

Using data to help children thrive

Eyre Peninsula – Far West including Streaky Bay, Ceduna and Elliston

25 September 2023

This presentation uses data from the Australian Early Development Census (AEDC). The AEDC is funded by the Australian Government Department of Education. The findings and views reported are those of the author and should not be attributed to the Department or the Australian Government.

Acknowledgement of Country

We acknowledge the Aboriginal and Torres Strait Islander people as the Traditional Owners of this country throughout Australia.

We recognise and respect their enduring and deep spiritual connection and relationship to their land, waters, community, and Country.

We pay our respects to Elders past and present and to the children who are our leaders of tomorrow.

Part 1 – Setting the scene

Part 2 – About the AEDC

Part 3 - Looking at the data and research

Part 4 – Connecting with community

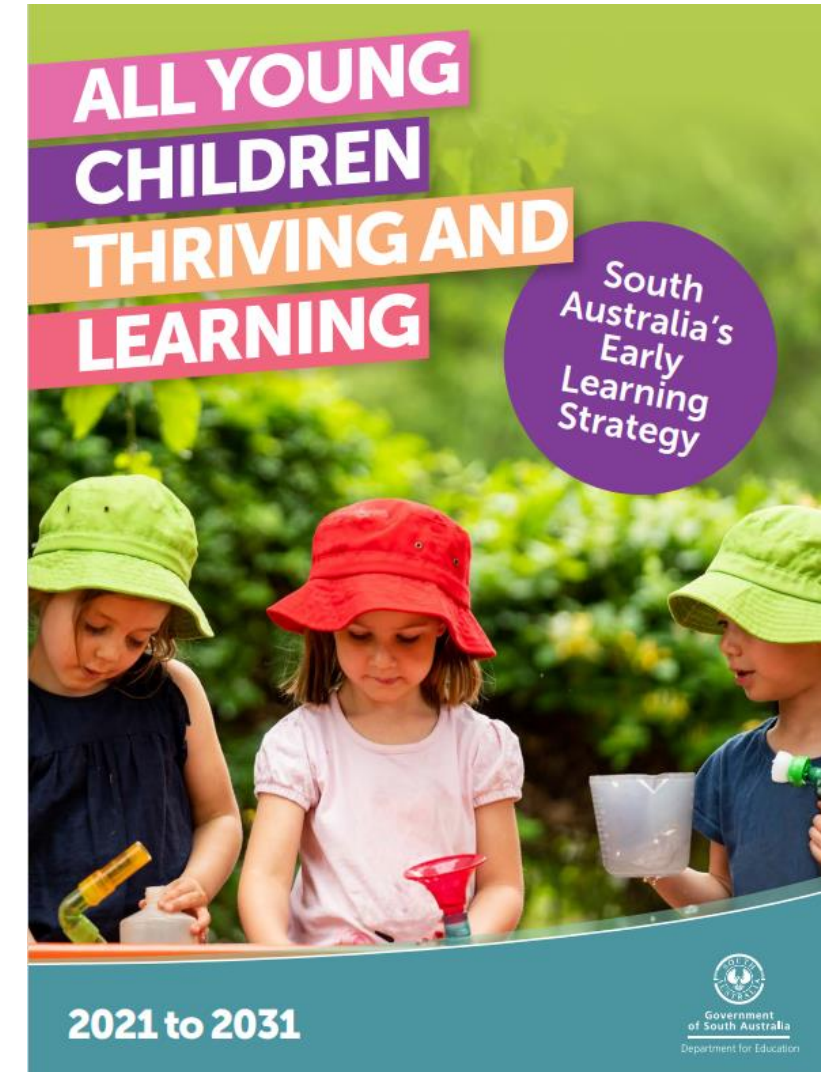


Part 1

Setting the scene



- Nearly 1 in 4 children being developmentally vulnerable when they start school in South Australia
- We all want to see children developing well, learning and thriving in our local communities.
- The Department's [Early Learning Strategy 2021 – 2031](#) has a focus on supporting communities to develop **responsive** and **evidence informed** local programs to improve early childhood development outcomes.
- Our challenge is to consider the AEDC trends for our local communities in our policy and planning to:
 - improve balance between universal and targeted service provision,
 - build local stakeholder partnerships,
 - reduce barriers to access services, and
 - increase reach of early intervention approaches.



The Royal Commission into Early Childhood Education and Care [Final Report](#) released in August 2023

- 43 recommendations, focusing on three key areas.

Recommendation 1:

A long-term ambition to help South Australia's children thrive

That the State Government sets a twenty-year goal to reduce the rate of South Australian children entering school developmentally vulnerable, as measured by the Australian Early Development Census, from the current rate of 23.8 per cent to 15 per cent.

[Government of South Australia response](#) to final report recommendations is available



Royal Commission into
Early Childhood
Education and Care

REPORT

South Australia
August 2023


Royal Commission into
Early Childhood Education & Care

Why focus on the early years?

Return on investment

Investing time, effort and resources in the early years brings lifelong benefits to children and the whole community.

Brain development in children:

- A child's brain develops in response to both genes and the environment.
- While genes provide the initial map for development, it is the experiences and relationships that literally shape the brains of babies and children.
- Significant 'wiring' occurs during the first years of a child's life and this effectively programs child development.

We know that:

- Brain development is vulnerable to toxic stress (depending on length and number of stressors for the child)
- Families have an extremely important ongoing influence on children's development.
- The community and service environments in which children and families interact also play a key role in supporting optimal development

SA Outcomes Framework for Children and Young People

Dimension	Outcome
1: Health	physically, mentally and emotionally healthy
2: Safety	safe and nurtured
3: Wellbeing	happy, inspired and engaged
4: Education	successful learners
5: Citizenship	participate actively in society

To progress the vision of South Australia being a state where the conditions exist for all children and young people to thrive, the framework is organised around a Charter for Children and Young People and 5 key life dimensions.

‘Every State Authority must, in carrying out its functions or exercising its powers, have regard to, and seek to give effect to, the Outcomes Framework.’

Note: The development of this framework was guided by the *Children and Young People (Oversight and Advocacy Bodies) Act 2016 (Act)* and the *Children and Young People (Oversight and Advocacy Bodies) Regulations 2017 (Regulations)*

[Outcomes Framework for Children and Young People \(childrensa.sa.gov.au\)](http://childrensa.sa.gov.au)

Making a difference

It takes a range of stakeholders across our communities to provide the environments, services and conditions most needed by families for their children to thrive

Children do better when families:

- Engage with quality early learning programs and experiences
- Provide responsive and positive caregiving
- Provide security and safety
- Provide quality nutrition and healthy routines
- Connect with other families in their community
- Access services when needed

Some factors that can help families:

- Community and government collaboration
- Healthy environments and access to transport and green spaces
- Connected and integrated services
- Accessible information about services
- Appropriate service locations, operational hours, type and costs
- Communities supporting social connection
- Employment and income
- Affordable safe housing



Future proofing communities



Data for informing health and wellbeing planning

Snapshot of our communities

Example

We have **132 206** people living in **60 699** dwellings **20%** of which were unoccupied on census night

6266 babies
19851 children
17575 young people
51310 working age 24-59
18700 older age 60-69
18166 older age 70+ (3168, 80+)

1%↑
Aboriginal & Torres Strait Islander

5%
with a disability that requires assistance

71
countries of birth

Part 2

About the AEDC



What is the AEDC?

- Nationwide census
- Snapshot of children's development in their first year of full-time school
- Data collected every 3 years since 2009
- Teacher completed instrument (100 questions)
- Schools and children in 3 education sectors
- Collects data on 5 developmental domains
- Validated for use with Aboriginal and Torres Strait Islander children



In 2021, 20,259 (97.8%) children from 601 schools took part, the highest child participation rate to date in SA

Why is the AEDC important?

The AEDC:

- is the most comprehensive collection of its kind in the world
- provides a snapshot of children's early development in their first 5 years
- data can help identify what is working well and areas for improvement
- helps governments, communities and support services improve understanding of how to best support children and families
- provides vital information to help shape the future and wellbeing of our children

Global

- [Sustainable development goals](#)
- [UNICEF Rights of the Child](#)

National

- [Closing the Gap](#) – 55% on track by 2031
- Early childhood policy and data linkage research

State

- [SA Royal Commission into ECEC](#)
- [SA Outcomes Framework for Children and Young People](#)
- [State Public Health Plan](#)
- [Early Learning Strategy](#)

Local

Government

- [Regional Public Health Plan](#)
- Strategic plan & Accountability plans

Community

- Community services policy and service provision
- Partnership approaches in response to AEDC results

ECEC & schools

- [Department for Education Strategic Plan](#)
- ECEC and school improvement planning, programs and policies

AEDC Domains



Physical health and wellbeing

Children's physical readiness for the school day, physical independence and gross and fine motor skills.



Social competence

Children's overall social competence, responsibility and respect, approach to learning and readiness to explore new things.



Emotional maturity

Children's pro-social and helping behaviours, and absence of anxious and fearful behaviour, aggressive behaviour and hyperactivity and inattention.



Language and cognitive skills (school-based)

Children's basic literacy, interest in literacy, numeracy and memory, advanced literacy and basic numeracy.



Communication skills and general knowledge

Children's communication skills and general knowledge based on broad developmental competencies and skills measured in the school context.

