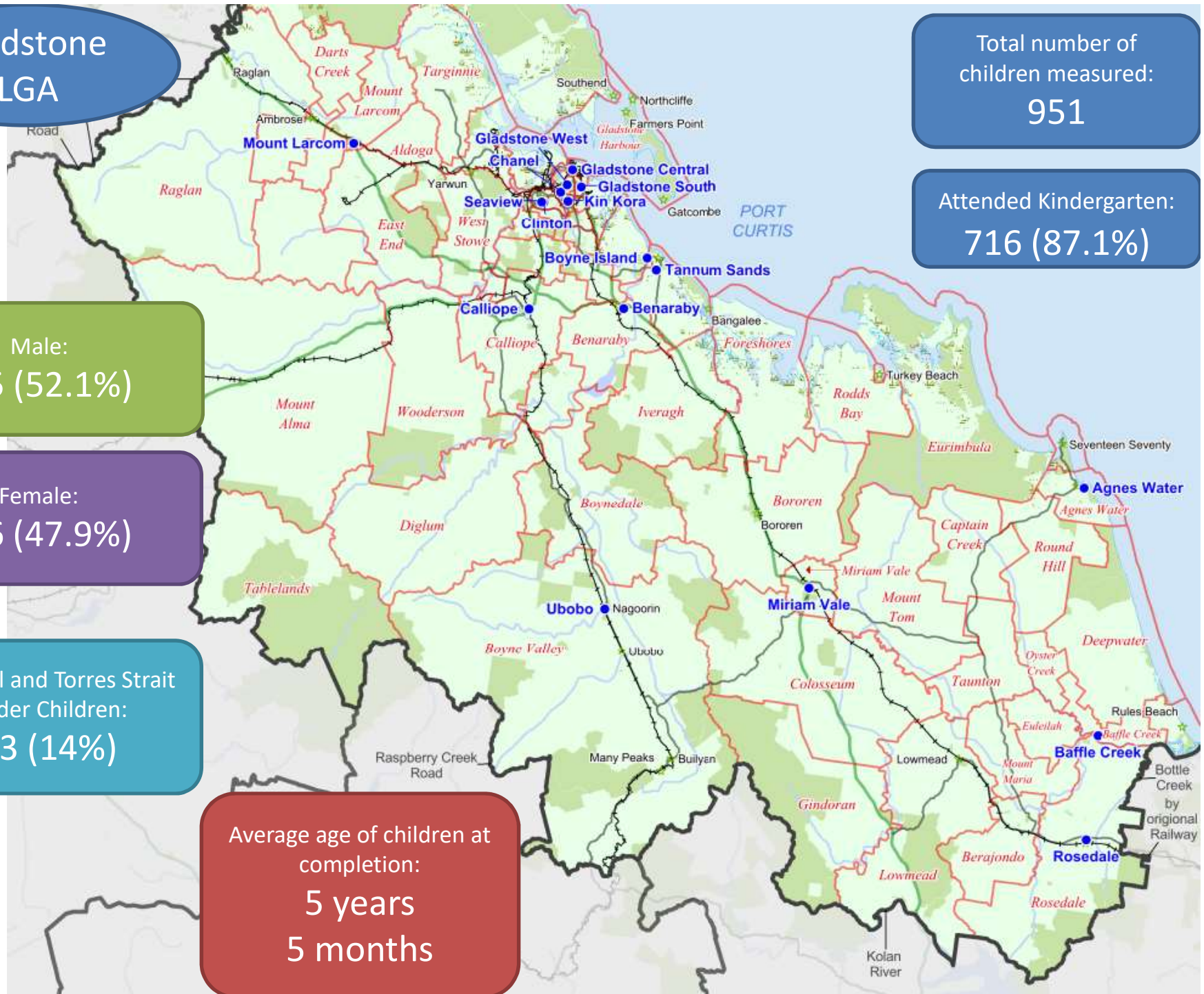
Attended Kindergarten:
716 (87.1%)