Summary indicators	Meaning
OT5	Developmentally on track on five domains
DV1	Developmentally vulnerable on one or more domain(s)
DV2	Developmentally vulnerable on two or more domains

AEDC indicators

- For each domain, children receive a score from 0 to 10
- Using 2009 data, cut-offs (0-10) were set to define 3 categories of development for each domain:
 - **Developmentally vulnerable** (below 10th percentile)
 - **Developmentally at risk** (10th to 25th percentile)
 - **Developmentally on track** (above 25th percentile)
- The cut-offs (0-10 scale) are fixed over time, this allows us to track changes in the % of children who are developmentally on track, at risk and vulnerable on each domain for successive cohorts of children

Our vision – all SA children start school on track

A child who is 'on track' as measured by the AEDC:

- physically copes with their school day
- is independent and confident
- has excellent motor skills
- works and plays well with others
- follows routines and concentrates
- helps others
- is calm, kind and thoughtful
- can read and write simple sentences
- can count, recognise shapes and do math
- communicates and expresses themselves well, tells stories



Part 3

Looking at the data and research



Australia and the AEDC



The number of children included in the AEDC has increased over the years, from over 260,000 in 2009 children to over 305,000 in 2021

In total, around 1.5 million children were included over the last 5 cycles

Research tells us

AEDC results can be **predicted by**:

- Perinatal indicators
- Preschool attendance
- Playgroup attendance
- Child protection contacts

AEDC results can **predict**:

- NAPLAN
- Academic achievements
- Wellbeing
- Life course outcomes

If a child attends **playgroup** or **preschool** they are less likely to be measured as developmentally vulnerable on 1 or more or 2 or more domains

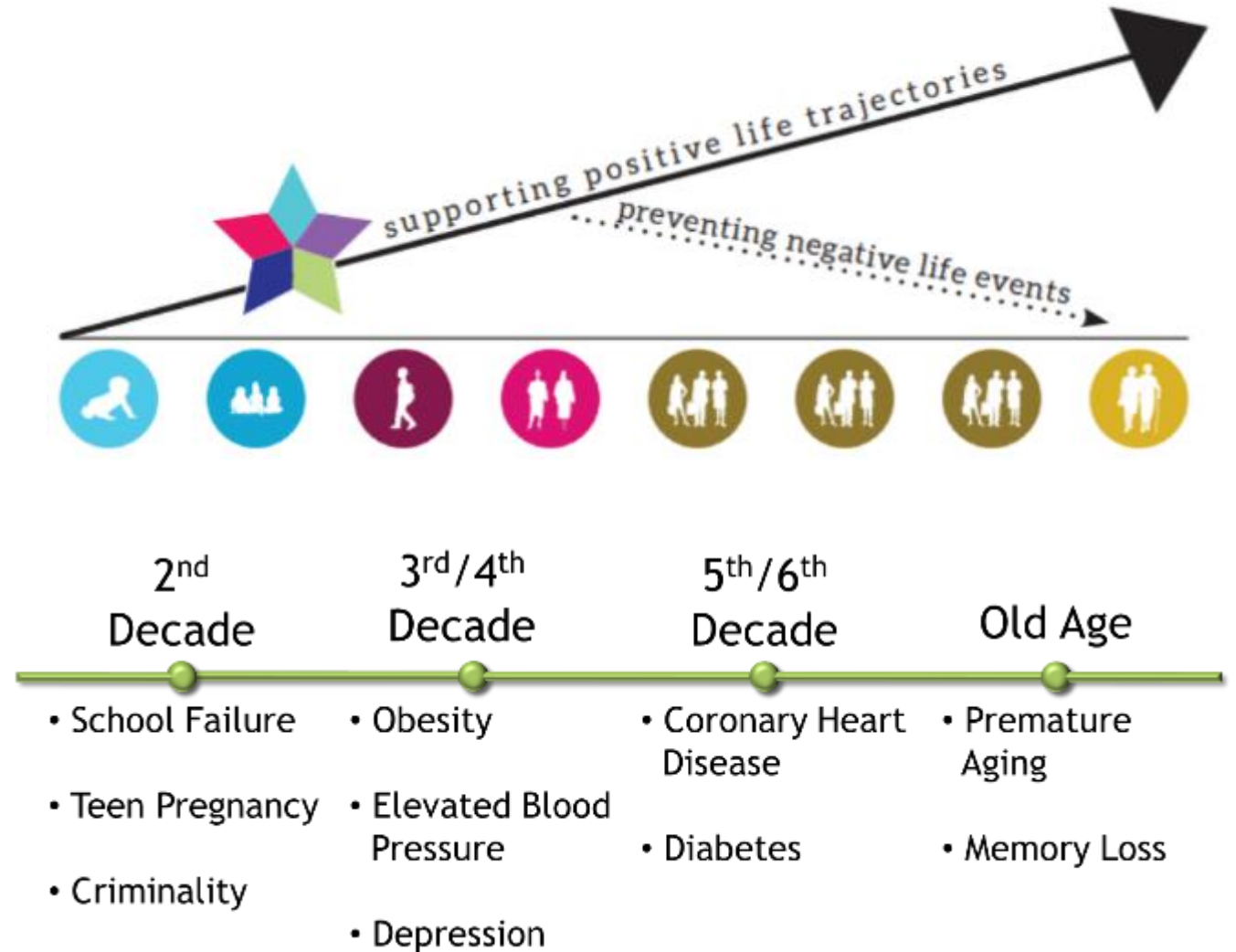
If a child experiences **out of home care (Child Protection System)** they are 3 times more likely to be measured as developmentally vulnerable on 1 or more domains as they start school and to perform poorly in Year 3 NAPLAN

If a child is measured as developmentally vulnerable on 1 or more domains at the time they start school, they are 2 times more likely to score in the bottom 20% of students completing NAPLAN

AEDC predicts Life course outcomes

Research tells us:

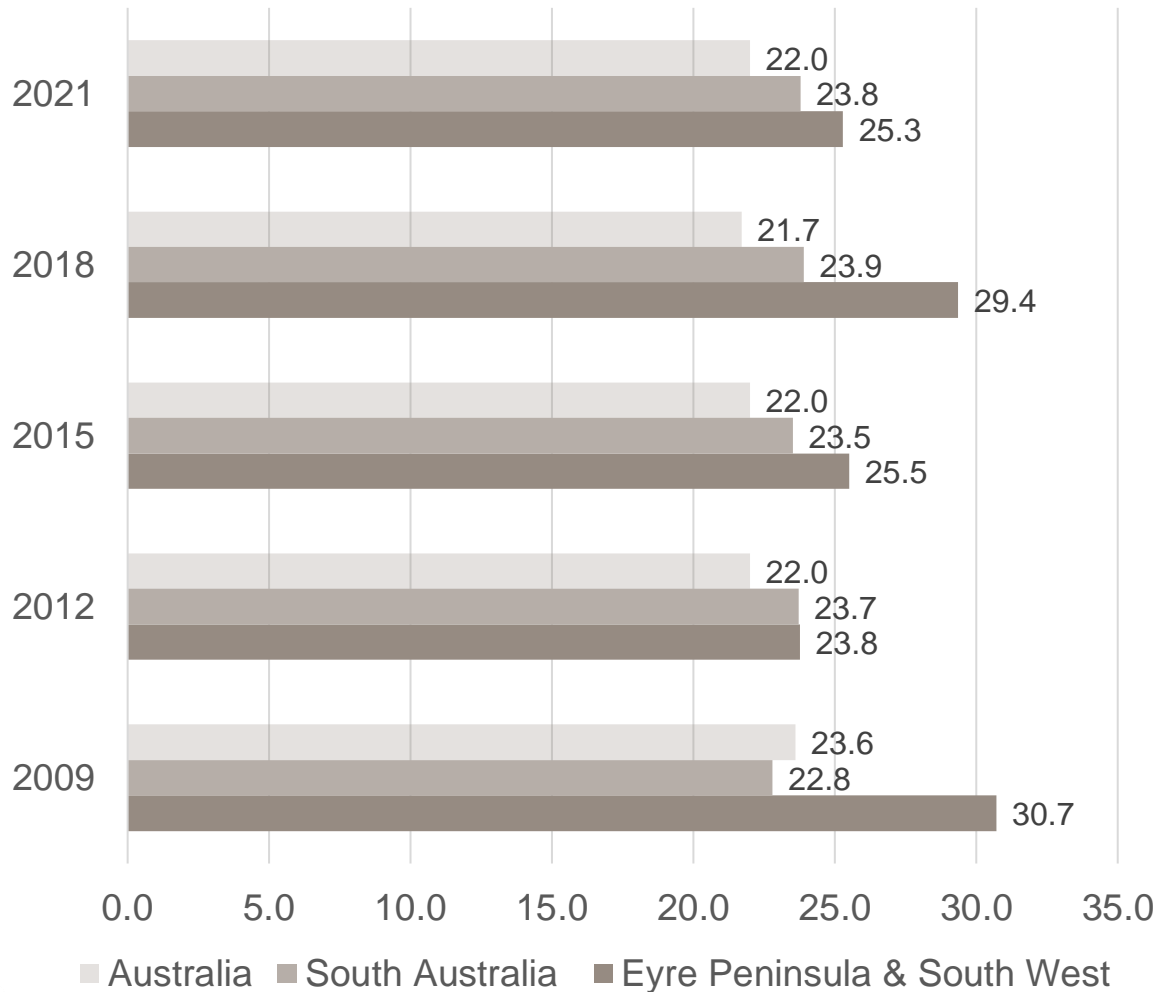
- Early intervention and the prevention of developmental vulnerability leads to improved outcomes in health, wellbeing and academic success.
- Children that are developmentally 'on track' are more likely to experience a positive life trajectory, reducing negative events.



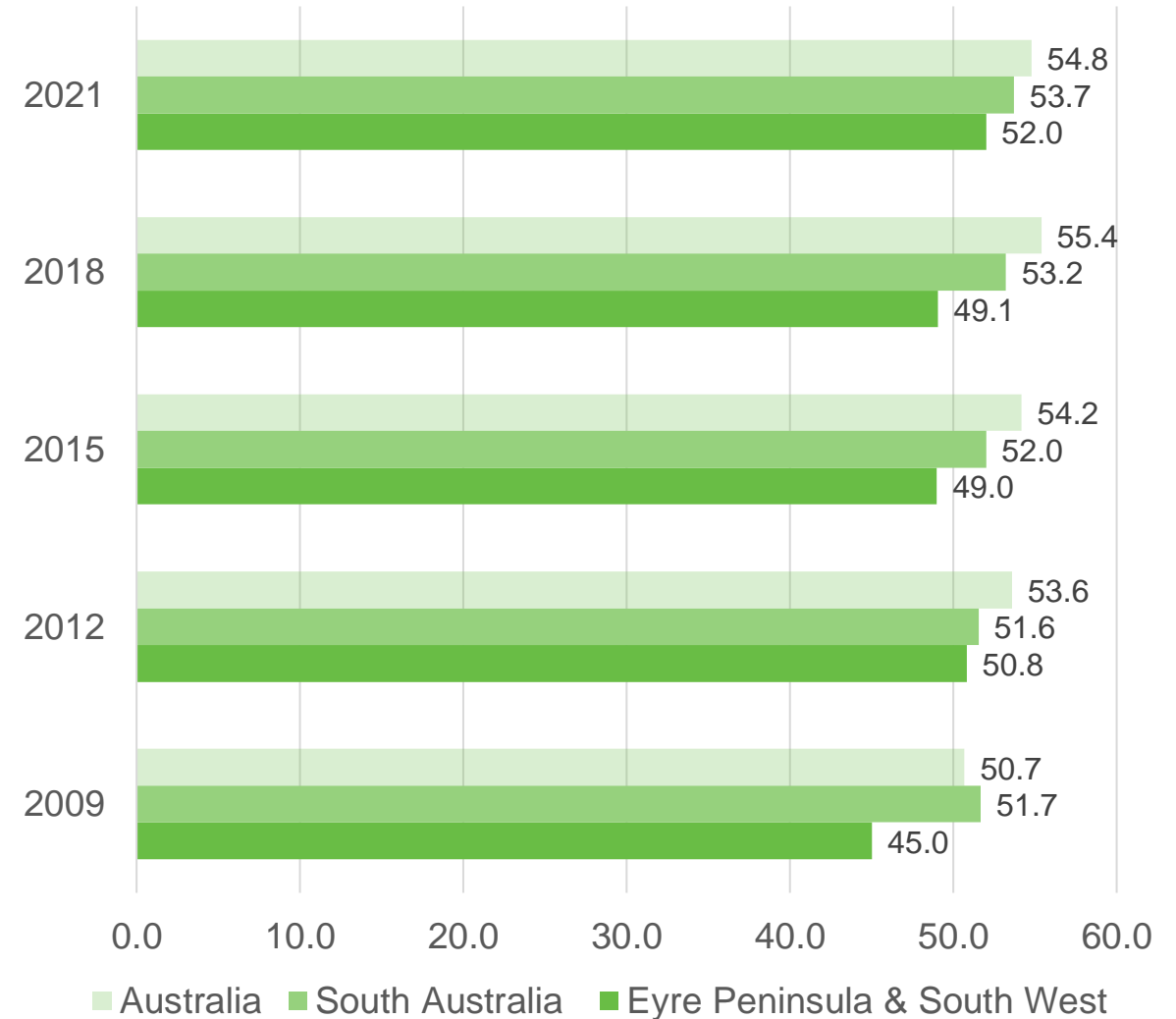
Source: Hertzman 2011

National, SA and Eyre Peninsula summary indicators

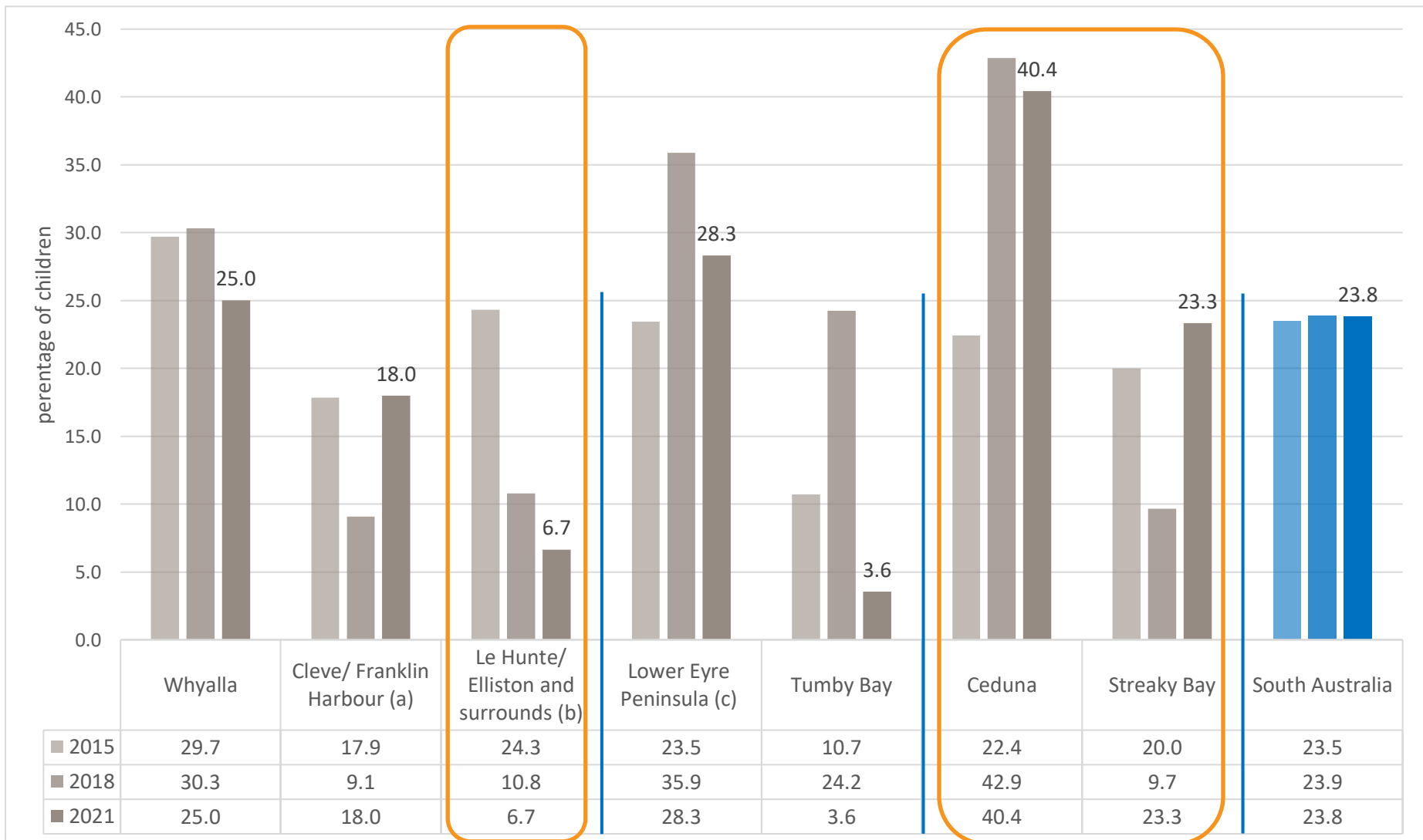
Developmentally vulnerable on 1 or more domains



Developmentally 'on track' across all five domains



% children developmentally vulnerable on 1 or more domains



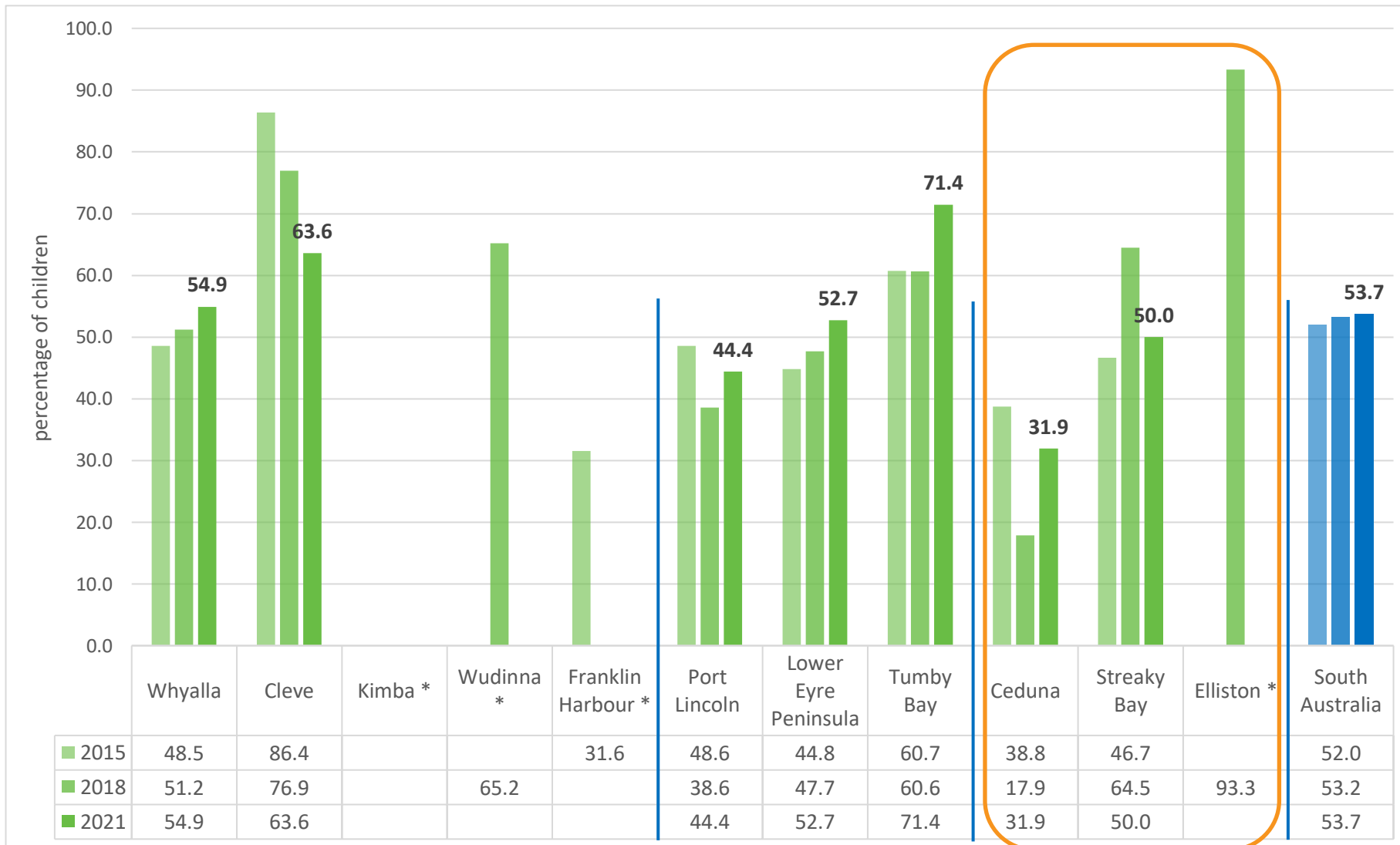
Community	No children 2021*
Whyalla	66
Cleve/ Franklin Harbour	9
Le Hunte/ Elliston and surrounds	2
Lower Eyre Peninsula	66
Tumby Bay	1
Ceduna	19
Streaky Bay	7