Male:
495 (52.1%)

Female:
456 (47.9%)

Aboriginal and Torres Strait
Islander Children:
133 (14%)

Average age of children at
completion:
5 years
5 months


















Demographics		Queensland	Gladstone LGA
	Male	51.2%	52.1%
	Female	48.8%	47.9%
	Aboriginal & Torres Strait Islander	9.9%	14%
	Born in another country	5.4%	3.8%
	LBOTE	17.5%	9%
	LBOTE English proficient	15.1%	8.1%
	Special needs	5%	4.7%
	Requires further assessment	18%	22.1%
	Parent/carer actively engaged (learning)	72.4%	67.8%
	Regularly read to at home	68.7%	62.4%
	Adapting to school	72.5%	73.7%












Results at a glance



This section provides an overview of results for **Gladstone**. The tables below present key results for domains, summary indicators and transition to school indicators.

Domain	Vulnerable 2021	Compared to Queensland	Compared to Australia	Trend 2009–21	Significant change 2018–21
Physical health and wellbeing	12.4%				No significant change
Social competence	10.7%				No significant change
Emotional maturity	10.4%				No significant change
Language and cognitive skills (school-based)	12.1%				Significant increase
Communication skills and general knowledge	7.2%				Significant decrease

Summary indicators	Result 2021	Compared to Queensland	Compared to Australia	Trend 2009–21	Significant change 2018–21
Vulnerable on one or more domain(s)	26.2%				No significant change
Vulnerable on two or more domains	13.9%				No significant change
On track on four or more domains ¹	65.8%				
On track on five domains	50.6%				No significant change

Transition to school indicators	Very true 2021	Compared to Queensland	Compared to Australia	Trend 2009–21
Child adapting to school	73.7%			
Parents actively engaged	67.8%			
Child read to at home	62.4%			