Source: [AEDC Community Profiles 2021](#)

- (a) Cleve/Franklin Harbour: includes Kimba results
- (b) Le Hunte/Elliston and surrounds: includes Wudinna results
- (c) Lower Eyre Peninsula: includes Port Lincoln results

* Number of children developmentally vulnerable on 1 or more domains

% children **developmentally on track** on all 5 domains



Local Government Area	No children 2021**
Whyalla	145
Cleve	14
Kimba *	-
Wudinna *	-
Franklin Harbour *	-
Port Lincoln	79
Lower Eyre Peninsula	29
Tumby Bay	20
Ceduna	15
Streaky Bay	15
Elliston *	-

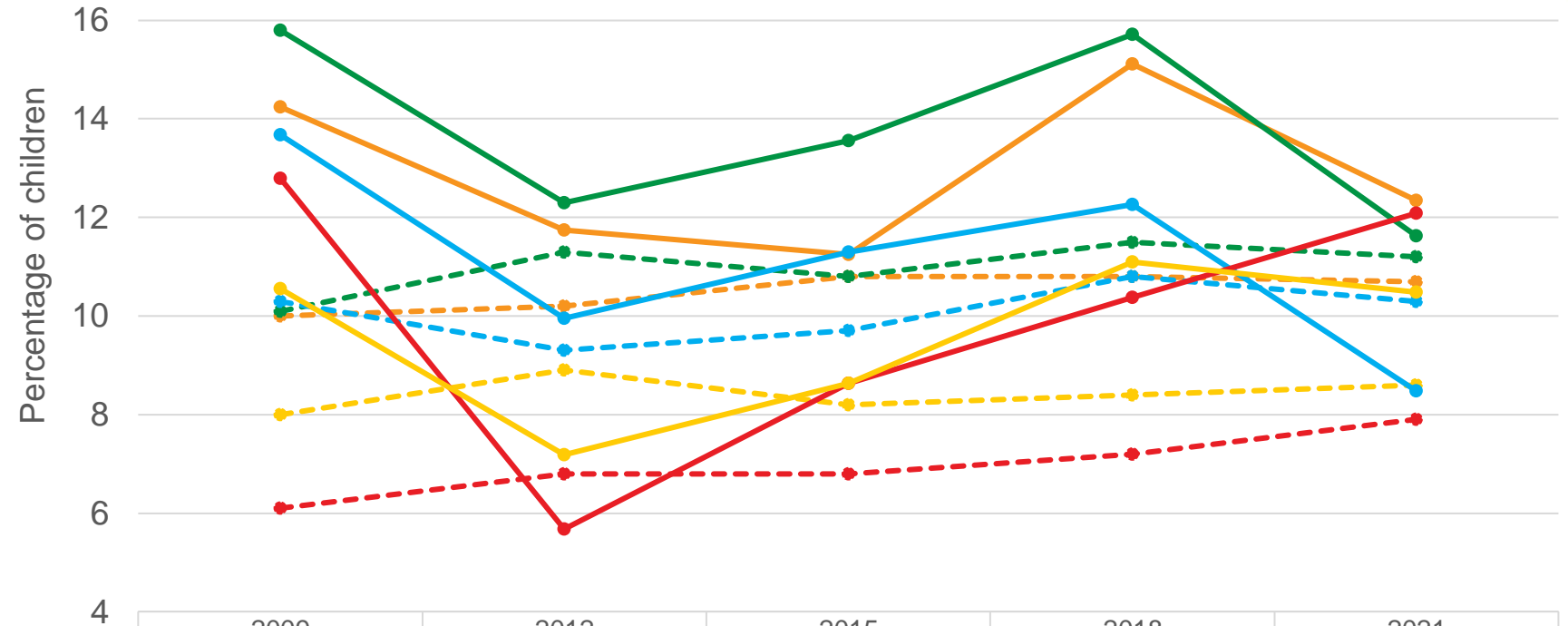
Source: [AEDC Public tables by LGA](#)

* Data is not reported due to suppression rules

** Number of children developmentally on track on all 5 domains

% children developmentally vulnerable by domain

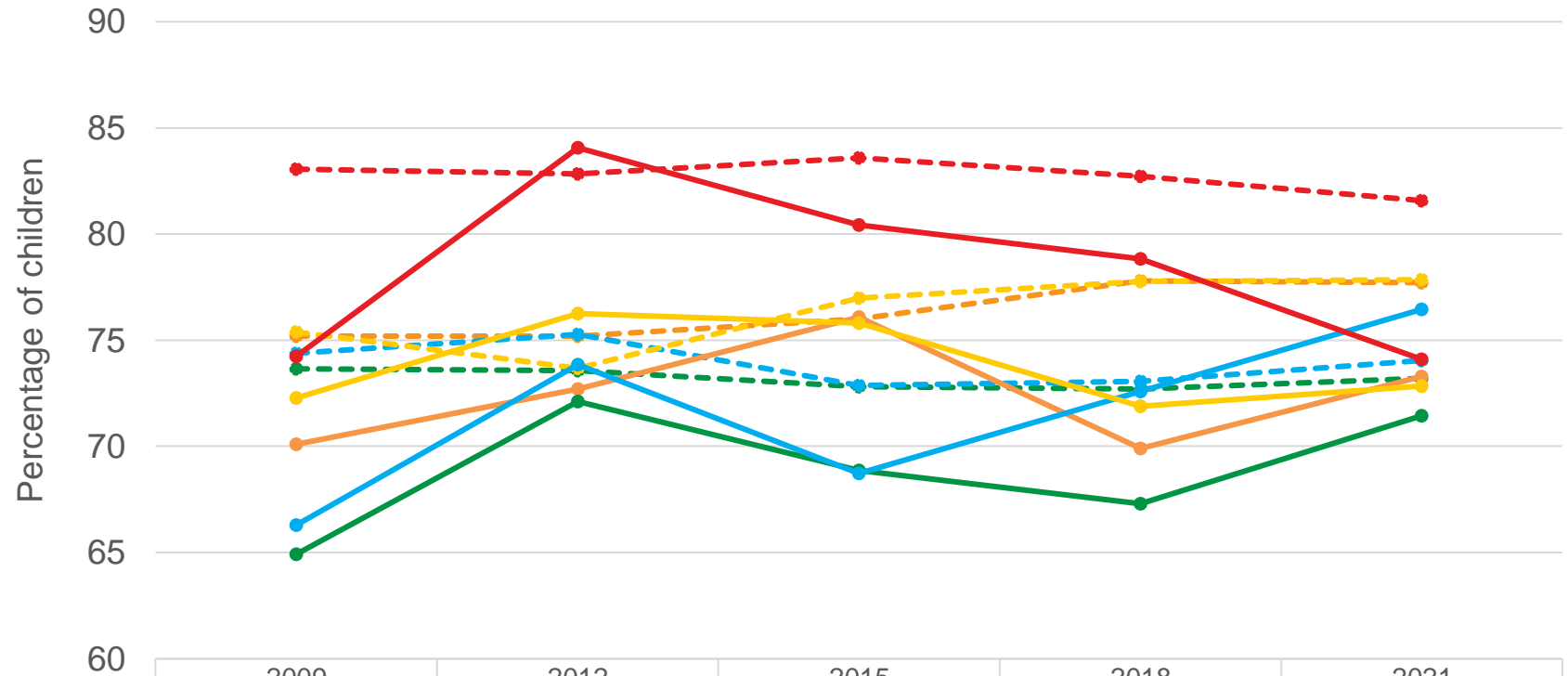
(South Australia (SA) and SA2 Eyre Peninsula & South West (EP & SW))



	2009	2012	2015	2018	2021
SA - Physical health and wellbeing	10	10.2	10.8	10.8	10.7
SA - Social competence	10.1	11.3	10.8	11.5	11.2
SA - Emotional maturity	10.3	9.3	9.7	10.8	10.3
SA - Language and cognitive skills (school based)	6.1	6.8	6.8	7.2	7.9
SA - Communication skills and general knowledge	8	8.9	8.2	8.4	8.6
EP & SW - Physical health and wellbeing	14.2	11.7	11.2	15.1	12.3
EP & SW - Social competence	15.8	12.3	13.6	15.7	11.6
EP & SW - Emotional maturity	13.7	10.0	11.3	12.3	8.5
EP & SW - Language and cognitive skills (school based)	12.8	5.7	8.6	10.4	12.1
EP & SW - Communication skills and general knowledge	10.6	7.2	8.6	11.1	10.5