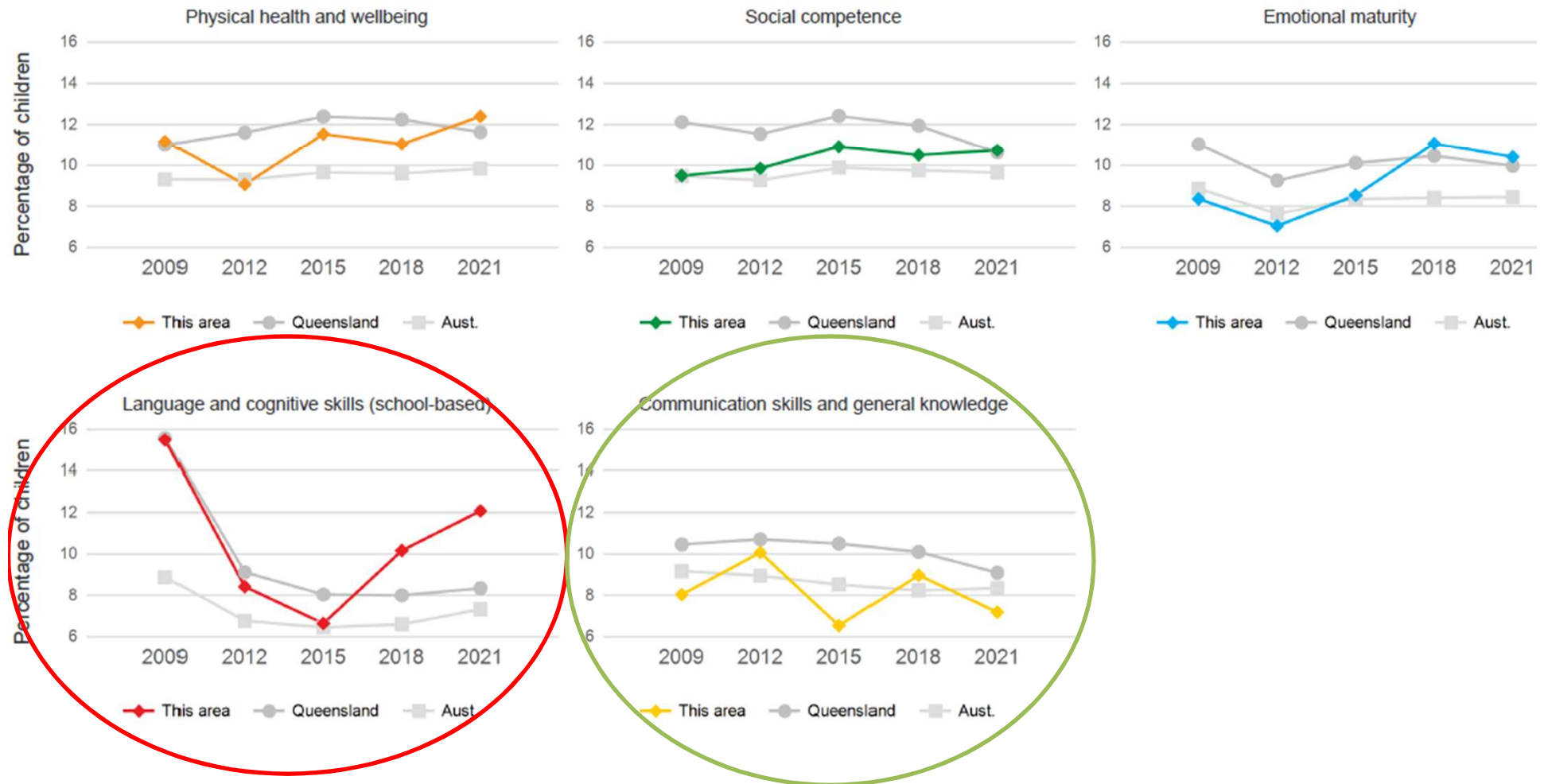
Comparison key

-  Gladstone received a more positive result than the reference area.
-  Gladstone received a less positive result than the reference area.






¹ Significant change is not available for *On track on four or more domains*.

Developmentally vulnerable by domain

The graphs below show the percentage of children who were developmentally vulnerable in **Gladstone** for each domain from 2009 to 2021.

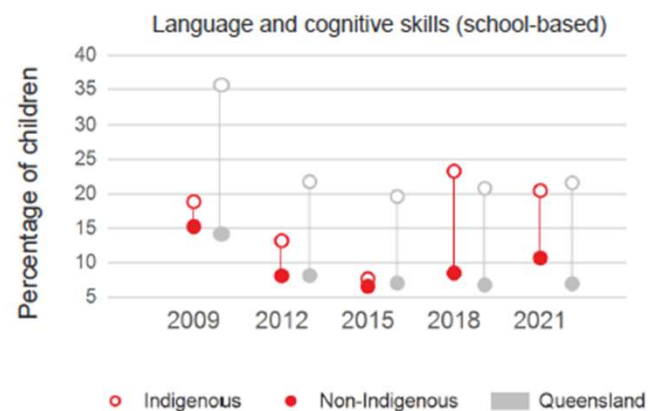
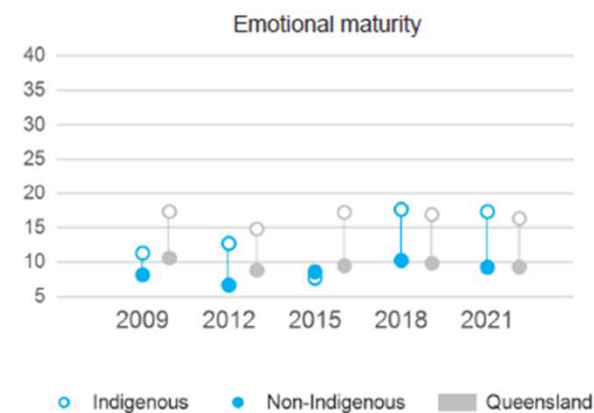
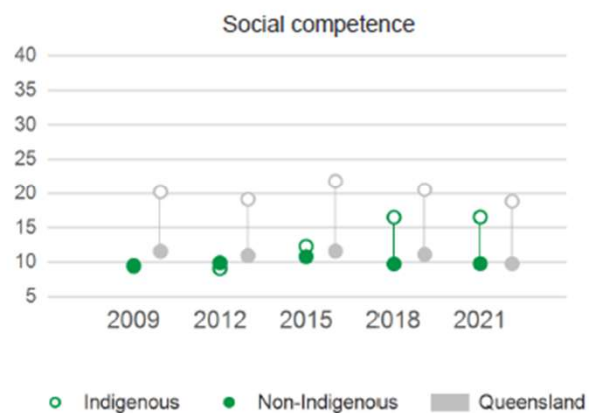
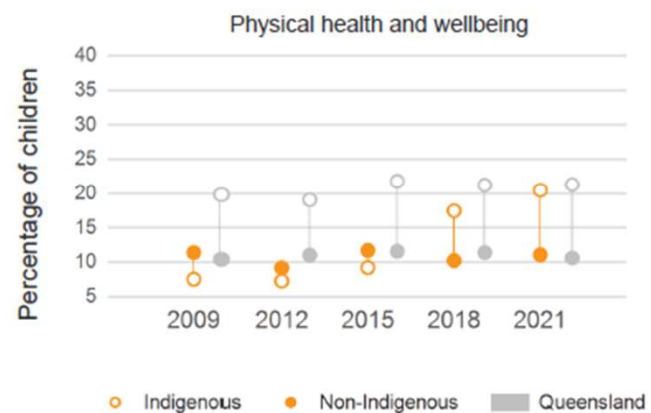


The table below shows results for **Gladstone** in 2021 for each domain alongside the results for Queensland and Australia.

			Developmentally on track		Developmentally at risk		Developmentally vulnerable		Total	Significant change (vulnerable) 2018–21
			n	%	n	%	n	%		
	Physical health and wellbeing	This area	714	79.1%	77	8.5%	112	12.4%	903	—
		Queensland	46,981	76.5%	7,312	11.9%	7,148	11.6%	61,441	▼
		Australia	226,006	78.5%	33,677	11.7%	28,341	9.8%	288,024	▲
	Social competence	This area	661	73.2%	145	16.1%	97	10.7%	903	—
		Queensland	45,452	74.0%	9,447	15.4%	6,536	10.6%	61,435	▼
		Australia	218,679	75.9%	41,528	14.4%	27,788	9.6%	287,995	▼
	Emotional maturity	This area	668	74.0%	141	15.6%	94	10.4%	903	—
		Queensland	45,382	74.1%	9,752	15.9%	6,110	10.0%	61,244	▼
		Australia	221,057	77.0%	41,667	14.5%	24,271	8.5%	286,995	—
	Language and cognitive skills (school-based)	This area	659	73.1%	134	14.9%	109	12.1%	902	▲
		Queensland	49,548	80.7%	6,712	10.9%	5,127	8.4%	61,387	▲
		Australia	237,499	82.6%	29,091	10.1%	21,107	7.3%	287,697	▲
	Communication skills and general knowledge	This area	710	78.6%	128	14.2%	65	7.2%	903	▼
		Queensland	46,733	76.1%	9,121	14.8%	5,596	9.1%	61,450	▼
		Australia	222,056	77.1%	41,882	14.5%	24,064	8.4%	288,002	▲