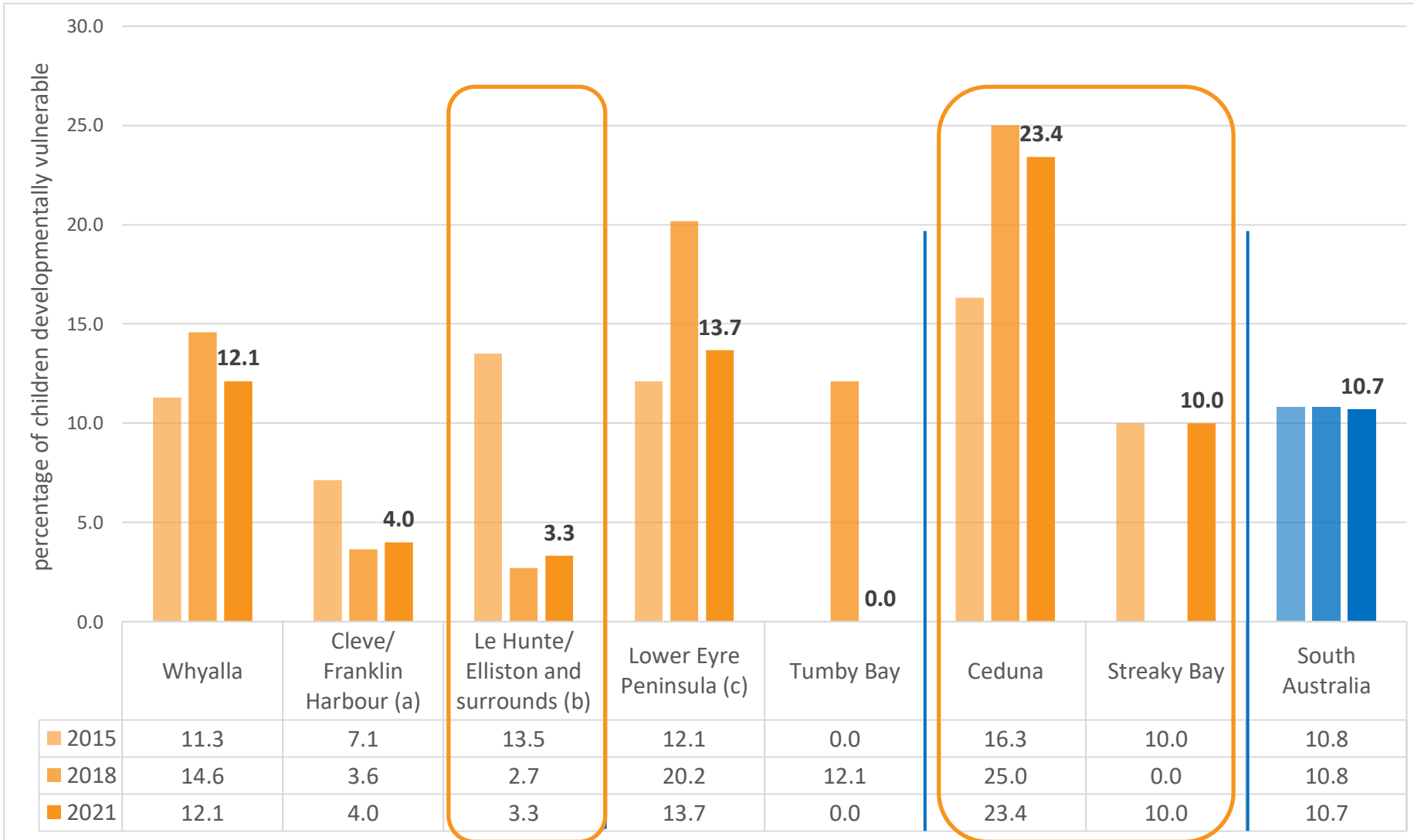
% children developmentally on track by domain

(South Australia (SA) and SA2 Eyre Peninsula & South West (EP & SW))



	2009	2012	2015	2018	2021
SA - Physical health and wellbeing	75.2	75.2	76	77.8	77.7
SA - Social competence	73.7	73.6	72.8	72.7	73.2
SA - Emotional maturity	74.4	75.3	72.9	73.1	74.0
SA - Language and cognitive skills (school based)	83.0	82.8	83.6	82.7	81.6
SA - Communication skills and general knowledge	75.4	73.7	77.0	77.8	77.8
EP & SW - Physical health and wellbeing	70.1	72.7	76.1	69.9	73.3
EP & SW - Social competence	64.9	72.1	68.9	67.3	71.4
EP & SW - Emotional maturity	66.3	73.9	68.7	72.6	76.4
EP & SW - Language and cognitive skills (school based)	74.2	84.1	80.4	78.8	74.1
EP & SW - Communication skills and general knowledge	72.3	76.2	75.8	71.9	72.8

% children developmentally vulnerable in **physical health and wellbeing**



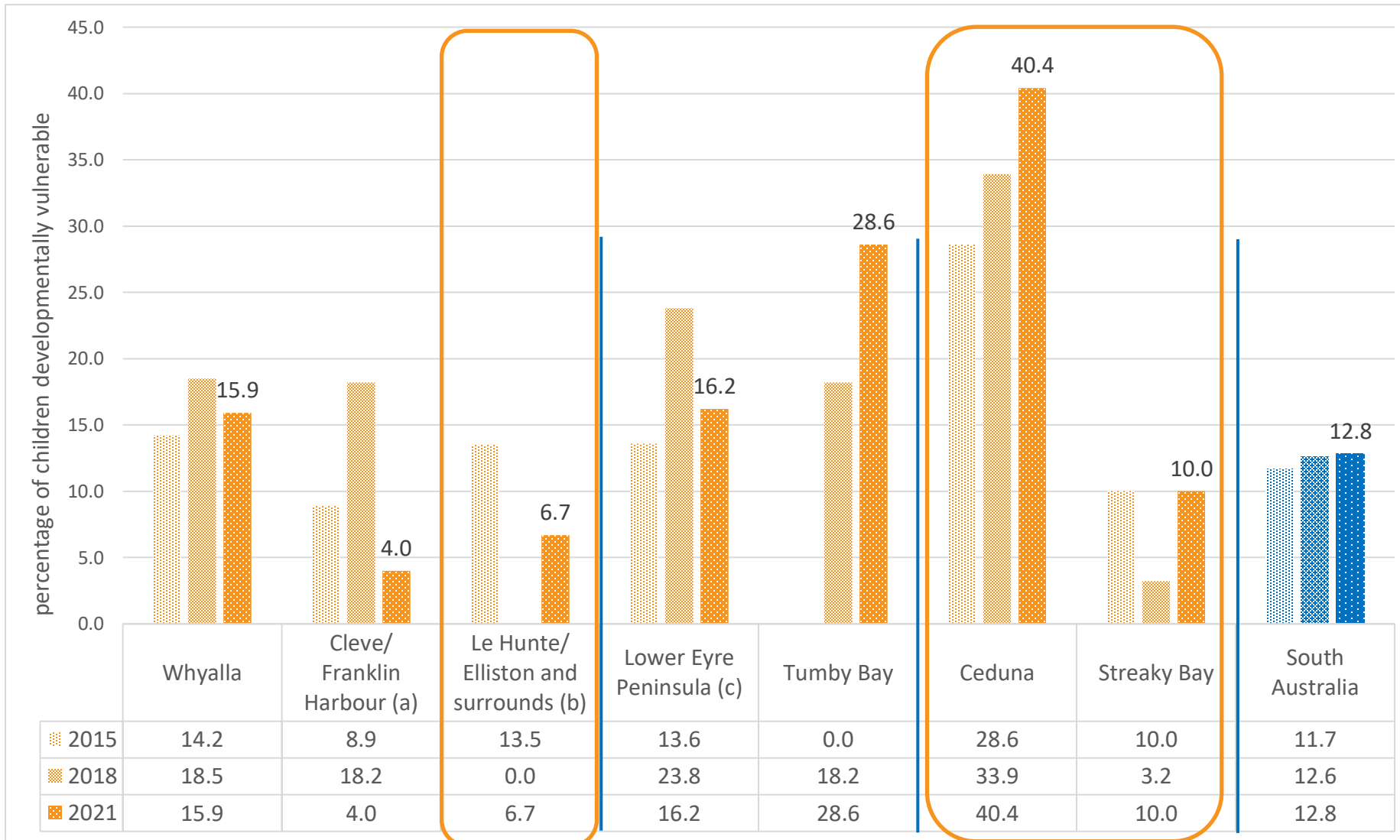
Children learn best when they are healthy, independent and physically ready for each day of school

Community	No children 2021 *
Whyalla	32
Cleve/Franklin Harbour (a)	2
Le Hunte/Elliston and surrounds (b)	1
Lower Eyre Peninsula (c)	32
Tumby Bay	0
Ceduna	11
Streaky Bay	3

Source: [AEDC Community Profiles 2021](#) (a) Cleve/Franklin Harbour: includes Kimba results
 (b) Le Hunte/Elliston and surrounds: includes Wudinna results
 (c) Lower Eyre Peninsula: includes Port Lincoln results

* Number of children developmentally vulnerable

Physical health and wellbeing sub-domain: readiness for school



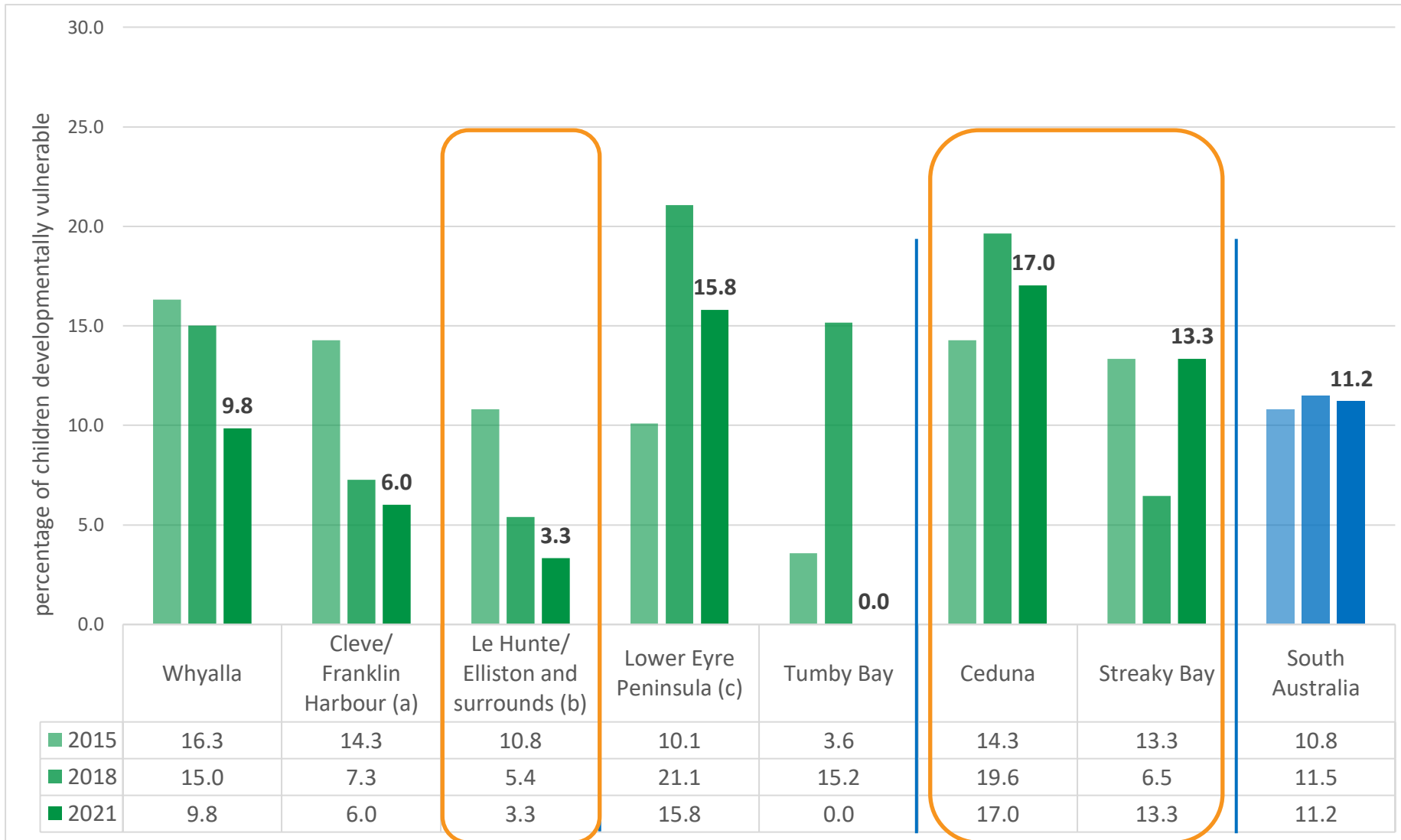
Community	No children 2021*
Whyalla	42
Cleve/ Franklin Harbour (a)	2
Le Hunte/ Elliston and surrounds (b)	2
Lower Eyre Peninsula (c)	38
Tumby Bay	8
Ceduna	19
Streaky Bay	3

Source: [AEDC Community Profiles 2021](#)

- (a) Cleve/Franklin Harbour: includes Kimba results
- (b) Le Hunte/Elliston and surrounds: includes Wudinna results
- (c) Lower Eyre Peninsula: includes Port Lincoln results

* Number of children developmentally vulnerable

% children developmentally vulnerable in **social competence**



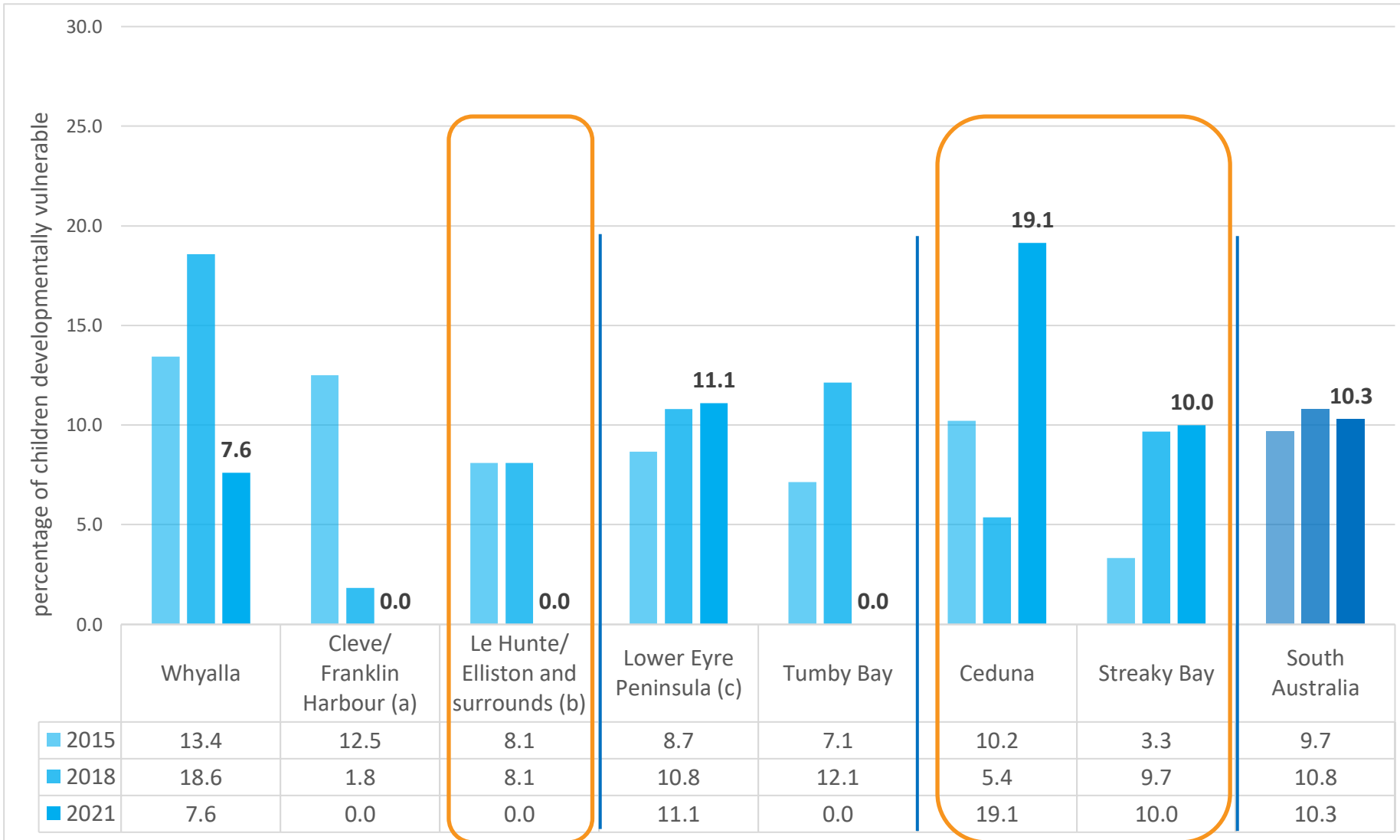
Children do well in social settings when they are confident, happy to try new things and can get along well with other children

Community	No children 2021*
Whyalla	26
Cleve/ Franklin Harbour (a)	3
Le Hunte/ Elliston and surrounds (b)	1
Lower Eyre Peninsula (c)	37
Tumby Bay	0
Ceduna	8
Streaky Bay	4

Source: [AEDC Community Profiles 2021](#) (a) Cleve/Franklin Harbour: includes Kimba results
 (b) Le Hunte/Elliston and surrounds: includes Wudinna results
 (c) Lower Eyre Peninsula: includes Port Lincoln results

* Number of children developmentally vulnerable

% children developmentally vulnerable in **emotional maturity**



Children adapt best to a classroom environment when they can consider others, concentrate, have patience and are beginning to manage their emotions.

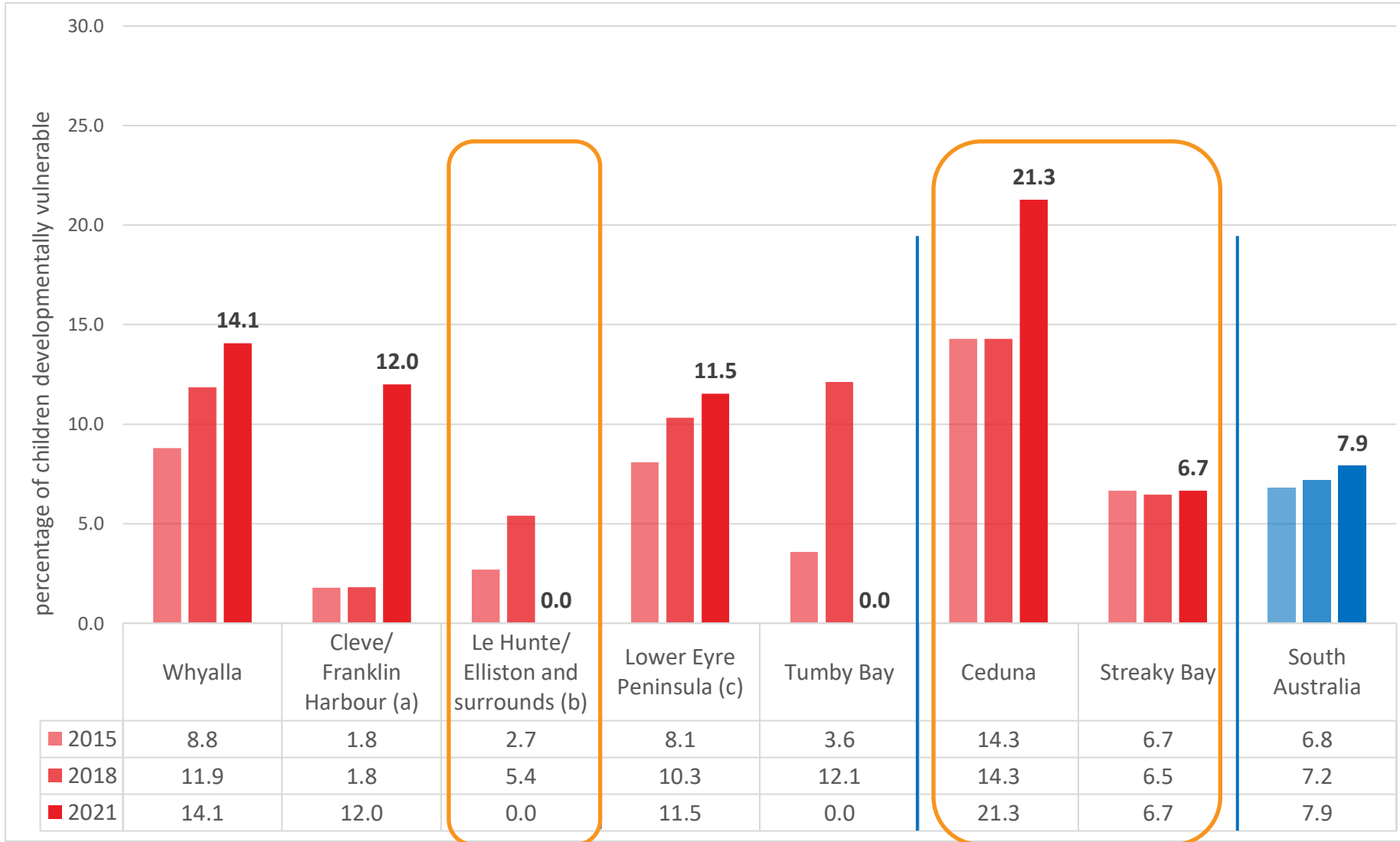
Community	No children 2021*
Whyalla	20
Cleve/ Franklin Harbour (a)	0
Le Hunte/ Elliston and surrounds (b)	0
Lower Eyre Peninsula (c)	26
Tumby Bay	0
Ceduna	9
Streaky Bay	3