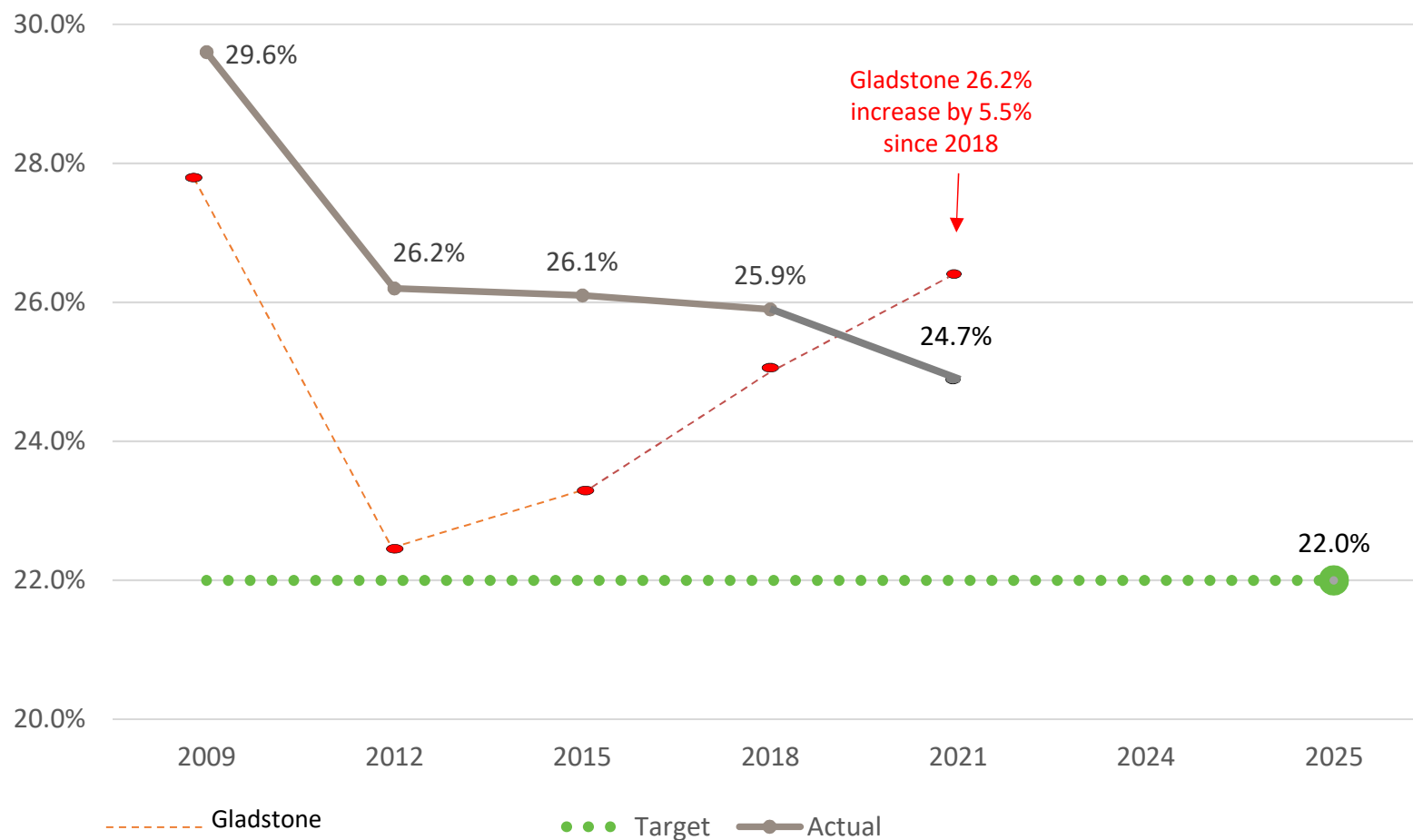
Developmentally vulnerable by domain, continued

The charts below show the gap between developmentally vulnerable Indigenous and non-Indigenous children in Gladstone by domain.



Queensland Great Start target: DV1 22% by 2025

**2021 Gladstone DV1 26.2%*



Summary indicator results

The table below shows results for **Gladstone** for each summary indicator from 2009 to 2021.

		n					%				
		2009	2012	2015	2018	2021	2009	2012	2015	2018	2021
Vulnerable on one or more domain(s)	This area	247	199	225	225	237	27.8%	22.3%	23.4%	24.7%	26.2%
	Queensland	15,593	15,217	16,220	15,954	15,143	29.6%	26.2%	26.1%	25.9%	24.7%
	Australia	58,036	59,933	62,960	63,448	63,264	23.6%	22.0%	22.0%	21.7%	22.0%
Vulnerable on two or more domains	This area	127	105	110	126	125	14.3%	11.8%	11.4%	13.8%	13.9%
	Queensland	8,307	8,001	8,713	8,576	8,088	15.8%	13.8%	14.0%	13.9%	13.2%
	Australia	29,227	29,543	31,754	32,434	32,718	11.8%	10.8%	11.1%	11.0%	11.4%
On track on four or more domains ¹	This area	544	581	670	615	594	60.8%	65.1%	69.6%	67.3%	65.8%
	Queensland	31,746	37,394	40,338	40,533	41,266	60.2%	64.2%	64.9%	65.5%	67.1%
	Australia	166,801	189,633	199,129	206,435	201,254	67.5%	69.1%	69.4%	70.2%	69.9%
On track on five domains	This area	357	444	508	467	457	40.1%	49.7%	52.9%	51.2%	50.6%
	Queensland	21,529	28,036	30,610	31,167	31,524	40.9%	48.3%	49.3%	50.5%	51.4%
	Australia	125,130	146,362	155,238	162,440	157,436	50.7%	53.6%	54.2%	55.4%	54.8%

How can we keep populations of children healthy and developing well?

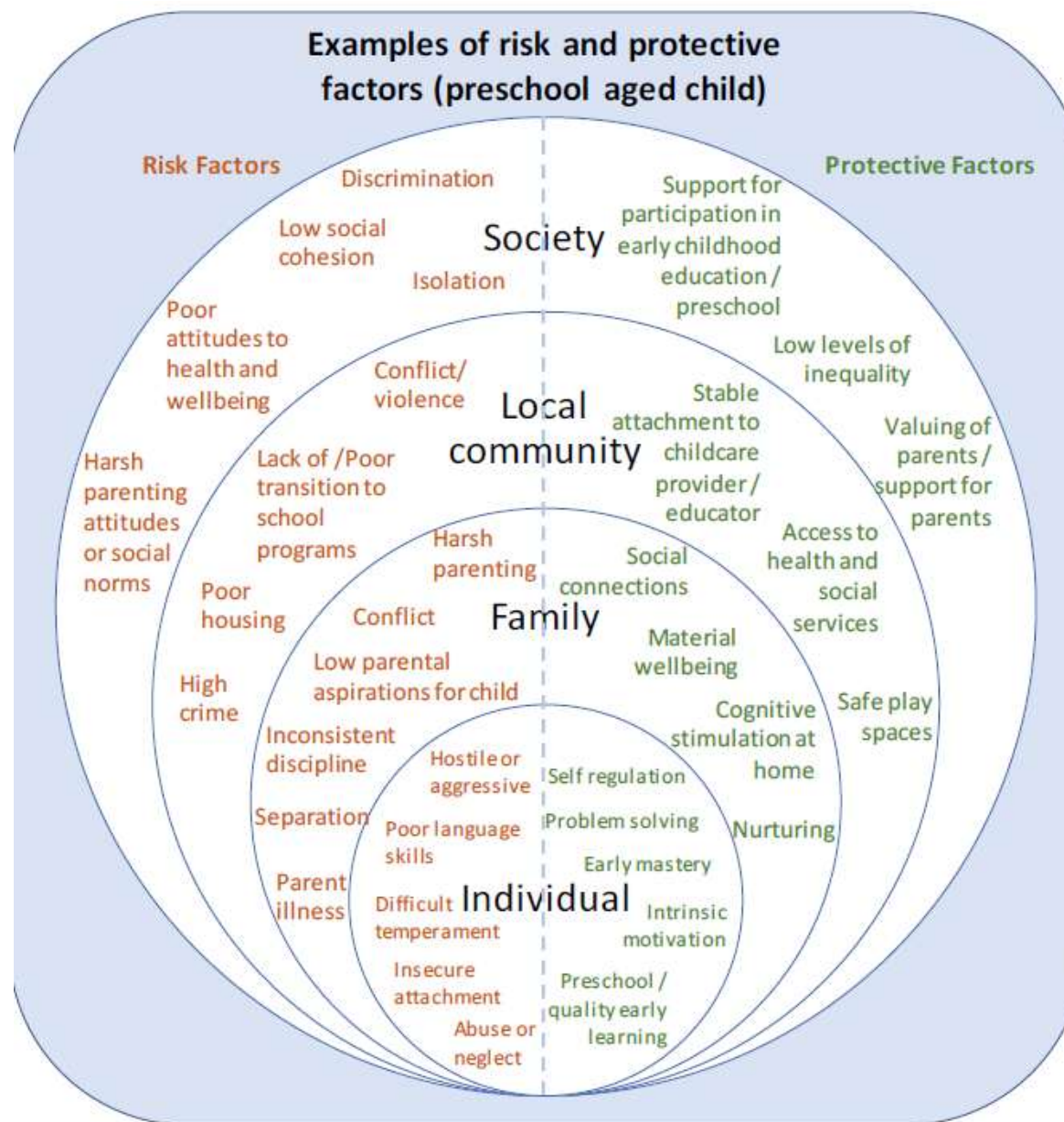
Are we ok with the trajectory of children's development in our communities?