Source: [AEDC Community Profiles 2021](#)

- (a) Cleve/Franklin Harbour: includes Kimba results
- (b) Le Hunte/Elliston and surrounds: includes Wudinna results
- (c) Lower Eyre Peninsula: includes Port Lincoln results

* Number of children developmentally vulnerable

% children developmentally vulnerable in language and cognitive skills (school – based)



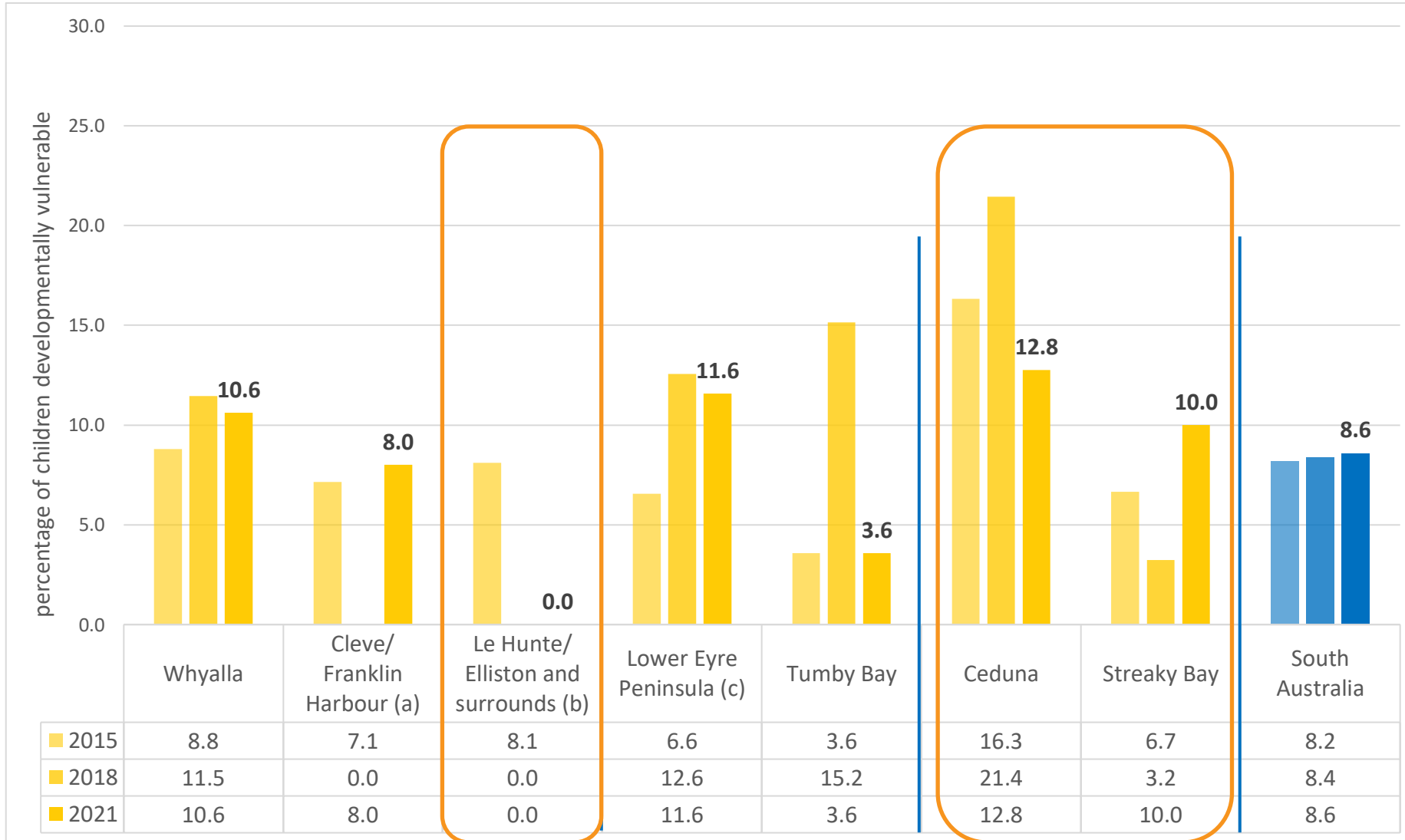
Children love to learn. Reading, counting and recognising numbers and shapes, are important for school and life

Community	No children 2021*
Whyalla	37
Cleve/ Franklin Harbour (a)	6
Le Hunte/ Elliston and surrounds (b)	0
Lower Eyre Peninsula (c)	27
Tumby Bay	0
Ceduna	10
Streaky Bay	2

Source: [AEDC Community Profiles 2021](#)
 (a) Cleve/Franklin Harbour: includes Kimba results
 (b) Le Hunte/Elliston and surrounds: includes Wudinna results
 (c) Lower Eyre Peninsula: includes Port Lincoln results

* Number of children developmentally vulnerable

% children developmentally vulnerable in communication skills and general knowledge



Children love to talk about their world with other children and adults.

Community	No children 2021*
Whyalla	28
Cleve/ Franklin Harbour (a)	4
Le Hunte/ Elliston and surrounds (b)	0
Lower Eyre Peninsula (c)	27
Tumby Bay	1
Ceduna	6
Streaky Bay	3

Source: [AEDC Community Profiles 2021](#)

(a) Cleve/Franklin Harbour: includes Kimba results
 (b) Le Hunte/Elliston and surrounds: includes Wudinna results
 (c) Lower Eyre Peninsula: includes Port Lincoln results

* Number of children developmentally vulnerable

AEDC data – early childhood programs

Playgroup attendance	2015		2018		2021	
	n	%	n	%	n	%
Whyalla	26	38.8	73	81.1	22	45.8
Cleve/ Franklin Harbour (a)	21	53.8	13	50.0	14	48.3
Le Hunte/ Elliston and surrounds (b)	23	69.7	22	84.6	6	69.2
Lower Eyre Peninsula (c)	39	57.4	49	74.2	56	70.9
Tumby Bay	13	86.7	15	93.8	19	90.5
Ceduna	16	69.6	8	50.0	15	36.6
Streaky Bay	12	70.6	21	87.5	11	61.1

As a protective factor children and families benefit from participating in early years child-parent programs eg playgroup

These results indicate decreasing playgroup attendance across the region when comparing 2018 to 2021.

Note: Data to the best of teacher’s knowledge

Source: [AEDC Community Profiles 2021](#)

(a) Cleve/Franklin Harbour: includes Kimba results
 (b) Le Hunte/Elliston and surrounds: includes Wudinna results
 (c) Lower Eyre Peninsula: includes Port Lincoln results

AEDC data - transition to school

Child has parents who are actively engaged with the school in supporting their child's learning	2015		2018		2021	
	n	%	n	%	n	%
Whyalla	229	88.1	241	86.1	245	86.0
Cleve/ Franklin Harbour (a)	51	89.5	58	98.3	52	96.3
Le Hunte/ Elliston and surrounds (b)	36	97.3	37	97.4	28	93.3
Lower Eyre Peninsula (c)	189	90.9	224	91.4	245	95.3
Tumby Bay	28	96.0	32	91.4	27	96.4
Ceduna	47	87.0	47	79.7	41	77.4
Streaky Bay	27	90.0	32	100.0	30	100.0

Children benefit from having parents who:

- are actively engaged with their child's school
- regularly read to children

Child is regularly read to/ encouraged in his/her reading at home	2015		2018		2021	
	n	%	n	%	n	%
Whyalla	212	81.5	224	80.0	227	79.6
Cleve/ Franklin Harbour (a)	51	89.5	58	98.3	52	96.3
Le Hunte/ Elliston and surrounds (b)	35	94.6	35	92.1	26	86.7
Lower Eyre Peninsula (c)	183	88.0	212	86.5	209	81.3
Tumby Bay	26	89.7	29	82.9	27	96.4
Ceduna	40	74.1	37	62.7	32	60.4
Streaky Bay	27	90.0	29	90.6	27	90.0

Source: [AEDC Community Profiles 2021](#)

- (a) Cleve/Franklin Harbour: includes Kimba results
- (b) Le Hunte/Elliston and surrounds: includes Wudinna results
- (c) Lower Eyre Peninsula: includes Port Lincoln results

AEDC data – children’s support

Support - children with special needs status	2015		2018		2021	
	n	%	n	%	n	%
Whyalla	21	8	26	9.3	23	8.0
Cleve/ Franklin Harbour (a)	≤3	≤5.3	4	6.8	4	7.4
Le Hunte/ Elliston and surrounds (b)	0	0	≤3	≤7.9	0	0.0
Lower Eyre Peninsula (c)	10	5	22	8.7	22	8.6
Tumby Bay	≤3	≤10.0	≤3	≤8.6	0	0.0
Ceduna	5	9	≤3	≤5.1	6	11.3
Streaky Bay	0	0	≤3	≤9.4	0	0.0

Support - children identified by teachers as requiring further assessment	2015		2018		2021	
	n	%	n	%	n	%
Whyalla	54	21	65	24.3	49	18.8
Cleve/ Franklin Harbour (a)	9	16	10	16.9	11	20.4
Le Hunte/ Elliston and surrounds (b)	≤3	≤8.1	8	21.6	≤3	≤10.0
Lower Eyre Peninsula (c)	29	14	33	14.4	45	18.9
Tumby Bay	6	22	6	19.4	4	14.3
Ceduna	12	22	6	10.3	10	19.2
Streaky Bay	0	0	≤3	≤9.4	6	20.7

This information can help you understand the support needs of children in your sites and communities.