What will it take to shift developmental vulnerability across the population so that all children are thriving?



Reflect

1. Does the AEDC data support or challenge your understanding of the community?
2. How do the AEDC domain results fit with your understanding of factors you feel are shaping the development of children in your community?
3. Looking at some of the Protective Factors in this slide, are there any ideas that come to mind in supporting the local community in the future?
4. How can you partner with families to support children?





Our Children
Our Communities
Our Future

AEDC User Guide: Policy Makers & Government Executive



This AEDC user guide leads policy makers through the steps they might take when thinking about how to respond to AEDC data for their jurisdiction. It provides an example of a policy response in order to illustrate how the concepts can be applied to real-world situations. Before reading this guide, readers should be familiar with the AEDC and what it measures. For more information about what the AEDC measures visit www.aedc.gov.au/about-the-aedc/about-the-aedc-domains

***See full document in your pack**

User Guide: Policy Makers and Government Executive

This AEDC User Guide leads policy makers through the steps they might take when thinking about how to respond to AEDC data for their jurisdiction. It provides an example of a policy response in order to illustrate how the concepts can be applied to real-world situations



Our Children · Our Communities · Our Future

Resources

National AEDC website

www.aedc.gov.au

Queensland AEDC website

www.earlychildhood.qld.gov.au

The screenshot shows the website's navigation menu with categories: PARENTS, EARLY CHILDHOOD, COMMUNITIES, SCHOOLS, RESEARCHERS, DATA. A search bar is present. The main banner features a photo of children in blue hats and a blue overlay with the text: "AEDC data collection for 2021 has been completed" and "Information for schools". Below the photo, it says "Thank you to all schools who took part in the 2021 census."

We aim to support communities to bring long-term benefits to children and their families



2018 AEDC RESULTS

The 2018 AEDC results are now available. A range of resources will be available that examine emerging trends across the four collections.



EARLY CHILDHOOD DEVELOPMENT

The AEDC can support early childhood educators as they play their crucial role in shaping children's development



DATA COLLECTION AND ANALYSIS

Australia's only census of children in their early years provides a map of developmental outcomes



COMMUNITY BENEFITS

The AEDC findings can support communities and schools as they play their part in helping children get off to a good start





Linda Vella – DoE CQ ECEC Director

Linda.Vella@qed.qld.gov.au

Ph. 0417 191 463

Linda Arnall – DoE Transition Officer

Linda.Arnall@qed.qld.gov.au

Ph. 0436 649 685