An increase in the proportion of children teachers report as requiring further assessment could indicate increased complexity in child needs, concerns with referral networks or educators being better equipped to identify and refer children for further assessment

Source: [AEDC Community Profiles 2021](#)
 (a) Cleve/Franklin Harbour: includes Kimba results
 (b) Le Hunte/Elliston and surrounds: includes Wudinna results
 (c) Lower Eyre Peninsula: includes Port Lincoln results

Summary

Community	What is working well?	What could be improved?
Ceduna	<p>Since 2018, there has been a decrease in developmental vulnerability in communication skills and general knowledge.</p> <p>Since 2018, there has been a significant increase in children on track in social competence.</p> <p>Since 2018, the rates of developmental vulnerability have remained stable for physical health and wellbeing and social competence, without any statistically significant change... →</p>	<p>... However, despite no change, in 2021 developmental vulnerability in physical health and wellbeing is 13.4% higher than the rest of SA, and developmental vulnerability in social competence was 5.8% higher than the rest of SA.</p> <p>Physical health and wellbeing subdomain for physical readiness is high, at over 40% of children developmentally vulnerable in this area (30.4% higher than SA results).</p> <p>From 2018, there has been an increase in developmental vulnerability in language and cognitive skills (school based) and emotional maturity.</p> <p>Parent engagement with school, reading at home and playgroup attendance could all be improved – how could we engage with families around this?</p>
Streaky Bay	<p>Good engagement with schools and reported rates of reading at home.</p> <p>Since 2018, the rates of developmental vulnerability have remained stable across all domains, without any statistically significant change... →</p>	<p>... However, since 2018, there has been a significant decrease in children on track in social competence, communication skills and general knowledge and language and cognitive skills (school based).</p> <p>Playgroup attendance is low – how could this be improved?</p>
Le Hunte/Elliston and surrounds	<p>Over 90% of children are developmentally 'on track' when looking at each individual domain.</p> <p>In line with this, rates of developmental vulnerability are low, at 0-3.3% across all domains.</p>	<p>Playgroup attendance has declined; however, this community developing well – what might be contributing to this?</p>

How to find the data for your community?

The screenshot shows the AEDC website interface. At the top, there is a navigation bar with links for ABOUT, PRIVACY, RESOURCES, RESEARCH, FAQs, CONTACT, and SIGN IN. The AEDC logo is on the left, and the text 'Our Children · Our Communities · Our Future' is on the right. Below this is a dark navigation bar with links for PARENTS, EARLY CHILDHOOD, COMMUNITIES, SCHOOLS, RESEARCHERS, and DATA, along with a search bar. The main content area features a breadcrumb trail 'You are here: Home > Data' and a descriptive paragraph: 'The AEDC census data provides a snapshot of children's development that can inform communities and support planning, policy and action.' Below this, a section titled 'How the data can be viewed' is divided into three columns: DATA EXPLORER, DATA PRODUCTS, and KEY FINDINGS. Each column contains a small image of the respective tool and a brief description of its capabilities.

DATA EXPLORER

Explore results by AEDC community and local community and compare with jurisdictional and national results. Download 2021 Community Profiles.

DATA PRODUCTS

Access additional data products such as time series public tables by LGA, SA2, SA3, SA4, GCCSA, Remoteness, GIS data and SEIFA

KEY FINDINGS

Key findings, with an interactive chart showing trends in the AEDC for individual domains and summary indicators from 2009 to 2021 at the national and jurisdictional level

Part 4

Connecting with community



AEDC community story - Mid Murray Family Connections



Why communities use the AEDC

Provides a common language around children's development and wellbeing

- Supports people to come together to work toward a common goal

Provides reliable data to support groups to reflect on the context of children and families and plan their services and supports

- Informs an approach to localised needs assessment: consider the scale and intensity of support needs and how these differ across communities
- Reflect on the experience of families in accessing the system of supports available
- Reflect on the strengths and protective factors that already exist in communities
- Develop collaborative and place-based approaches to improving outcomes for children and families



Complementary data

AEDC is just one dataset

Combine AEDC data with other datasets to create a richer understanding of the community (strengths and challenges) to inform your work, including:

- [Australian Bureau of Statistics \(ABS\)](#), including QuickStats
- [Social Health Atlases of Australia \(PHIDU\)](#)
- [Community profiles and population forecasts \(.id\)](#)
- [South Australian Government Data Directory \(Data.SA\)](#)
- [Location SA Map Viewer](#)

Also ask yourself:

- What data do you already have access to?
- What community engagement data is available for your area?
- What anecdotal information is available?
- What information may local partners be able to provide to help in creating the community context picture?

AEDC Data explorer provides ABS data such as: completed year 12, recent address change, SEIFA, Young single parents and unemployment.

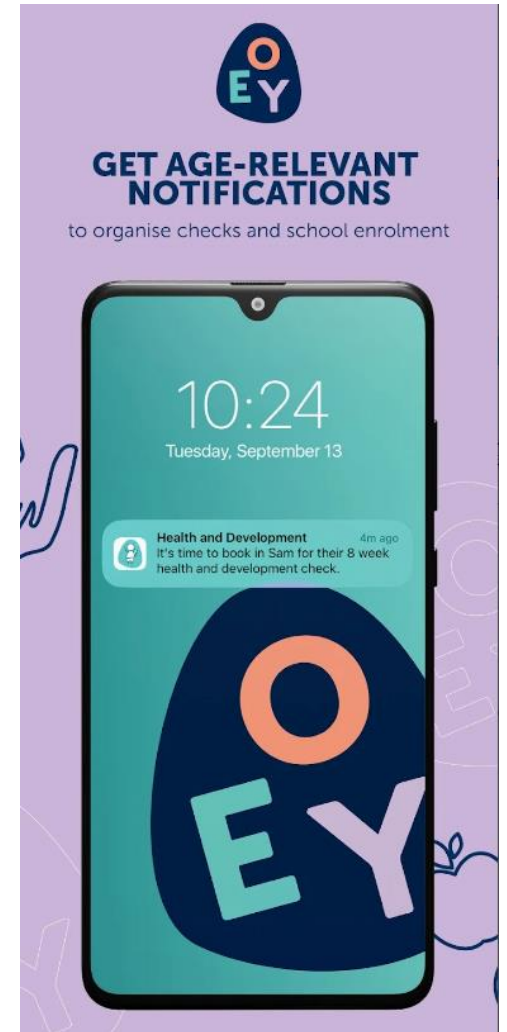
Local partners and next steps

- Partners provide better understanding of the community context
- Involving partners early is important. Consider involving:
 - community members
 - local businesses
 - state government
 - local government partners
 - early childhood service providers (including private sector)
 - cultural authorities
 - NGOs.
- Consider how you will work with partners to develop a planned approach and areas of focus for your community. For example, a collective impact framework, which involves five key conditions:
 - a common agenda; continuous communication; mutually reinforcing activities; backbone support; and shared measurement.



Resources for parents & community members

- [Early Years SA app](#), provides trusted information complementing the blue book
- [My Local Services](#), a free app that delivers localised council information to residents of South Australia
- [Raising Children Network](#), has expert parenting information from pregnancy onwards.
- [Open your world](#) provides South Australians and their families with valuable resources, tools and information to support improving wellbeing by staying healthy, active and connected.
- [Parenting SA](#) has practical guides and short videos about raising children.



Resources for parents and community members (continued)

- [Learning Potential](#) has tips and ideas about helping your child's learning.
- [Starting Blocks](#) provides parents with information about early childhood education and care.
- [Great Start](#) provides everyday ideas for learning.
- [Our Learning SA](#) has resources to help families and children to continue learning between school and home.
- [The free Bright Tomorrows app](#) has 1000s of ideas to help build a child's brain.
- [The Let's Read](#) website has tips and tools to promote reading with young children.
- [Visit the National Disability Insurance Scheme website](#) for information about accessing support if you have concerns about your child's development.



Resources for community stakeholders

- [2021 AEDC National Report](#)
- [AEDC Choosing effective interventions fact sheet](#)
- [AEDC Early Childhood Sector User Guide \(aedc.gov.au\)](#)
- [AEDC Community stories \(aedc.gov.au\)](#)
- [AEDC research findings / research snapshots](#)
- [AEDC Data explorer](#)
- [AEDC Resources for Communities \(aedc.gov.au\)](#)
- [AEDC FAQ's](#)
- [Centre for Community Child Health : Platforms \(rch.org.au\)](#)
- [The Australian Physical Literacy Framework \(pescholar.com\)](#)



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Note: national results drawn from the 2021 AEDC National report and SA data sourced from the SA 2021 AEDC Pivot Table
Quote from Inclusive SA (State Disability Inclusion plan 2019-2023)

